

The City of Saint Paul Police Department

Recruitment, Hiring, and Retention of Community Policing Officers
United States Department of Justice
Office of Community Oriented Policing Services

Character Based Selection and Assessment

Grant Period September 1, 2003 to December 31, 2006

Sergeant Dennis Conroy, Ph.D.
Saint Paul Police Department (Retired)

Assistant Chief Matt Bostrom, D.P.A..
Saint Paul Police Department

This project was supported by Cooperative Agreement # 2003-HS-WXK043 United States Department of Justice Office of Community Oriented Policing Services. Points of view or opinions contained in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Table of Contents

Executive Summary	3
Introduction	5
Summary of Character Based Hiring Process	9
Oral Interview Format	13
Background Investigation	32
Selecting a Departmental Psychologist	34
Character Based Lesson Planning	36
Character Based Field Training	38
Follow up	51
Appendix A	
Appendix B	
Appendix C	
Appendix D	

Executive Summary

This work is a continuation of the character based hiring program that was instituted under a U.S. Department of Justice Office of Community Oriented Policing Services Grant #2001-HS-WX-K046. Under that grant 15 character traits were identified by community members as being essential in police officers. This grant continues this program by developing a selection process based on these character traits as selection criteria.

The program starts with an overall summary of the character based hiring process from community involvement in trait identification through the final probationary evaluation. This process is described with a focus on character based hiring rather than traditional knowledge or experience based hiring. Initial oral interview strategies are discussed and sample questions are included with a focus on an evaluation of character through a description of behavior.

Selection of a psychologist or psychological firm conducting pre-employment psychological evaluations is considered an essential step in the hiring process. This grant makes a complete manual for use in selecting this psychologist and integrating the psychologist into the hiring process available upon request.

For use during academy, training a description of a character based lesson plan and points of character assessment is included. Traditional academy teaching methods are contrasted with character based academy methods. Sample character based lesson plans are available upon request.

This document describes the development of a Field Training Program based on the identified character traits. This format provides the structure for field training officers to evaluate knowledge, performance, and character through the monitoring of behavior.

Finally, the follow up to this process is presented. This will include techniques to elicit community feedback and continued involvement in the hiring process and an examination of the correlation between the identified character traits and individual internal affairs files.

Introduction

In a U.S. Department of Justice Office of Community Oriented Policing Services Grant #2001-HS-WX-K046, the Saint Paul Police Department identified 15 character traits as defined by the community to be essential in police officers within that community. Research under that grant indicated that the types of officers desired by the community were not being hired. Officers were frequently hired with shortcomings in one or more of the character traits that the community identified as being important.

The first step in this project was to develop a model of what an ideal police officer would look like to the citizens of Saint Paul. A series of qualitative interviews was conducted with key community members and leaders in various neighborhoods of Saint Paul (Frogtown, Dayton's Bluff, Midway, West Side etc.). One question was asked, *"What kind of people do you want to be police officers in your community?"*

The purpose for the qualitative interviews with the community was to identify character traits considered essential by the community in police officers. These interviews generated the following list of character traits. Then, the pre-employment psychological evaluations of the most recent hires were reviewed for the presence of these character traits. The results are displayed in the table below.

Trait	% Applicants Below Average
Enthusiastic	6%
Good Judgment	10%
Creative	24%
Self Motivated	8%
Understanding	21%
Self-Confident	12%
Independent	11%
Courageous	17%
Tenacious	13%
Respectful	8%
Compassionate	12%
Honest	7%
Loyal	6%
Inter-Active	12%
Responsible	11%

From these results it is evident that a number of the hired individuals scored below average on the traits identified by the community as important, yet were still recommended by the psychologist. These findings provided a basis for change in the hiring process.

In 2003, the Saint Paul Police Department was awarded this subsequent grant (# 2003-HS-WXK043) to develop specific methods to implement character based hiring. This process began with an evaluation of the overall hiring methods including the initial testing, the background investigation, the oral interview process, as well as the psychological screening. The process continued after the initial hiring through the recruit academy, the field training program and concluded with the final probationary report. The documents that follow are the results of that redesign process. No longer are applicants hired

and evaluated based only on knowledge and/or experience. Character traits have become an integral part of the hiring and evaluative processes.

This report is broken down into five segments. The first segment is a brief description of the general hiring process. Since each agency will likely use a departmental specific tool at each of the hiring stages, a detailed comparison of different hiring examinations is not included. Rather, this is simply meant to be a statement of the purpose for each step.

The second segment of this document is a description of the character based pre-employment psychological screening process. Since pre-employment psychological tools were examined in detail as part of the previous grant (#2001-HS-WX-K046), that examination is not repeated here. The focus is on the overall process of evaluation and is broken down into three parts: selection of a psychologist, integrating that psychologist into the hiring process, and the pre-employment psychological process itself.

The third segment of this document describes the manner in which desired character traits are integrated and assessed into the academy training. Lesson plans are designed around character traits, as well as core competencies of law enforcement.

The fourth segment of this document describes changes in the field training program. This program has continued in the traditional model of performance evaluation but has expanded to include the evaluation of character traits as an integral part of the overall evaluation process. The individual trainee

is evaluated on performance of the core competencies of law enforcement as well as character traits as evidenced in behaviors.

In the fifth and final segment, follow up to the original grant is presented including community response and a comparative study. The comparative study is on the strength of character traits identified in section one identified in each individual during the pre-employment psychological evaluation with individual internal affairs files at the one year and five year marks.

Summary of Character Based Hiring Process

Initial Test (Written/Oral)

The initial test is designed to reduce the applicant pool by eliminating clearly unsuitable candidates. It is the most general screening in the process and clearly must be set up with any potential for error in the direction of selecting false positives. This portion of the hiring process is a pass/fail assessment.

Oral Interview

An oral Interview is conducted involving members of the police department as well as community representatives. This part in the process focuses on the initial assessment of the desired character traits in the police applicants. Both department members and community representatives should be trained in the use of standardized questions screening for these traits, as well as standardized scoring guidelines. There should be provision for consensus if the spread in scores is too wide among the interviewers. This portion of the assessment results in a rank order of the applicants.

Background Investigation

The background investigation portion of the hiring process is conducted within the police department. The applicant is sent the character based background investigation packet and asked to complete and return the forms. The background investigation begins at this point in the hiring process and continues until the actual time of appointment. If at any time during the

background investigation it appears that the applicant is clearly unsuitable for employment as a police officer, the file will be reviewed by the chief of police or a designee and the applicant may be dropped from further consideration. Medical information may be obtained at this time; however, it must be separated from the rest of the background information and sealed. The medical information can only be accessed after a conditional job offer.

Oral Interview

The oral interview segment of the hiring process is comprised of an interview conducted by members of the department management team. These are members who have been trained in the sought after character traits. Therefore, the use of questions designed to assess those character traits and a standardized scoring format is needed to evaluate each applicant's response. Based upon the applicant's responses and subsequent evaluation by members of the management team, the chief of police may extend a conditional job offer to the applicant. The job offer is conditional upon the applicant passing the psychological evaluation, the medical evaluation, and completion of the background investigation.

Psychological

The psychological evaluation is also based upon the desired character traits as established at the beginning of the hiring process. The psychologist is instructed to evaluate for the presence, absence, and strength of these character traits as well as psychopathology. The psychologist provides the department

with a clear recommend/do not recommend response for each applicant. In conducting the psychological evaluation, the psychologist has access to any medical information provided by the applicant and any background information uncovered up to this point.

Medical

This portion of the hiring is conducted by a medical doctor and assesses the applicant's medical fitness for performance of the duties of a police officer. If the physician believes this applicant cannot perform the duties of a police officer, the applicant is rejected.

Closing of the background investigation

The background investigation continues throughout the hiring process. It is an open investigation with new information being added as it is discovered. For many applicants, this is routine. However, if significant events involving the applicant have occurred between the initial conditional job offer and this time, these events will be assessed prior to closing the background investigation. The applicant is rejected if questionable or negative information is found.

Beginning of the academy

The academy is another phase of evaluating character traits as evidenced in the recruits. Evaluation is designed around academy performance, academic integrity, leadership, team qualities, and decision making during practical exercises.

Field Training Program

During the field training program, the recruit or probationary officer is evaluated on basic knowledge competencies or how the officer performs the basic tasks of a police officer, and the character traits as defined in the Field Training Manual. The character traits are observed in behaviors toward citizens, other officers, and superiors. While the behaviors reflecting character may not have a direct impact on the immediate situation in which the officer is involved, the behaviors are very indicative of the long term stance the officer will take in performance of police duties. Behaviors and performance issues are evaluated during the field training program.

Final Probationary Report

The final probationary report is performance and character based, in that it will address both areas of evaluation. To be retained as a police officer and to pass from probationary status, the officer must have demonstrated appropriate levels of performance and appropriate character traits during the probationary period. The end of probation becomes a purposeful evaluation rather than a formality.

Oral Interview Format For Use in Character Based Hiring

This protocol is developed with an emphasis on the evaluation of identified character traits during an employment interview for police officers. The intent is to assess character traits listed as important in police officers by the community.

These questions, responses, and rating scales are designed to be used as part of an oral interview process for police officers. In addition to the initial question, examples of follow-up questions that might be used to clarify an applicant's answers are included. These questions and answers can also be used as a basis to assess character traits in potential field training officers.

Included are sample rating and consensus forms for use with multiple rater panels. Individual rating forms are designed for use with each applicant while consensus forms may only need to be used when there is significant disagreement between raters.

This interview protocol and rating system is designed to ensure maximum consistency within each officer's rating and as inter-rater consistency. Definitions for each of the identified character traits are included elsewhere in this document and should be used by each rater to improve inter-rater consistency.

Sample Interview Questions

The following character traits have been identified by community participants as essential traits in police officers. The following questions have been designed to assist in identifying these traits as part of a police officer selection process. For the purposes of this hiring process, the definitions as provided by the community in identifying these traits are as follows.

Enthusiastic and Self Motivated

- Completes necessary work steps and assigned tasks independently with little prompting or intervention
 - Willingness to seek out and complete additional tasks during slow periods
 - Demonstrates a thirst for knowledge through putting forth extra effort to acquire new knowledge or skills or to remedy performance deficiencies
 - Exemplifies desire through persisting and maintaining diligence in fulfilling routine, tedious, difficult or unpleasant assignments
 - Is able to work without close supervision
1. Tell us about a time you have committed completely to a project.
What was the project?
What were the ways in which you committed to the project?
How long did the project last?
 2. What have you done to stay current in your profession?
What professional organizations do you belong to?
What continuing education training have you obtained in the past year?
What professional journals do you subscribe to?
 3. What is the last challenge you undertook?
Why did you undertake this challenge?
What was the challenge?
What made it challenging?

Good Judgment

- Discreetly, fairly, and appropriately applies acquired knowledge of laws, ordinances, and procedures to the situation at hand
- Exercises independent judgment and makes sound decisions under conditions of uncertainty, danger, stress and time pressure
- Is able to identify and anticipate the likely consequences of implementing various courses of action in a particular situation
- Communicates information and instructions objectively without interjecting personal biases or emotional reactions
- Understands limits of authority
- Sees the big picture
- Is able to gain willing compliance from others through reasoning

1. Tell us about a recent decision you are proud of.
What were the opposing sides?
Why was this decision difficult?
What pressure, if any, was brought to bear?
What effect did your decision have?
2. Give us an example of a time you have been discrete.
What were the issues involved?
What made it difficult to be discrete
What were your other options?
3. Tell us when you have been fair in a difficult situation.
What were the opposing sides?
What made the situation difficult?
How did you act fairly?
Who might have thought you acted unfairly in this situation?

Creative

- Intuitively and open-mindedly takes a variety of factors into account and gives them proper weight when “sizing up” a situation and determining the type and level of response required
 - Is resourceful with a keen ability to recognize when to make and implement own decisions and when to seek guidance and/ or clearance from supervisors
 - Views situations from multiple perspectives
 - Generates novel, yet practical solutions to problems
1. Tell us about a creative solution you generated to a pre-existing problem.
What made the solution creative?
What was your role in this solution?
How was the solution implemented?

2. Tell us about a program you developed to solve a neighborhood problem.
What was the problem?
How did your program solve the problem?
Who was involved in the problem/solution?
3. How have you been resourceful in your job search?
What have you done differently than other applicants?
How have you presented yourself differently?
How have you prepared for this career differently than other applicants?

Understanding and Respectfulness

- Demonstrates ability to listen through good listening skills, accurately noting key information, and requesting clarification when appropriate
- Adjusts verbal communication style, tone, and language to the situation at hand in order to enlist support and facilitate compliance
- Is able to accurately read or interpret the mood of a crowd or group of people
- Interacts effectively and desires to become a familiar face with the community
- Is able to effectively mediate and help resolve disputes and conflicts
- Interprets body language and other behavioral cues to detect hostility, resistance, evasiveness, or lying
- Recognizes own impact on others
- Develops and maintains good relationships with peers in the public
- Is able to gain and maintain the trust and confidences of others

1. Tell us about a time you acted in an empathetic manner.
What was the situation?
Why did it require empathy?
What was the outcome of the situation?
2. What do you know about the City of St. Paul and the St. Paul PD?
What is the diversity of this community?
How large is the police department?
What are the high schools serving this community?
3. How have you used discretion in the past?
What was the situation?
Why did it call for discretion?
What was the outcome?

Self-confident

- Is able to recognize strengths and weaknesses in own performance
 - Holds self accountable for actions and decisions and is able to admit mistakes and deficiencies to others and take constructive steps to remedy them
 - Is willing and able to follow orders, prescribed rules, and procedures without undue questioning, resistance, or complaint
 - Resists using authority or position for personal gratification or gain
 - Exercises strong emotional control
 - Does not come across as arrogant or cocky
 - Demonstrates appropriate assertiveness
 -
1. Give us an example of an area in which you have believed in yourself when others doubted you?
What was the situation?
Why were they doubting you?
Why did you believe differently than they did?
 2. Give us an example of a time where your self-confidence paid off.
What was the situation?
Who else was involved?
How was your self-confidence challenged in this situation?
 3. Tell us about a time where your self-confidence allowed you to succeed where you may have otherwise failed.
What was the situation?
How did self-confidence allow for success?
What might have happened without self-confidence?

Acts Independently

- Works with minimal supervision
 - Prioritizes appropriately
 - Identifies problem areas without being told
1. What is the most important thing in your life?
How do you put your energy into this?
What makes it most important?
What gets in the way of spending more time doing this?
 2. How have you acted independently in the past?
What was the situation?
Who else was involved?
What makes your actions independent?

3. Tell us about a problem you identified before others were even aware of it.
What was the situation?
What was the specific problem?
What did you do to solve the problem after you became aware of it?

Courageous

- Operates with personal and professional integrity in compromising situations
 - Displays pride in self and actions; serves as an example to others
 - Handles people professionally and restores order in difficult and chaotic situations
 - Demonstrates patience and flexibility in difficult situations
 - Demonstrates willingness to take personal risks to obtain important outcomes
 - Resists using authority or position for personal gratification or gain
 - Resists inappropriate peer pressure
 - Not afraid to connect with citizens
 - Personal – willing to get out of the car and talk to people
 - Participates in after hour community activities.
 - Involved with youth
 - Professional – Able to think clearly in a highly stressful situation
 - Can admit they are human
 - Can admit when they are wrong
1. Tell us about a mistake you made.
Why was it a mistake?
What was the mistake?
What did you do to correct the mistake?
 2. Tell us about your volunteer activities in a community different than your own.
What are some of the difficulties?
How much time each week do you spend at this?
How is this community different than your own?
 3. Tell us about a stressful situation.
What made it stressful
What were your actions?
How do you rate your actions in hindsight?

Tenacious

- Shows assertiveness, firmness, and self-confidence in carrying out duties
 - Adjusts quickly to changing situations
 - Demonstrates appropriate firmness in difficult situations
 - Is not easily dissuaded from goals
 - Does not give up in the face of setbacks or obstacles
 -
1. Tell us about a task that was much more difficult than you initially thought it would be.
What made it more difficult?
What was your response to the difficulty?
How long did it take you to finish it?
 2. Tell us about an unpleasant task you were assigned.'
What was the task?
What made it unpleasant?
How long did it take you to finish it?
What were the results?
 3. What is the biggest setback you have encountered up to this point in your life?
What caused the setback?
What have you done to work around the setback?
How did the setback interfere with completion of the task?
How have you continued to make progress in this area?

Tolerance and Compassion

- Displays empathy and genuine concern for others
 - Is sensitive to cultural and circumstantial differences
 - Accepts humor and criticism directed at oneself without becoming hostile or defensive
 - Accepts individuals with alternative points of view, traditions or lifestyles
 - Appreciates differences, rather than appears threatened by them
1. Tell us the best example of your ability to be caring and compassionate toward someone less fortunate than you.
Who were you dealing with?
What was the situation?
What was the outcome?
 2. Tell us about a time you had an emotional response to a situation.
What was the situation?
How intense was the emotional response?
How appropriate was the emotional response?
How helpful was the emotional response?

3. When was the last time you admitted a mistake to someone else?
What was the mistake?
Who did you admit the mistake to?
Was that appropriate?
How was your relationship affected by your admission?

Honesty and Responsibility

- Tells the truth even when not in own interest
 - Is willing to deliver difficult messages
 - Is not willing to sacrifice honesty for expediency
1. When have you told the truth in a difficult situation?
What was the situation?
Why was it difficult?
What was the outcome?
 2. Give us an example of a time you came forward with the truth even though you were not being questioned.
What was the situation?
What was the outcome?
 3. Other than their children (as a babysitter), what is the most important thing someone has trusted you with?
What made it important?
How did you live up to that trust?
What was their response?

Loyalty

- Has allegiance to a strong set of values
 - Is willing to make personal sacrifices
 - Possesses a deep commitment to public service
 - Is likely to remain with the agency for considerable length of time
 - Refrains from negative comments regarding the agency, leadership and peers
1. How have you recently stood up for a friend in a difficult situation?
What was the situation?
What made it difficult?
What was the response?
 2. Tell us about a long-term friendship you have with someone.
How long?
How has that friendship been tested over time?
How has that friendship changed?

3. What have you done for a friend who has recently fallen on hard times?
What is the situation?
Were the actions meaningful?
What was their response?

Interaction

- Truly enjoys being with people
 - Initiates contact with others
 - Is friendly and outgoing
 - Is genuinely interested in people
 - Cooperates well with others
1. Give us an example of your participation in a team effort.
What was the situation?
How did you contribute to the team's success/failure?
What did you learn from this teamwork?
 2. Give us an example where you were a team leader.
What was the situation?
How were you selected as a team leader?
What was your most difficult task as team leader?
 3. What was your worst experience working in a team?
What was the situation/goal?
What was your role?
Why did the team have difficulties?

Saint Paul Police Department

Police Officer Interview Evaluation Form

Candidate _____

Rater Name _____

Date _____

Rating Scale

9 = excellent
 7 = more than acceptable
 5 = acceptable
 3 = less than acceptable
 1 = poor

Enthusiasm

1 2 3 4 5 6 7 8 9

Good Judgment

1 2 3 4 5 6 7 8 9

Creative

1 2 3 4 5 6 7 8 9

Self-Motivation

1 2 3 4 5 6 7 8 9

Understanding

1 2 3 4 5 6 7 8 9

Self-Confident

1 2 3 4 5 6 7 8 9

Acts Independently

1 2 3 4 5 6 7 8 9

Courageous

1 2 3 4 5 6 7 8 9

Tenacious

1 2 3 4 5 6 7 8 9

Respectful

1 2 3 4 5 6 7 8 9

Compassionate

1 2 3 4 5 6 7 8 9

Honest

1 2 3 4 5 6 7 8 9

Loyal

1 2 3 4 5 6 7 8 9

Interactive

1 2 3 4 5 6 7 8 9

Responsible

1 2 3 4 5 6 7 8 9

_____ Rater Signature

Saint Paul Police Department
Police Officer Oral Interview Consensus Ratings

	Panel Members
Candidate _____	1. _____
Date _____	2. _____
	3. _____

Dimension	Panel Member			Consensus*
	1	2	3	
Enthusiasm	_____	_____	_____	_____
Good Judgment	_____	_____	_____	_____
Creative	_____	_____	_____	_____
Self-Motivation	_____	_____	_____	_____
Understanding	_____	_____	_____	_____
Self-Confident	_____	_____	_____	_____
Acts Independently	_____	_____	_____	_____
Courageous	_____	_____	_____	_____
Tenacious	_____	_____	_____	_____
Respectful	_____	_____	_____	_____
Compassionate	_____	_____	_____	_____
Honest	_____	_____	_____	_____
Loyal	_____	_____	_____	_____
Interactive	_____	_____	_____	_____
Responsible	_____	_____	_____	_____

*Consensus is **ONLY** required if there is a spread of **MORE** than two points in the numerical ratings for a dimension. If the point spread is two points or less, leave this space blank for that dimension.

Applicant Review Sheet

During your interview you will be asked some of the following questions. You will have 30 minutes for the entire interview. Please review these questions in order to provide the board with complete and concise responses. You may make notes on this page to facilitate your interview. Please sign the bottom of this page and turn it in upon completion of your interview.

1. Tell us about a time you have committed completely to a project.
2. Tell us about a recent decision you are proud of.
3. Tell us about a creative solution you generated to a pre-existing problem
4. When was the last time you solved a problem without first being asked?
5. Tell us about a time you acted in an empathetic manner.
6. Give us an example of an area in which you have believed in yourself when others doubted you?
7. What is the most important thing in your life?
8. Tell us about a mistake you made.
9. Tell us about a task that was much more difficult than you initially thought it would be.
10. How have you worked toward a common goal with someone you didn't like?
11. Tell us the best example of your ability to be caring and compassionate toward someone less fortunate than you.
12. Give us an example of a time you came forward with the truth even though you were not being questioned.
13. How have you recently stood up for a friend in a difficult situation?
14. Give us an example where you were a team leader.
15. What is the most difficult ethical decision you have needed to make?

Background Investigation

Working with members from the background department, the theme of the background questionnaire that potential police applicants must complete is changed from “what have you done?” to “who are you?” Questions regarding volunteer activities are included. It is believed that an applicant's life experience impacts his/her suitability for a law enforcement career, yet is less significant than the type of person the applicant appears to be. The better the police application process, the better the chances are for finding the best candidates for the job. The essay portion of the application includes questions that the applicant must answer about their life experience. These questions include:

- 1. Describe some of your significant life experiences. How did these experiences make you feel? How have these experiences influenced your decision to become a police officer?*
- 2. Discuss some of the ways in which you have interacted with or worked with people of different race, color, sex, sexual orientation, age, religion, national origin, and any other differences.*

To ensure completeness of the full application, a checklist was included, which applicants must complete with the required demographic information attached.

The format for the background investigations are changed based upon the belief that the Saint Paul Police Department can teach people to be police officers and not the character traits. It has long been a psychological axiom that

the best predictor of future behaviors will be past behaviors. However, the SPPD needs to consider that the motivation for the behavior may make a difference in how it is interpreted. An applicant who received several parking tickets 10 years ago in college must be considered differently from an individual who received several parking tickets while in the police academy. The focus changes from "what have you done" to "who are you."

This character focus requires a closer attention to detail about the behavior rather than just a consideration of the behavior itself. Each behavior needs to be considered in light of the totality of circumstances rather than in an isolated manner. The applicant who admits smoking marijuana 10 years ago in high school must be looked at differently than the applicant who declares that he/she smoked marijuana while studying to be a police officer.

Closer attention to detail in the background investigation requires a greater commitment by the department. The background investigation becomes more costly and more time consuming. However, this gives the department a greater insight into the kind of individual they are hiring and also provides a stronger historical basis for the subsequent pre-employment psychological screening.

For complete Background Investigation Manual, see Appendix A.

Selecting a Department Psychologist

This description of “best practices” in pre-employment psychological evaluations began with funding under a COPS grant #2001-HS-WX-K046 and has continued under grant #2003-HS-WXK043. It is important for each agency to work with their community to identify the character traits most desirable for law enforcement officers in that community. The work begins with some suggestions as to what type of character traits might be important in law enforcement officers as identified by the community. Such traits include integrity, tenacity, and loyalty. The type of individual to be selected must be clearly stated for the evaluation process to be meaningful.

Selection of the psychologist hired for pre-employment psychological evaluation is an integral part of the entire hiring process. There is no other single person or consulting firm who has virtual veto power over any new hire. No matter how good an applicant looks otherwise, if that applicant is not recommended for hire by the screening psychologist, the applicant is rarely given further consideration for employment. Therefore, it is essential for the department to be thorough in the selection of the screening psychologist or firm.

Areas to investigate in hiring a psychologist include personal history, criminal history, professional qualifications, and experience with law enforcement. It is essential to hire a psychologist qualified in the area of pre-employment psychological evaluation for law enforcement.

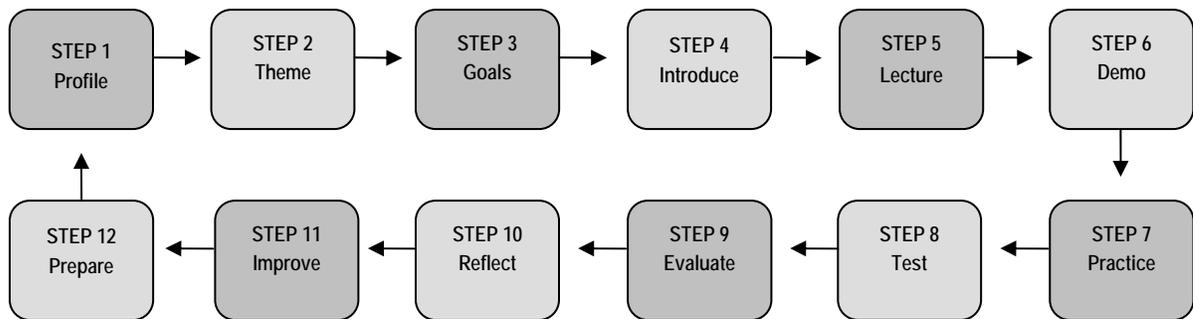
For a detailed background investigation manual for use in hiring psychologists, see Appendix B.

It is essential that the pre-employment psychological report include information that is helpful to the hiring agency as the consumer of the psychological evaluation. These include readability, absence of psychological jargon, and a clear hire/no hire recommendation.

The specific role of the psychologist will vary from agency to agency; however, it is essential that the psychologist be a member of the hiring team and integrated seamlessly into the hiring process as one member of the hiring team. For sample character based pre-employment psychological evaluations, see Appendix C.

Character Based Lesson Planning

The Lesson Planning Flow Chart and explanations below represent the process for preparing a comprehensive and effective lesson plan for a character-based police academy class:



Step 1: Profile

- Class Description: What do you know about your class: number of students, age, gender, level of language ability, ethnicity, character traits, and other background information?
- Length of Lesson: What is the total length of your lesson?
- Assumptions: What are you assuming about your students and classroom?
- Anticipated Problems: What problems are you anticipating?

Step 2: Theme

- Lesson Theme: What is the overall theme of your lesson?
- Curriculum: Which sources did you use for ideas?
- Character Traits: Have you incorporated the police officer character traits identified by your community?

Step 3: Goals

- Personal Teaching Goal: What is your personal teaching goal during this lesson?
- Aims and Objectives: What are a few objectives that you want your students to accomplish during this lesson? By the end of class, what should the students be able to do, think, and feel?

Step 4: Introduce

- Icebreaker/Lead-in (5% of lesson): Introduce yourself and state the goals and objectives for the class.
- What activity will you begin with to set the context of your lesson theme and prepare your students to learn the topic?

Step 5: Lecture

- Lecture (30% of lesson): Explain each learning objective.
- As you teach each learning objective, are you intentionally including character-based policing principles?

Step 6: Demonstrate

- Demonstrate (15% of lesson): Which activities will you choose that appeal to all three learning styles (visual, auditory, kinesthetic)?
- Which learning objectives will your students need to understand to complete your activities and apply character-based policing principles?

Step 7: Practice

- Practice (minimum 30% of lesson): Will you be able to practice in the classroom or will you need to use hands on activities? How much time will you need to ensure that each student can demonstrate mastery of the learning objectives and character-based policing traits?
- If you choose to conduct a hands-on activity, do you have an appropriate amount of space, equipment, and additional teaching assistants?

Step 8: Test

- Testing knowledge (20% of lesson): How will you test for understanding of the learning objectives?
- How will you observe the character-based policing traits?
- Will you use a written examination, correction, feedback, review, hands-on demonstration, or homework to close your lesson?
- If you choose to give the students homework, when will it be due, who will collect it, and how will it be evaluated?

Step 9: Evaluate

- Assessment: How will you evaluate written examinations, homework, and hands-on demonstrations? How will you assess the fifteen character traits?
- Will correction and feedback provided immediately?
- Will feedback be made orally or in writing? (If feedback is in writing, what forms will be used?)
- How will provide feedback on the display of character traits?

Step 10: Reflect

- Adjustments: What do you need to adjust in your next lesson according to your students' ability and interests? (What recommendations were made in the course critiques?)
- Timing: How much time do you estimate for each part of your lesson plan? (The above mentioned times listed are only a guide).
- Character-Centered: What could you do that would reinforce the importance of each of the character-based policing traits?
- Student-Centered: What did you do that the students could have done?

Step 11: Improve

- Continuous Improvement: Each lesson can be improved. What will you do to incorporate your reflections?

Step 12: Prepare

- **Materials:** Which materials will you need to teach your lesson from start to finish? Look through each part of your lesson plan and make a detailed list of all the materials you will need. Consider preparing a checklist that includes the necessary materials and notifications that need to be completed prior to the class.

Sample Lesson Plan

Lesson Plan

Controlled Substances

Location:

Instructor:

Assistant Instructor(s):

Date(s):

Methods: Lecture, Discussion, Demonstration, and Small Group Activities

Media: Projector, VCR, DVD player, Television Monitor, Eraser board, Laptop Computer

Materials: Handouts, DVD, Video cassettes (surveillance videotape), dry eraser markers, mock controlled substances, evidence containers, PowerPoint slides

Goal: To provide the students with the information and skills necessary to allow them to identify controlled substances, understand their effects on the body, know the common methods of concealment and reinforce the need for character when dealing with controlled substances.

Learning Objectives: The student will be able to identify controlled substances and paraphernalia.

The student will be able to understand the effects of controlled substances on the human body.

The student will know the common methods of concealment and transportation of controlled substances.

Introduction: Instructor(s) introduction(s) and overview of the course goals, objectives and expectations.

Part One: What is a controlled substance?

A drug can be defined as “something, other than food, that changes the way your mind and body work.”

The government determines which drugs need to be controlled based on the risk to cause bodily harm.

Handout booklets containing photographs and descriptions of controlled substances.

Part Two: Describe the most commonly used controlled substances and associated street names/terminology:

Marijuana
Ecstasy
Crystal Methamphetamine
Cocaine/Crack
Etc.

Handout confiscated (and sealed) samples of each substance.

Explain the most common methods of weighing and packaging of the various controlled substances.

Part Three: Methods of concealment of controlled substances

Handout examples of shoes and other clothing items where controlled substances have been located.

View PowerPoint slides/photographs of areas of concealment on people and in vehicles and homes.

Part Four: Intelligence gathering and surveillance techniques

View surveillance videotape of drug transaction.

Describe the patterns of behavior associated with illegal drug trafficking

Individuals
Groups

Street corners
Vehicles
Homes, apartments, garages
Neighborhoods

Part Five: Evidence Collection and Legal Aspects

Stop and Frisk searches

The chain of custody for confiscated/recovered controlled substances

The chain of custody for confiscated/recovered money associated with suspected drug transactions

Character requirements for dealing with controlled

Part Six: Activity (Individual)

Write an Incident Report of a case involving a controlled substance arrest.

Provide a scenario that includes an arrest of a suspect involved in the possession of a controlled substance.

Students will submit a complete arrest report that contains all of the elements necessary for the successful prosecution of a controlled substance arrest.

Part Seven: Activity (Small Group)

Recover and turn in evidence associated with the controlled substance arrest.

Each group will collect mock controlled substance materials, appropriately place them into an evidence container, properly turn the evidence into a property room clerk or locker, and correctly documenting all actions taken. (Special attention and emphasis must be given to maintaining the chain of custody.)

Assessment:

Instructors:

Character-based Evaluation Form should be used as guide to provide feedback on classroom and group participation, as well as the incident report and evidence collection activity.

Peers:

Character-based Evaluation Form should be used as a guide to provide feedback on group participation and the evidence collection activity.

Self:

Character-based Evaluation Form should be used to assess classroom and group participation, as well as the incident and evidence collection activity.

Character Evaluation Form

Name:

Date:

Subject:

Our Character is what we are. The dictionary defines character as the ways a person feels, thinks, or acts. Circle the number you feel best describes your level of understanding of the listed characteristics, ten being the highest. *(The definitions for each characteristic were determined by the citizens in our community.)*

Enthusiastic

1 2 3 4 5 6 7 8 9 10

- Completes necessary work steps and assigned tasks independently with little prompting or intervention
- Willingness to seek out and complete additional tasks during slow periods
- Demonstrates a thirst for knowledge through putting forth extra effort to acquire new knowledge or skills or to remedy performance deficiencies
- Exemplifies desire through persisting and maintaining diligence in fulfilling routine, tedious, difficult or unpleasant assignments
- Is able to work without close supervision

Good Judgement

1 2 3 4 5 6 7 8 9 10

- Discreetly, fairly, and appropriately applies acquired knowledge of laws, ordinances, and procedures to the situation at hand
- Exercises independent judgment and makes sound decisions under conditions of uncertainty, danger, stress and time pressure
- Is able to identify and anticipate the likely consequences of implementing various courses of action in a particular situation
- Communicates information and instructions objectively without interjecting personal biases or emotional reactions
- Understands limits of authority
- Sees the big picture
- Is able to gain willing compliance from others through reasoning

Creative**1 2 3 4 5 6 7 8 9 10**

- Intuitively and open-mindedly takes a variety of factors into account and gives them proper weight when “sizing up” a situation and determining the type and level of response required
- Is resourceful with a keen ability to recognize when to make and implement own decisions and when to seek guidance and/ or clearance from supervisors
- Views situations from multiple perspectives
- Generates novel, yet practical solutions to problems

Understanding and Respectfulness**1 2 3 4 5 6 7 8 9 10**

- Demonstrates ability to listen through good listening skills, accurately noting key information, and requesting clarification when appropriate
- Adjusts verbal communication style, tone, and language to the situation at hand in order to enlist support and facilitate compliance
- Is able to accurately read or interpret the mood of a crowd or group of people
- Interacts effectively and desires to become a familiar face with the community
- Is able to effectively mediate and help resolve disputes and conflicts
- Interprets body language and other behavioral cues to detect hostility, resistance, evasiveness, or lying
- Recognizes own impact on others
- Develops and maintains good relationships with peers in the public
- Is able to gain and maintain the trust and confidences of others

Self-confident**1 2 3 4 5 6 7 8 9 10**

- Is able to recognize strengths and weaknesses in own performance
- Holds self accountable for actions and decisions and is able to admit mistakes and deficiencies to others and take constructive steps to remedy them
- Is willing and able to follow orders, prescribed rules, and procedures without undue questioning, resistance, or complaint
- Resists using authority or position for personal gratification or gain
- Exercises strong emotional control
- Does not come across as arrogant or cocky
- Demonstrates appropriate assertiveness
-

Acts Independently**1 2 3 4 5 6 7 8 9 10**

Works with minimal supervision
Prioritizes appropriately
Identifies problem areas without being told

Courageous**1 2 3 4 5 6 7 8 9 10**

- Operates with personal and professional integrity in compromising situations
- Displays pride in self and actions; serves as an example to others
- Handles people professionally and restores order in difficult and chaotic situations
- Demonstrates patience and flexibility in difficult situations
- Demonstrates willingness to take personal risks to obtain important outcomes
- Resists using authority or position for personal gratification or gain
- Resists inappropriate peer pressure
- Not afraid to connect with citizens
- Personal – willing to get out of the car and talk to people
- Participates in after hour community activities.
- Involved with youth
- Professional – Able to think clearly in a highly stressful situation
- Can admit they are human
- Can admit when they are wrong

Tenacious**1 2 3 4 5 6 7 8 9 10**

- Shows assertiveness, firmness, and self-confidence in carrying out duties
- Adjusts quickly to changing situations
- Demonstrates appropriate firmness in difficult situations
- Is not easily dissuaded from goals
- Does not give up in the face of setbacks or obstacles
-

Tolerance and Compassion**1 2 3 4 5 6 7 8 9 10**

- Displays empathy and genuine concern for others
- Is sensitive to cultural and circumstantial differences
- Accepts humor and criticism directed at oneself without becoming hostile or defensive
- Accepts individuals with alternative points of view, traditions or lifestyles
- Appreciates differences, rather than appears threatened by them

Honesty and Responsibility

1 2 3 4 5 6 7 8 9 10

- Tells the truth even when not in own interest
- Is willing to deliver difficult messages
- Is not willing to sacrifice honesty for expediency

Loyalty

1 2 3 4 5 6 7 8 9 10

- Has allegiance to a strong set of values
- Is willing to make personal sacrifices
- Possesses a deep commitment to public service
- Is likely to remain with the agency for considerable length of time
- Refrains from negative comments regarding the agency, leadership and peers

Interaction

1 2 3 4 5 6 7 8 9 10

- Truly enjoys being with people
- Initiates contact with others
- Is friendly and outgoing
- Is genuinely interested in people
- Cooperates well with others

Strengths:

Areas for Improvement:

Additional Comments/Observations:

Character Based Field Training

The process of field training new police officers is probably the best opportunity for law enforcement agencies to pass on the formal and informal customs and values of the organization. Training programs are typically designed with a time line and measured with a numerically-based system that evaluates the competency of officers to perform specific tasks. These tasks are usually built on the policies and procedures of the agency, state criminal law, and constitutional law.

In 2002, the SPPD was awarded a U.S. Department of Justice grant titled “Promoting Cooperative Strategies to Reduce Racial Profiling Initiative” (Grant #2001-HS-WX-K046). The primary purpose of this grant was to examine the department’s hiring and training practices to discover strategies to reduce and eliminate racial profiling. A key component of this grant was establishing a series of community focus groups. The key outcome of these focus groups was the identification of 15 preferred police officer character traits. The SPPD then established these 15 character based traits as its new benchmark to evaluate new officers in hiring, training, and retention.

The following is a framework for the implementation of the character-based model of police officer field training. This training includes traditional training and evaluation of policy, procedural, and performance based material, and a real-time evaluation of identified character traits as demonstrated during the field training program. This model provides the framework for evaluation of

character, based on behaviors, as an integral part of a final step in the hiring process.

The Evaluation Process

Evaluation of Recruit Officers:

Both performance and character traits are evaluated by the Field Training Officer (FTO). This evaluation is based on observable behaviors. It is essential that the Field Training Officer evaluate the recruit officer fairly and completely. The FTO uses the suggested guidelines listed below, along with his/ her best judgment. While a single behavioral problem in an area may be indicative of a performance difficulty, repeated behavioral problems are often indicative of character concerns and should be documented accordingly.

Performance Evaluation:

Performance evaluation is based upon daily observation of a recruit's ability to perform the Core Functions and Knowledge Competencies. This observation is guided by policy, state statutes, city ordinances, traffic code, and the FTO's understanding of the best practices in law enforcement.

Character Evaluation:

Character based evaluation is also based upon behavioral observation in the identified areas, and defined as character traits. This type of evaluation takes place in the same teaching, training, and evaluating settings as the performance evaluation.

Overall Evaluation

To be successful in the field training program it is essential the recruit officer pass **both** the performance portion of the evaluation and the character portion. Failure in either area will constitute failure in the program.

For the sample Field Training Manual see Appendix D.

Follow up

The SPPD reviewed the pre-employment psychological assessment of the last 284 police officers hired. The character traits as identified by the community were rated on a -5 to +5 scale, with -5 being a negative expression of the trait evidenced in the individual through the psychological evaluation, and +5 being the highest positive expression. For example, if the evaluation is on a “team player” trait, a -5 might be indicative that the psychologist said the individual would not work well in team settings. A -3 might mean the individual would have difficulty working in a team setting. A 0 would indicate the psychologist made no mention of this trait. A +3 would indicate the individual would perform well as part of a team. A +5 may indicate the individual would seek out a leadership role within the team setting. The identities of the evaluating psychologists and the police officers are protected with only the aggregate data revealed for this project. The results are matched, looking for correlations between the list of character traits developed with the community leaders and members, and using the internal affairs files as a measure of community satisfaction with each officer.

An initial comparison showed no correlation between the presence or absence of the sought for character traits and the number of internal affairs complaints. Five years later, with additional data, the correlations were repeated with the same recruit officers and correlations were found between some of the character traits and the number of internal affairs complaints. A full analysis is available upon request.

Trait correlation with Total Number of Internal Affairs Complaints

Trait	Correlation with Total Number of Internal Affairs Complaints	
Integrity	Pearson Correlation	.114
	Sig. (2 – tailed)	.046
	N	305
Problem Solving Skills	Pearson Correlation	.178
	Sig. (2 – tailed)	.002
	N	305
Honesty	Pearson Correlation	.128
	Sig. (2 – tailed)	.026
	N	305
Team Player	Pearson Correlation	.186
	Sig. (2 – tailed)	.001
	N	305

There are also significant correlations (positive and negative) between the character traits themselves. The table below represents the correlation data for the traits listed.

Traits	Correlation	
Integrity/Communication Skills	Pearson Correlation	-.190
	Sig. (2 – tailed)	.001
	N	307
Integrity/Problem Solving Skills	Pearson Correlation	.381
	Sig. (2 – tailed)	.000
	N	307
Integrity/Honesty	Pearson Correlation	.445
	Sig. (2 – tailed)	.000
	N	307
Integrity/Flexible Thinking	Pearson Correlation	-.144
	Sig. (2 – tailed)	.001
	N	307

Community follow up meetings are an essential part of this process. Such meetings include the individuals involved in the initial phase of this program as well as other interested parties. Not only do such meetings provide information to the community about current hiring trends within the police department, they serve to show the community their input is important. They demonstrate to the community that their input has been used as a basis for the hiring process.

As this process continues, it is important to remember that it is a work in progress; continually under evaluation and subject to continuous improvement.

PHASE 1



PRE EMPLOYMENT BACKGROUND INVESTIGATION APPLICANT QUESTIONNAIRE

TABLE OF CONTENTS

	PAGE
Table of Contents.....	2
Employment Application Directions.....	3
Data Practices Advisory.....	4
POST Chapter 6700.....	5-7
St. Paul Police Department Rejection Criteria.....	8
Investigators Quick Reference.....	9-12
Essential Functions of a Police Officer.....	13
Applicant Information.....	14
Academic Component of Professional Peace Officer Program.....	15
Skills Component of Professional Peace Officer Program.....	16
Residency.....	17-18
Family Information.....	19-20
Peace Officers Acquainted With.....	21-22
Friends/Associates.....	23-24
Education History.....	25-26
School Disciplinary Action and Awards.....	27
Military and Selective Service.....	28-30
Employment History.....	31-36
Police Department Applications and Backgrounds.....	37
Background Withdrawals and Rejections.....	38
Financial History.....	39-41
Civil Litigation.....	42
Criminal Offenses - Suspected, Arrested, or Charged.....	43
Criminal Convictions.....	44
Traffic Law Violations.....	45
Motor Vehicle and Drivers License History.....	46-48
Signature Page.....	49
Autobiography.....	50-55
Pre-Employment Authorization and Releases.....	End
Credit Report Release.....	End

EMPLOYMENT APPLICATION

Application for the position of: _____

Directions:

1. Read and sign the Data Practices Advisory which immediately follows this page.
2. When completing this form, please **PRINT CLEARLY** and give complete and accurate information. This includes but is not limited to data practices releases, school transcripts, area codes and zip codes. If you do not, you **WILL** be removed from further consideration. **USE ONLY BLACK INK.**
3. If you find that there is not enough space to answer a specific question, provide as much information as space permits. Continue your response on additional sheets of paper if necessary. Include the number of the question and maintain the same format as on the background investigation form.
4. A set of releases are contained at the end of this questionnaire. Please complete the proper number of release forms as indicated in this background questionnaire. **YOU WILL NEED EXTRA PRE-EMPLOYMENT RELEASES.** Therefore, complete the background questionnaire first and then determine the number of releases you will need to make photocopies of. The only release you will need to make photocopies of is the pre-employment Release found at the end of this booklet. Sign each **PHOTOCOPIED RELEASE** with an **ORIGINAL** signature.
5. If a question does not apply to you, please write N/A (not applicable).
6. Include any requested documents.
7. Be sure to **sign each** of the **release forms**, the **signature page**, and the **autobiography** with an **original signature.**
8. You must return Phase I of the Background Questionnaire by the date indicated on the cover or you **WILL** be removed from consideration.
9. If you have any questions, please call the St. Paul Police Department Background Investigation Office at 651-292-3595.

REVISION DATE: February 2001

DATA PRACTICES ADVISORY

- READ THIS ADVISORY BEFORE COMPLETING THIS QUESTIONNAIRE -

As an applicant for employment with the St. Paul Police Department, you are being asked to provide information about yourself which will be used in evaluating your suitability for employment. The purpose of this request for information is to obtain information about you to permit us to thoroughly analyze your qualifications and suitability for employment with us.

Attached are several documents which ask for your signature and/or personal information about you. You are being requested to sign these documents and complete the information in order to permit this department to fully consider your suitability for employment with us. You are not legally required to supply any of the data requested or to sign any of the release and authorization forms. However, should you not provide that information, the department will be unable to fully and adequately determine your suitability for employment with this agency. Which may in turn reduce the chance you may have for employment with this agency.

The data which you are being asked to provide is defined to be personnel data under the Minnesota Data Practices Act. Under the Data Practices Act, some personnel data is classified as public data and the remaining information is classified as private data. Under the Government Data Practices Act, the following information of job applicants is defined to be public: veterans status, relevant test scores, rank on eligibility list, job history, education and training, and work availability. As an applicant, your score is considered private data except when certified as eligible for appointment to a vacancy, at which time it becomes public.

If hired, the following information is personnel data on employees and defined to be public: your name, actual gross salary, salary range, contract fees, actual gross pension, value and nature of employer paid fringe benefits, the basis for and amount of any compensation, including expense reimbursement in addition to salary, job title, job description, education and training background, previous work experience, date of first and last employment, status of any complaints or charges against the employee, whether the complaint or charge resulted in any disciplinary action, and the final disposition of any disciplinary action and supporting documentation, work location, work telephone number, honors and awards received, payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time data would reveal the employee's reasons for use of sick and other medical leave or other non-public data, and the city and county of residence. Public data is data which is available to any person upon request.

The remaining data which you provide is generally considered to be private data which you would be entitled to have access to. A third party is entitled to access such data only with your consent, or pursuant to a court order or a statutory provision.

The authorizations for information which you sign and the data you provide may be conveyed to third parties. Private information will be disclosed only to the extent that is necessary to complete this employment background investigation or as otherwise allowed or required by law.

I HAVE READ AND UNDERSTAND THE DATA PRACTICES ADVISORY.

Applicant's Signature

Date

BOARD OF PEACE OFFICERS STANDARDS AND TRAINING
TRAINING AND LICENSING RULES
CHAPTER 6700

6700.0100 Definitions.

Subpart 9a. Conviction. "Conviction" means that a person has been charged with a crime and the person was found guilty of that crime, regardless of length of or imposition or execution of any sentence received, any deferred finding of guilt or imposition of sentence by the court, or any expungement of the offense records or conviction.

6700.0200 STATUTORY AUTHORITY

The Board of Peace officer Standards and Training, which operates pursuant to Minnesota Statutes, sections 626.84 to 626.855, is authorized to adopt rules and standards relating to the selection, training, and licensing of peace officers and part-time peace officers in Minnesota. The following rules are adopted pursuant to Minnesota Statutes, sections 214.12, 626.843, to 626.863.

6700.0300 PROFESSIONAL PEACE OFFICER EDUCATION.

Subp. 5. Participation requirements.

B. No student may be admitted to the professional peace officer program who:

- (1) poses a serious threat to the health or safety of themselves or others;
- (2) has been convicted of a felony;
- (3) has been convicted under Minnesota Statutes, sections 609.221 to 609.224 or 609.52;
- (4) has been convicted of a crime for which the penalty was enhanced under Minnesota Statutes, section 626.5531;
- (5) has been convicted of a crime listed under Minnesota Statutes, section 214.10, subdivision 2a;
- (6) has been convicted of misconduct by an officer under Minnesota Statutes, section 609.43; or
- (7) has been convicted of any of the crimes in this item in another state or federal jurisdiction, or under a local ordinance, that would be a conviction if committed in Minnesota.

The school shall submit to the POST board the names of applicants for the purpose of verifying the conviction data. The POST board shall report to school the names of applicants who do not qualify for admission under this section.

The school shall submit to the POST board the names of applicants for the purpose of verifying the conviction data. The POST board shall report to school the names of applicants who do not qualify for admission under this section.

6700.700 MINIMUM SELECTION STANDARDS.

Subp. 1. Selection standards. A person eligible to be licensed shall meet the following minimum selection standards before being appointed to the position of peace officer. The appointing authority may affirm that the applicant has already completed certain of these standards, but the affirmation must be documented pursuant to sub. 2.

- A. The applicant shall be a citizen of the United States.
- B. The applicant shall possess a valid Minnesota driver's license; or in case of residency therein, a valid driver's license from a contiguous state; or eligibility to obtain either license.
- C. The applicant shall complete a comprehensive written application.
- D. The applicant shall submit to a thorough background search, including searches by local, state, and federal agencies, to disclose the existence of any criminal record or conduct which would adversely affect the performance by the applicant of peace officer duties.
- E. The applicant shall not have been convicted of a felony in this state or in any

other state or federal jurisdiction which would have been a felony if committed in Minnesota.

- F. The applicant shall be fingerprinted for the purpose of disclosure of any felony convictions. Fingerprint cards shall be forwarded to the appropriate divisions of the Bureau of Criminal Apprehension and the Federal Bureau of Investigation. The chief law enforcement officer shall immediately notify the board if a previous felony conviction is discovered.
- G. A licensed physician or surgeon shall make a thorough medical examination of the applicant to determine that the applicant is free from any physical condition which might adversely affect the performance of peace officer duties.
- H. An evaluation, including an oral interview, shall be made by a licensed psychologist to determine that the applicant is free from any emotional or mental condition which might adversely affect the performance of peace officer duties.
- I. The applicant shall pass a job-related examination of the applicant's physical strength and agility to demonstrate the possession of physical skills necessary to the accomplishment of the duties and functions of a peace officer.
- J. The applicant shall successfully complete an oral examination conducted by or for the agency to demonstrate the possession of communication skills necessary to the accomplishment of the duties and functions of a peace officer.

Subp. 4. More rigid standards. An appointing authority may require an applicant to meet more rigid standards than those prescribed in this part.

6700.1600 VIOLATION OF STANDARDS OF CONDUCT.

Violations of the following standards of conduct by a licensee shall be grounds for disciplinary action:

- A. Engaging in conduct prohibited by, or listed as, grounds for disciplinary action in this chapter, Minnesota Statutes, chapter 214, or sections 626.84 to 626.90, or engaging in conduct which violates any statute enforced by the board.
- B. Obtaining a license from the board by fraud or cheating, or attempting to subvert the examination process.
- C. Being convicted of a felony or gross misdemeanor in this state, or in any other state or federal jurisdiction of an offense that would constitute a felony or gross misdemeanor if committed in Minnesota including a finding or verdict of guilt, whether or not the adjudication of guilt is withheld or not entered, an admission of guilt, or no contest plea.
- D. Having been the subject of revocation, suspension, or surrender of a peace officer license or certificate in resolution of a complaint or other adverse action relating to licensing or certification in another jurisdiction.
- E. Failing to report the revocation, suspension, or surrender of a license or certificate in resolution of a complaint, or other disciplinary or adverse action taken against a licensee in this or another jurisdiction, or having been refused a license or certificate by any other jurisdiction.
- F. Being convicted of a state or federal narcotics or controlled substance law irrespective of any proceedings under Minnesota Statutes, section 152.18, Prohibited Drugs, Discharge and Dismissal, or any similar law of another state or federal law.
- G. Being adjudicated by a court of competent jurisdiction, within or without the state, as incapacitated, mentally incompetent, chemically dependent, mentally ill and dangerous to the public, or as having a psychopathic personality.

- H. Violating any order issued by the board.
- I. Practicing outside the scope of Minnesota Statutes, section 626.863, Unauthorized practice (impersonating a peace officer).
- J. Making an intentional false statement or misrepresentation to the board.
- K. Engaging in sexual penetration or contact without consent, as defined in Minnesota Statutes, section 609.341, Sex crimes - Definitions, or engaging in conduct that violates Minnesota Statutes, section 617.23, Indecent exposure. Sexual contact does not include that part of standard police procedure such as search and arrest.
- L. Being convicted, including a finding or verdict of guilt, whether or not the adjudication of guilt is withheld or not entered, an admission of guilt, or a no contest plea of a violation of Minnesota Statutes:
 - 1) Violation of an Order for Protection, 518B.01, subd. 14.
 - 2) Mistreatment of persons confined, 609.23.
 - 3) Mistreatment of residents or patients, 609.231.
 - 4) Criminal Sexual Conduct in the 1st, 2nd, 3rd, 4th, 5th, degrees. Minnesota statutes 609.342, .343, .344, .345, .3451.
 - 5) Misconduct of a public officer or employee, 609.43.
 - 6) Presenting false claims to a public officer or body, 609.456.
 - 7) Presenting false claims to a public officer or body, 609.465.
 - 8) Medical assistance fraud, 609.466.
 - 9) Theft & related crimes, 609.52. (Does not include petty theft).
 - 10) Receiving Stolen Property, 609.53.
 - 11) Violation of Restraining Order, 609.748 subd. 6.
 - 12) Maltreatment of vulnerable adults, 626.557.
- M. Failing to cooperate with an investigation of the board as required by part 6700.1610, subpart 4.
- N. Engaging in sexual harassment, as defined by Minnesota Statutes, section 363.01, subd. 41.
- O. Using deadly force when not authorized by Minnesota Statute, section 609.66.
- P. Being convicted of solicitation, inducement, of promotion of prostitution in violation of Minnesota Statutes, section 609.322 or any conviction under 609.324 (Sex Crimes - Other prohibited acts), or being convicted of similar offenses in another state or federal jurisdiction.

6700.0701 NOTIFICATION OF CONVICTION.

If any background search required by this chapter reveals a conviction of a felony, or the conviction of any crime listed in this chapter, or conviction of a crime which was charged under an ordinance or law of another state but would be a conviction under Minnesota Statutes, section 609.52, if it was charged under state law, the chief law enforcement officer shall immediately notify the board.

REJECTION CRITERIA FOR ST. PAUL POLICE OFFICER CANDIDATES

The following WILL result in the rejection of police applicants:

Felony & Gross Misdemeanor Convictions. (including pardons & expungements)

Controlled substance conviction.

Criminal Sexual Misconduct Conviction.

Conviction of Assaulting, Fleeing or Eluding a Police Officer.

Evidence that the applicant has misrepresented or falsified any information to the Department.

The following MAY result in the rejection of police applicants:

D.U.I., Implied Consent, or B.A.C. over .10, on the driving record in last 5 years.

Misdemeanor Conviction (including traffic convictions, D.A.R., and D.A.S.) in last 3 years.

Dismissal from a police agency or negotiated resignation in lieu of termination.

An undesirable discharge from the military, or an honorable discharge which indicates the applicant is not eligible for reenlistment.

More than two (2) "At Fault" motor vehicle accidents in past two (2) years.

Documented instances of misconduct by prior employers.

Documented instances of undesirable work habits.

Documented pattern of unfitness or patterns of misconduct.

Documented history of behavior which indicates that the applicant will not succeed as a St. Paul Police Officer.

Insufficient references or unsatisfactory references or unsatisfactory personal qualifications. Civil Service Rule 5.E.

Note: This information is for quick reference. Some questions will be repeated.

BACKGROUND INVESTIGATOR'S QUICK REFERENCE

1. Name: _____
(last) (first) (middle)

Nicknames: _____

Have you ever changed your name? Yes _____ No _____

If yes, list other name(s) used and the date of name change: _____

2. Current Address: _____
(number) (street) (apt)

(city) (county) (state) (zip)

Home Phone: ____ (____) _____

A. List the full names and dates of birth of all adults that live in your household:

(last) (first) (middle) (dob)

(last) (first) (middle) (dob)

(last) (first) (middle) (dob)

3. List your last three (3) employers starting with most recent:

A. Current Employer: _____

Address: _____
(number) (street)

(city) (county) (state) (zip)

Phone: ____ (____) _____

Position: _____

From: (date) _____ To: (date) _____

B. Employer: _____

Address: _____
(number) (street)

(city) (county) (state) (zip)

Phone: ____ (____) _____

Position: _____

From: (date) _____ To: (date) _____

C. Employer: _____

Address: _____

(number)

(street)

(city)

(county)

(state) (zip)

Phone: ____ (____) _____

Position: _____

From: (date) _____ To: (date) _____

4. Driver's License Number: _____

Driver's License State: _____

5. Highest educational attainment (circle one):

High School College: 1 2 3 4 Graduate School

Name/Location of High School: _____

Name/Location of College: _____

Major Area of Study: _____

Minor Area of Study: _____

Skills Course Completed at: _____

Date of Skills Completion: _____

6. Do you have a peace officer license? Yes _____ No _____

7. Have you ever been employed as a peace officer with another agency?

Yes _____ No _____

If yes, which law enforcement agency? _____

Police Academy attended: _____

Dates attended Academy: _____

8. List any prior law enforcement/criminal justice employment experience:
(Include agency, position, dates of employment)

9. Have you ever served in the military?

Yes _____ No _____

If yes, complete the following:

Branch: _____

Length of Service: _____ years _____ months

Highest Rank: _____

Military Occupational Specialty (MOS):

10. What are your hobbies/special interests?

11. List all cities, counties, and states you have lived in since birth, include dates that you lived at that

location. (Start with current)

12. Why did you seek employment with the Saint Paul Police Department?

ESSENTIAL FUNCTIONS OF A POLICE OFFICER

With or without reasonable accommodations can you perform the following tasks that describe the essential functions of a police officer:

13. Do you have the ability to communicate fluently in English, both speaking and writing?

Yes _____ No _____

14. Do you have the ability to understand and follow detailed oral and written instructions?

Yes _____ No _____

that proves citizenship.

24. Are you currently licensed as a peace officer in Minnesota?

Yes _____ No _____

If yes, please provide a copy of your license and current renewal card. Complete the following information:

Current status of your peace officer license:

_____ Valid-Active Status. _____ Valid-Inactive Status

_____ Lapsed _____ Surrendered

_____ Suspended _____ Revoked

License Number: _____

Date Originally Issued: _____

Expiration Date: _____

Current Number of Continuing Education (C.E.) hours for this renewal period: _____

If no, please provide the following information if licensed elsewhere:

Name of state where licensed: _____ Lic. # _____

Expiration Date: _____

Current Number of Continuing Education (C.E.) hours for this renewal period: _____

25. Have you ever had any disciplinary action against your license?

Yes _____ No _____

If yes, explain below:

26. Academic Component of Professional Peace Officer Program completed at:
(Complete a Release Form for this school)

_____ (school) _____ (degree)

_____ (from: month/year) _____ (to: month/year)

(number) (street) (phone)

(city) (county) (state) (zip)

27. Are you eligible for a P.O.S.T. license?

Yes _____ No _____

If yes, when does your eligibility expire? _____

(Please provide a photocopy of P.O.S.T. Board eligibility letter)

28. Have you ever possessed a part-time peace officer license?

Yes _____ No _____

If yes, which one? _____

Current status of this license:

_____ Valid-Active Status _____ Valid-Inactive Status
_____ Lapsed _____ Other (please explain)

29. Skills component of Professional Peace Officer Education completed at:
(Complete a Release Form for this school)

(school)

(from: month/year) (to: month/year)
(continued next page)

(number) (street) (phone)

(city) (county) (state) (zip)

Date completed Skills Component: _____

Date of passing Peace Officer Licensing Examination: _____

30. Have you participated in an internship with any police departments.
(Complete a Release Form for each department.)

Yes _____ No _____

If yes, please list departments below:

(department) (supervisor's name)

(number) (street) (phone)

(city) (county) (state) (zip)

31. If you were trained out of state, please complete the following:
(Complete a Release Form for each academy and/or school)

(name of training program)

(number) (street) (phone)

(city) (county) (state) (zip)

Date of completion: _____

Length of Course: _____

Date of certification: _____

Date of passing the Minnesota POST Reciprocity Exam: _____

RESIDENCY

32. In chronological order, list each and every place you have lived, beginning with your present address. Include all addresses while in school and the military.
(Make photocopies of page 18 if you need additional space)

A. _____
(from: month/year) (to: month/year)

(number) (street) (apt)

(city) (county) (state) (zip)

()
(phone)

B. _____
(from: month/year) (to: month/year)

(number) (street) (apt)

(city) (county) (state) (zip)

()

(phone)

C.

(from: month/year) (to: month/year)

(number) (street) (apt)

(city) (county) (state) (zip)

()

(phone)

D.

(from: month/year) (to: month/year)

(number) (street) (apt)

(city) (county) (state) (zip)

()

(phone)

E.

(from: month/year) (to: month/year)

(number) (street) (apt)

(city) (county) (state) (zip)

()

(phone)

F.

(from: month/year) (to: month/year)

(number) (street) (apt)

(city) (county) (state) (zip)

()

(phone)

G.

(from: month/year) (to: month/year)

(number) (street) (apt)

(city) (county) (state) (zip)

()
(phone)

H.

(from: month/year) (to: month/year)

(number) (street) (apt)

(city) (county) (state) (zip)

()
(phone)

33. Please list the requested information for your father, mother (maiden name also), brothers and sisters (and note deceased if applicable): (Make photocopies of page 20 if additional space is needed)

A.

(name) (relationship) (occupation)

(number) (street) (apt)

(city) (county) (state) (zip)

H_() W_()
(phone) (phone)

B.

(name) (relationship) (occupation)

(number) (street) (apt)

(city) (county) (state) (zip)

H_(_____) W_(_____) _____
(phone) (phone)

C.

(name) (relationship) (occupation)

(number) (street) (apt)

(city) (county) (state) (zip)

H_(_____) W_(_____) _____
(phone) (phone)

D.

(name) (relationship) (occupation)

(number) (street) (apt)

(city) (county) (state) (zip)

H_(_____) W_(_____) _____
(phone) (phone)

E.

(name) (relationship) (occupation)

(number) (street) (apt)

(city) (county) (state) (zip)

H_(_____) W_(_____) _____
(phone) (phone)

F.

(name) (relationship) (occupation)

(number) (street) (apt)

(city) (county) (state) (zip)

H_(_____) W_(_____) _____
(phone) (phone)

G.

(name) (relationship) (occupation)

(number) (street) (apt)

(city) (county) (state) (zip)

H_() W_()
(phone) (phone)

H.

(name) (relationship) (occupation)

(number) (street) (apt)

(city) (county) (state) (zip)

H_() W_()
(phone) (phone)

34. List any peace officers you are acquainted with. (Limit your response to 8).
(Make photocopies of page 22 if additional space is needed)

A.

(name) (department)

(number) (street) (apt)

(city) (state) (zip)

H_() W_()
(phone) (phone)

B.

(name) (department)

(number) (street) (apt)

(city) (state) (zip)

H_() W_()
(phone) (phone)

C.

(name)	(department)
--------	--------------

(number)	(street)	(apt)
----------	----------	-------

(city)	(state)	(zip)
--------	---------	-------

H_(____)	W_(____)
(phone)	(phone)

D.

(name)	(department)
--------	--------------

(number)	(street)	(apt)
----------	----------	-------

(city)	(state)	(zip)
--------	---------	-------

H_(____)	W_(____)
(phone)	(phone)

E.

(name)	(department)
--------	--------------

(number)	(street)	(apt)
----------	----------	-------

(city)	(state)	(zip)
--------	---------	-------

H_(____)	W_(____)
(phone)	(phone)

F.

(name)	(department)
--------	--------------

(number)	(street)	(apt)
----------	----------	-------

(city)	(state)	(zip)
--------	---------	-------

H_(____)	W_(____)
(phone)	(phone)

G.

(name)	(department)
--------	--------------

(number)	(street)	(apt)
----------	----------	-------

(city) (state) (zip)

H_() W_()
(phone) (phone)

H.

(name) (department)

(number) (street) (apt)

(city) (state) (zip)

H_() W_()
(phone) (phone)

35. List the names of friends and/or associates. Do not include former employers, school teachers or peace officers listed previously. (Limit your response to 8).

A.

(name)

(number) (street) (apt)

(city) (state) (zip)

H_() W_()
(phone) (phone)

B.

(name)

(number) (street) (apt)

(city) (state) (zip)

H_() W_()
(phone) (phone)

C.

(name)

(number)	(street)	(apt)
(city)	(state)	(zip)
H_(_____)	W_(_____)	
(phone)	(phone)	

D.

(name)		
(number)	(street)	(apt)
(city)	(state)	(zip)
H_(_____)	W_(_____)	
(phone)	(phone)	

E.

(name)		
(number)	(street)	(apt)
(city)	(state)	(zip)
H_(_____)	W_(_____)	
(phone)	(phone)	

F.

(name)		
(number)	(street)	(apt)
(city)	(state)	(zip)
H_(_____)	W_(_____)	
(phone)	(phone)	

G.

(name)		
(number)	(street)	(apt)
(city)	(state)	(zip)

H_() W_()
(phone) (phone)

H.

(name)

(number) (street) (apt)

(city) (state) (zip)

H_() W_()
(phone) (phone)

EDUCATION HISTORY

36. In chronological order, list all colleges and high schools you have attended, beginning with your most recent. (Complete a Release Form for each school, make photocopies of page 26 if more space is needed)

A.

()
(name of school) (phone)

(major) (degree)

(from: month/year) (to: month/year)

(number) (street)

(city) (county) (state) (zip)

B.

()
(name of school) (phone)

(major) (degree)

(from: month/year) (to: month/year)

(number) (street)

(city) (county) (state) (zip)

C. _____ (_____) _____
(name of school) (phone)

(major) (degree)

(from: month/year) (to: month/year)

(number) (street)

(city) (county) (state) (zip)

D. _____ (_____) _____
(name of school) (phone)

(major) (degree)

(from: month/year) (to: month/year)

(number) (street)

(city) (county) (state) (zip)

E. _____ (_____) _____
(name of school) (phone)

(major) (degree)

(from: month/year) (to: month/year)

(number) (street)

(city) (county) (state) (zip)

F. _____ (_____) _____
(name of school) (phone)

(major) (degree)

(from: month/year)

(to: month/year)

(number)

(street)

(city)

(county)

(state) (zip)

37. List any disciplinary action taken against you by the college(s) and/or high school(s) you attended:
(Include school, dates, problem, brief explanation)

38. List any awards or certificates you received in college or high school:
(Include school, dates, award/certificate, brief explanation)

39. **You will immediately have transcripts from all skills, college(s) and high school(s) that you**

have attended forwarded to the following address:

Saint Paul Police Department
Background Investigation Unit
100 E. 11th Street
St. Paul, Minnesota 55101

MILITARY AND SELECTIVE SERVICE

40. If you are a male and were born after 1960, have you registered with the Selective Service?

Yes _____ No _____

If no, please explain why: _____

41. Upon registration for military service, have you ever been disqualified for reasons other than medical?

Yes _____ No _____

If yes, explain below:

42. Have you ever served as an ACTIVE member in a military organization of the United States? (Reserves or National Guard, see question #50)

Yes _____ No _____

If yes, enclose a copy of your DD 214 or complete Standard Form 180, Request Pertaining to Military Records.

If yes, give details: _____

43. Give branch of service: _____

Military specialty (MOS): _____

44. Rank held at time of discharge: _____

What was the highest rank you achieved: _____

Service serial number: _____

Name of commanding officer at time of discharge:

45. Give period or periods of active service:

From: _____ To: _____

From: _____ To: _____

46. How many discharges or separations from the service were given to you?

Discharges: _____ Separations: _____

47. Has your discharge or separation notice ever been corrected or changed?

Yes _____ No _____

48. What was the nature of the change?

From: _____

To: _____

49. Were you ever the subject of any military disciplinary action?

Yes _____ No _____

If yes, give details of charges, agency concerned, dates and dispositions:

50. Are you now or were you ever an active or inactive member of the reserve forces (any branch) of the United States, or the National Guard of any state? (If yes, complete Standard Form 180, Request Pertaining to Military Records)

Yes _____ No _____

If yes, state which, active or inactive: _____

Branch: _____

Regiment: _____

Unit: _____

Rank: _____

Address: _____

From: _____ To: _____

51. List any awards or decorations you received while in the military:

52. Have you ever served in a military organization of any foreign government?

Yes _____ No _____

If yes, give details: _____

EMPLOYMENT HISTORY

53. In chronological order, list below your past employment history. Begin with your present employer and continue listing all places previously employed (full time, part time, seasonal, etc.) since the age of 18 years. OMIT NONE. Give correct, and current information. Give dates of non-employment between periods of employment in proper sequence. Applicants are eligible only if it can be determined from their application that they meet the minimum qualifications for the position. Indicate name under which you were employed if different than present name. (Complete a Release Form for each employer, make photocopies of page 32 if more space is needed)

A.

_____	(_____)
(present employer)	(phone)
_____	(_____)
(immediate supervisor)	(phone)
_____	_____
(number)	(street)
_____	_____
(city)	(county) (state) (zip)
_____	_____
(from: month/year)	(to: month/year)
_____	_____
(position)	

Duties and/or reason for leaving: _____

B.

(employer) (_____) (phone)

(immediate supervisor) (_____) (phone)

(number) (street)

(city) (county) (state) (zip)

(from: month/year) (to: month/year)

(position)

Duties and/or reason for leaving: _____

C.

(employer) (_____) (phone)

(immediate supervisor) (_____) (phone)

(number) (street)

(city) (county) (state) (zip)

(from: month/year) (to: month/year)

(position)

Duties and/or reason for leaving: _____

D.

_____ (_____) _____
(employer) (phone)

_____ (_____) _____
(immediate supervisor) (phone)

_____ (number) _____ (street)

_____ (city) _____ (county) (state) (zip)

_____ (from: month/year) _____ (to: month/year)

_____ (position)

Duties and/or reason for leaving: _____

E.

_____ (_____) _____
(employer) (phone)

_____ (_____) _____
(immediate supervisor) (phone)

_____ (number) _____ (street)

_____ (city) _____ (county) (state) (zip)

_____ (from: month/year) _____ (to: month/year)

_____ (position)

Duties and/or reason for leaving: _____

F.

(employer) (_____) (phone)

(immediate supervisor) (_____) (phone)

(number) (street)

(city) (county) (state) (zip)

(from: month/year) (to: month/year)

(position)

Duties and/or reason for leaving: _____

G.

(employer) (_____) (phone)

(immediate supervisor) (_____) (phone)

(number) (street)

(city) (county) (state) (zip)

(from: month/year) (to: month/year)

(position)

Duties and/or reason for leaving: _____

54. Were you ever discharged or asked to resign from employment?
Attach additional sheets if necessary.

Yes _____ No _____

If yes, please complete the following:

_____ (_____) _____
(employer) (phone)

Date left and reason for leaving: _____

55. Were you ever the **subject** of any **disciplinary action** or **grieved** any action connection with any employment? Attach additional sheets if necessary.

Yes _____ No _____

_____ (_____) _____
(employer) (phone)

If yes, give details: _____

56. Have you, or any corporation or partnership of which you were an officer, director, or partner, ever possessed a license or permit (excluding driver's license or learner's permit) issued by any governmental agency?

Yes _____ No _____

If yes, give details: _____

57. Are you now engaged or have you ever been in any business as an owner (active or silent), partner, stockholder, and/or corporate member?

(Complete a Release Form if you answered yes)

Yes _____ No _____

If yes, give details: _____

58. Have you ever possessed a professional or occupational license, permit or certificate (excluding peace officer license)?
(Complete a Release Form if you answered yes)

Yes _____ No _____

If yes, give details: _____

59. Has any license or permit (excluding driver's license or learner's permit) issued by any city, state or federal agency ever been denied, revoked, suspended or canceled to you, or to any corporation or partnership of which you were an officer, director, or partner?
(Complete a Release Form if you answered yes)

Yes _____ No _____

If yes, give details: _____

60. Have you ever made application to any other police departments?
Attach additional sheets if necessary.

Yes _____ No _____

If yes, give details: (Complete a Release Form for each agency)
(Include agency, application date, phone number, status)

61. Have you ever been the subject of a background investigation conducted by a law enforcement agency which was considering you for employment?

Yes _____ No _____

If yes, give details: (Complete a Release Form for each agency.)
(Include agency, date, investigators name, status)

62. Have you ever been **rejected by or** have you **withdrawn** from **any background** investigation and/or hiring process? (Complete an Authorization and Release Form for each agency)

Yes _____ No _____

If yes, list agencies below:

(Include agency, date, investigators name)

Explanation: _____

Explanation: _____

Explanation: _____

FINANCIAL HISTORY

63. The following information will be used for obtaining a Credit Report.
(Complete a Credit Report Release Form, found in the rear of the booklet)

_____ (last name)

(first name)

(middle name)

(generation: Jr., III, etc.)

(social security number)

(date of birth)

List your last three addresses beginning with your present address:

A.

(number) (street) (apt) /

(city) (state) (zip) (years/months)

B.

(number) (street) (apt) /

(city) (state) (zip) (years/months)

C.

(number) (street) (apt) /

(city) (state) (zip) (years/months)

List present employer:

(employers name)

(number) (street)

(city) (state) (zip) (years/months)

64. Have you ever filed for bankruptcy?

Yes _____ No _____

If yes, provide details:

65. List the institutions, businesses, and/or persons, to whom you have accounts, and/or are indebted to. To include but not limited to, mortgages, rents, loans, saving, checking, bank cards, credit cards, stocks, bonds, money market, and any other debts and payments, etc. Make photocopies of page 39 if more space is needed and complete a Release Form for each institution.

A. _____ (_____) _____
(name of institution) (phone)

_____ _____
(type of account) (account number)

_____ _____
(total balance owed) (monthly payment)

_____ _____
(number) (street)

_____ _____ _____
(city) (state) (zip)

B. _____ (_____) _____
(name of institution) (phone)

_____ _____
(type of account) (account number)

_____ _____
(total balance owed) (monthly payment)

_____ _____
(number) (street)

_____ _____ _____
(city) (state) (zip)

C. _____ (_____) _____
(name of institution) (phone)

_____ _____
(type of account) (account number)

_____ _____
(total balance owed) (monthly payment)

_____ _____
(number) (street)

(city) (state) (zip)

D. _____ (_____) _____

(name of institution) (phone)

(type of account) (account number)

(total balance owed) (monthly payment)

(number) (street)

(city) (state) (zip)

E. _____ (_____) _____

(name of institution) (phone)

(type of account) (account number)

(total balance owed) (monthly payment)

(number) (street)

(city) (state) (zip)

LITIGATION

66. Were you ever a party to **any civil action** or proceeding in this state or elsewhere, or have you been named in a notice of claim that you may be a defendant in a civil action or proceeding?

Yes _____ No _____

If yes, indicate **EVERY** civil action or proceeding. Use additional sheets if necessary.

A. _____

(date) (plaintiff, defendant, petitioner, respondent)

(action or proceeding)

(county)

(disposition)

B.

(date)

(plaintiff, defendant, petitioner, respondent)

(action or proceeding)

(county)

(disposition)

C.

(date)

(plaintiff, defendant, petitioner, respondent)

(action or proceeding)

(county)

(disposition)

D.

(date)

(plaintiff, defendant, petitioner, respondent)

(action or proceeding)

(county)

(disposition)

CRIMINAL LAW CONVICTIONS

NOTE: Conviction of a crime, other than a felony or a gross misdemeanor, and those listed in POST Rules 6700, in and of itself is not an automatic bar to employment. But only in so far as it relates to fitness to perform a particular job. Age and time of the offense and rehabilitation will be taken into account when considering an applicant.

67. Have you ever been named as a suspect, arrested, or charged of a criminal offense?

Yes _____ No _____

If yes, indicate **EVERY** incident, providing details, include original charges.
Use additional sheets if necessary.

69. If applicable: Did you elect to receive the Residency Incentive Points at the time of the examination for this position?

Yes _____ No _____

If yes, please explain:

70. Have you ever used any non-prescription controlled substances?

Yes _____ No _____

If yes, please explain:

TRAFFIC LAW VIOLATIONS

71. Have you ever received a traffic ticket/summons for violation of the traffic laws in this state or any other state? (exclude parking violations)

Yes _____ No _____

If yes, give details:
(Include date, offense, location, disposition, agency)

72. Have you ever been fingerprinted? (exclude only present application with this department)

Yes _____ No _____

If yes, give details:
(Include date, agency, reason for fingerprinting)

MOTOR VEHICLE & DRIVER'S LICENSE HISTORY

73. Was your driver's license or other vehicle operator's license ever revoked?

Yes _____ No _____

Suspended?

Yes _____ No _____

If you answered yes to either one of the above, complete below:

Which license? _____

When? _____

Where? _____

Why? _____

74. If you answered yes to question #73, was such license ever restored?

Yes _____ No _____

If yes, complete the following:

When? _____

Where? _____

Why? _____

75. Have you ever been involved in a motor vehicle accident?

Yes _____ No _____

If yes, give details:

(Include date, location, agency, violations, type of accident)

76. Do you or did you possess a valid Minnesota Driver's License?

Yes _____ No _____

If yes, complete the following:

Driver's License Number: _____

Type of License: _____

Complete a Release Form to:

Minnesota Department of Public Safety
Driver & Motor Vehicle Section

77. Do you or did you ever possess a driver's license issued by any state other than Minnesota?

Yes _____ No _____

If yes, provide the following information: (Complete a Release Form listing the name of the state and the drivers license number on the release)

Name of state: _____

License #: _____

Type of License: _____

78. Give the name of your current auto insurance company and policy number:
(Complete a Release Form for your insurance company)

79. Has an auto insurance company taken action against your insurance coverage?

Yes _____ No _____

If yes, give details:
(Include companies name and policy number)

80. List all vehicles that registered to you as the owner or co-owner:
(Include make, year, model, license plate number)

Signature Page

THIS STATEMENT MUST BE SIGNED

I attest that all of the statements made by me in this Background Questionnaire and documents submitted are true, complete and correct to the best of my knowledge and belief, and are made in good faith. I understand that any false statements made with the intent to commit fraud, any fraudulent conduct, or any attempted deception by me or by others with my connivance, in any application, paper or document submitted, shall bar me from further examinations for at least two (2) years; or omission of any

information from this application may be cause for my rejection, or removal from any eligible list, or dismissal if employed.

Signature of Applicant

Date

AUTOBIOGRAPHY

Provide us with a written history of your life. Follow the instructions carefully.

NO EXCEPTIONS.

Instructions:

1. **Write,** do not print.
2. **Use black ink pen or ballpoint, no pencil.**
3. **Sign your autobiography by using your normal signature.**

DEPARTMENT OF POLICE

William K. Finney, Chief of Police



CITY OF SAINT PAUL

Norm Coleman, Mayor

100 E. Eleventh Street

St. Paul, Minnesota 55101

Telephone: 612-291-1111

Facsimile: 612-292-3711

**PRE-EMPLOYMENT
AUTHORIZATION AND RELEASE**

TO:

I, _____, am an applicant for a position as a licensed peace officer or for a position leading to employment as a licensed peace officer with the above described law enforcement agency. A thorough investigation of my employment background and personal history is being conducted to evaluate my qualifications and suitability for employment as a licensed peace officer.

I hereby authorize any representative of the above described law enforcement agency bearing this release to obtain any information in your files pertaining to my employment and I hereby direct you to release such information upon request of the bearer. I do hereby authorize a review and full disclosure of all records, or any part thereof, concerning myself, by and to any duly authorized agent of the above described law enforcement agency, whether said records are of public, private, or confidential in nature.

The intent of this authorization is to give my informed consent for full and complete disclosure. I reiterate and emphasize that the intent of this authorization is to provide full and free access of all information maintained by you for the specific purpose of pursuing a background investigation that may provide pertinent data for the above described law enforcement agency to consider in determining my suitability for employment as a licensed peace officer. It is my intent to provide access to all information however personal and confidential it may appear to be.

I consent to your release and photocopying of any and all public and private information that you may have concerning me, my work record, my background and reputation, my military service records, education and training records, my financial status, my criminal history record, including any arrest records, any information contained in investigatory files, efficiency ratings, complaints or grievances, filed by or against me, the records or recollections of attorneys at law, or other counsel, whether representing me or another person in my case, either criminal or civil, in which I presently have, or have had an interest, attendance records, polygraph examinations, and any internal affairs investigations and discipline, including any files which are deemed to be confidential and/or sealed. I specifically consent to and authorize you to provide photocopies of any Polygraph Reports, Recording Tapes or Written Reports in your possession, which concern me to the above described law enforcement agency. I hereby release you, you organization, and all others from liability or damages that may result from furnishing the information requested, including any liability or damages pursuant to any state or federal laws. I hereby release any custodian of such records, including the officers, employees and agents of any custodian, both individually and collectively, from any and all liability for damages of whatever kind, which may at any time result to me, my heirs, family or associates because of compliance with this authorization and request to release information, or any attempt to comply with it. I direct you to release such information upon the request of a representative of the above described law enforcement agency regardless of any agreement I may have made with you previously to the contrary. The law enforcement agency requesting the information pursuant to this release will discontinue processing my application if you refuse to disclose the information requested.

I understand my rights under Title 5, United States Code, Section 552a, the Privacy Act of 1974 and Minnesota Statute 13.05, subd. 4, the Minnesota Data Practice Act, with regard to access and to disclosure of records, and I waive those rights with the understanding that information furnished will be used by the above described law enforcement agency in conjunction with employment procedures. Should there be any question as to the validity of this release, you may contact me at the address listed on

this form.

This Authorization and Release form complies with and is required to accompany any request for employment information under Minn. Stat S 626.89, which provides private employers with immunity from civil liability for employment information released to a law enforcement agency in the absence of fraud or malice. This authorization shall be valid for a period of one year from the date of my signature, but I reserve the right to cancel this written authorization by providing written notice to the above described law enforcement agency or to you of that fact. I agree to indemnify and hold harmless any person to whom this request is presented and his/her agents and employees, for and against all claims, damages losses and expenses, including reasonable attorney's fees, arising out of or by reason of complying with this request.

Full Name: _____ (signature) Date:

Current Address: _____ State: _____ Zip Code

Phone Number: Day () _____ Evening ()

DEPARTMENT OF POLICE

William K. Finney, Chief of Police



CITY OF SAINT PAUL

Norm Coleman, Mayor

100 E. Eleventh Street

St. Paul, Minnesota 55101

Telephone: 651-291-1111

Facsimile: 651-292-3711

PRE-EMPLOYMENT AUTHORIZATION AND RELEASE

I, _____, AM AN APPLICANT FOR A POSITION AS A LICENSED PEACE OFFICER OR FOR A POSITION LEADING TO EMPLOYMENT AS A LICENSED PEACE OFFICER WITH THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY, A THOROUGH INVESTIGATION OF MY EMPLOYMENT BACKGROUND AND PERSONAL HISTORY IS BEING CONDUCTED TO EVALUATE MY QUALIFICATIONS AND SUITABILITY FOR EMPLOYMENT AS A LICENSED PEACE OFFICER.

I HEREBY AUTHORIZE ANY REPRESENTATIVE OF THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY BEARING THIS RELEASE TO OBTAIN ANY INFORMATION IN YOUR FILES PERTAINING TO MY EMPLOYMENT AND I HEREBY DIRECT YOU TO RELEASE SUCH INFORMATION UPON REQUEST OF THE BEARER I DO HEREBY AUTHORIZE A REVIEW AND FULL DISCLOSURE OF ALL RECORDS, OR ANY PART THEREOF, CONCERNING MYSELF, BY AND TO ANY DULY AUTHORIZED AGENT OF THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY, WHETHER SAID RECORDS ARE OF PUBLIC, PRIVATE, OR CONFIDENTIAL IN NATURE, THE INTENT OF THIS AUTHORIZATION IS TO GIVE MY INFORMED CONSENT FOR FULL AND COMPLETE DISCLOSURE. I REITERATE AND EMPHASIZE THAT THE INTENT OF THIS AUTHORIZATION IS TO PROVIDE FULL AND FREE ACCESS OF ALL INFORMATION MAINTAINED BY YOU FOR THE SPECIFIC PURPOSE OF PURSUING A BACKGROUND INVESTIGATION THAT MAY PROVIDE PERTINENT DATA FOR THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY TO CONSIDER IN DETERMINING MY SUITABILITY FOR EMPLOYMENT AS A LICENSED PEACE OFFICER. IT IS MY INTENT TO PROVIDE ACCESS TO ALL INFORMATION HOWEVER PERSONAL AND CONFIDENTIAL IT MAY APPEAR TO BE. I CONSENT TO YOUR RELEASE AND PHOTOCOPYING OF ANY AND ALL PUBLIC AND PRIVATE INFORMATION THAT YOU MAY HAVE CONCERNING ME, MY V WORK RECORD, MY BACKGROUND AND REPUTATION, MY MILITARY SERVICE RECORDS, EDUCATION AND TRAINING RECORDS, MY FINANCIAL STATUS, MY CRIMINAL HISTORY RECORD, INCLUDING ANY ARREST RECORDS, ANY INFORMATION CONTAINED IN INVESTIGATORY FILES S. EFFICIENCY RATINGS, COMPLAINTS OR GRIEVANCES, FILED BY OR AGAINST ME, THE RECORDS OR RECOLLECTIONS OF ATTORNEYS AT LAW, OR OTHER COUNSEL, WHETHER REPRESENTING ME OR ANOTHER PERSON IN MY CASE, EITHER CRIMINAL OR CIVIL, IN WHICH I PRESENTLY HAVE, OR HAVE HAD AN INTEREST, ATTENDANCE RECORDS, POLYGRAPH EXAMINATIONS, AND ANY INTERNAL AFFAIRS INVESTIGATIONS AND DISCIPLINE, INCLUDING ANY FILES WHICH ARE DEEMED TO BE CONFIDENTIAL AND/OR SEALED. I SPECIFICALLY CONSENT TO AND AUTHORIZE YOU TO PROVIDE PHOTOCOPIES OF ANY POLYGRAPH REPORTS, RECORDING TARES OR WRITTEN REPORTS IN YOUR POSSESSION, WHICH CONCERN ME TO THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY. I HEREBY RELEASE YOU, YOU ORGANIZATION, AND ALL OTHERS FROM LIABILITY OR DAMAGES THAT MAY RESULT FROM FURNISHING THE INFORMATION REQUESTED, INCLUDING ANY LIABILITY OR DAMAGES PURSUANT TO ANY STATE OR FEDERAL LAWS.

I HEREBY RELEASE ANY CUSTODIAN OF SUCH RECORDS, INCLUDING THE OFFICERS, EMPLOYEES AND AGENTS OF ANY CUSTODIAN, BOTH INDIVIDUALLY AND COLLECTIVELY, FROM ANY AND ALL LIABILITY FOR DAMAGES OF WHATEVER KIND, WHICH MAY AT ANY TIME RESULT TO ME, MY HEIRS, FAMILY OR ASSOCIATES BECAUSE OF COMPLIANCE WITH THIS AUTHORIZATION AND REQUEST TO RELEASE ASK INFORMATION, OR ANY ATTEMPT TO COMPLY WITH IT. I DIRECT YOU TO RELEASE SUCH INFORMATION UPON THE REQUEST OF A REPRESENTATIVE OF THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY REGARDLESS OF ANY AGREEMENT I MAY HAVE MADE WITH YOU PREVIOUSLY TO THE CONTRARY. THE LAW ENFORCEMENT AGENCY REQUESTING THE INFORMATION PURSUANT TO THIS RELEASE WILL DISCONTINUE PROCESSING MY APPLICATION IF YOU REFUSE TO DISCLOSE THE INFORMATION REQUESTED.

I UNDERSTAND MY RIGHTS UNDER TITLE 5, UNITED STATES CODE. SECTION 552A, THE PRIVACY ACT OF 1974 AND MINNESOTA STATUTE 13.05, SUBD. 4, THE MINNESOTA DATA PRACTICE ACT, WITH REGARD TO ACCESS AND TO DISCLOSURE OF RECORDS, AND I WAIVE THOSE RIGHTS WITH THE UNDERSTANDING THAT INFORMATION FURNISHED WILL BE USED BY THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY IN CONJUNCTION WITH EMPLOYMENT PROCEDURES. SHOULD THERE BE ANY QUESTION AS TO THE VALIDITY OF THIS RELEASE, YOU MAY CONTACT ME AT THE ADDRESS LISTED ON THIS FORM.

THIS AUTHORIZATION AND RELEASE FORM COMPLIES WITH AND IS REQUIRED TO ACCOMPANY ANY REQUEST FOR EMPLOYMENT INFORMATION UNDER MINN. STAT S 626.89, WHICH PROVIDES PRIVATE EMPLOYERS WITH IMMUNITY FROM CIVIL LIABILITY FOR EMPLOYMENT INFORMATION RELEASED TO A LAW ENFORCEMENT AGENCY IN THE ABSENCE OF FRAUD OR MALICE. THIS AUTHORIZATION SHALL BE VALID FOR A PERIOD OF ONE YEAR FROM THE DATE OF MY SIGNATURE, BUT I RESERVE THE RIGHT TO CANCEL THIS WRITTEN AUTHORIZATION BY PROVIDING WRITTEN NOTICE TO THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY OR TO YOU OF THAT FACT. I AGREE TO INDEMNIFY AND HOLD HARMLESS ANY PERSON TO WHOM THIS REQUEST IS PRESENTED AND HIS/HER AGENTS AND EMPLOYEES, FOR AND AGAINST ALL CLAIMS, DAMAGES LOSSES AND EXPENSES, INCLUDING REASONABLE ATTORNEY'S FEES, ARISING OUT OF OR BY REASON OF COMPLYING WITH THIS REQUEST.

FULL NAME:

(signature) DATE:

CURRENT ADDRESS:

STATE: ZIP CODE

PHONE NUMBER DAY ()

EVENING ()

DEPARTMENT OF POLICE

William K. Finney, Chief of Police



CITY OF SAINT PAUL

Norm Coleman, Mayor

100 E. Eleventh Street

St. Paul, Minnesota 55101

Telephone: 651-291-1111

Facsimile: 651-292-3711

PRE-EMPLOYMENT AUTHORIZATION AND RELEASE

I, _____, AM AN APPLICANT FOR A POSITION AS A LICENSED PEACE OFFICER OR FOR A POSITION LEADING TO EMPLOYMENT AS A LICENSED PEACE OFFICER WITH THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY, A THOROUGH INVESTIGATION OF MY EMPLOYMENT BACKGROUND AND PERSONAL HISTORY IS BEING CONDUCTED TO EVALUATE MY QUALIFICATIONS AND SUITABILITY FOR EMPLOYMENT AS A LICENSED PEACE OFFICER.

I HEREBY AUTHORIZE ANY REPRESENTATIVE OF THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY BEARING THIS RELEASE TO OBTAIN ANY INFORMATION IN YOUR FILES PERTAINING TO MY EMPLOYMENT AND I HEREBY DIRECT YOU TO RELEASE SUCH INFORMATION UPON REQUEST OF THE BEARER I DO HEREBY AUTHORIZE A REVIEW AND FULL DISCLOSURE OF ALL RECORDS, OR ANY PART THEREOF, CONCERNING MYSELF, BY AND TO ANY DULY AUTHORIZED AGENT OF THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY, WHETHER SAID RECORDS ARE OF PUBLIC, PRIVATE, OR CONFIDENTIAL IN NATURE, THE INTENT OF THIS AUTHORIZATION IS TO GIVE MY INFORMED CONSENT FOR FULL AND COMPLETE DISCLOSURE. I REITERATE AND EMPHASIZE THAT THE INTENT OF THIS AUTHORIZATION IS TO PROVIDE FULL AND FREE ACCESS OF ALL INFORMATION MAINTAINED BY YOU FOR THE SPECIFIC PURPOSE OF PURSUING A BACKGROUND INVESTIGATION THAT MAY PROVIDE PERTINENT DATA FOR THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY TO CONSIDER IN DETERMINING MY SUITABILITY FOR EMPLOYMENT AS A LICENSED PEACE OFFICER. IT IS MY INTENT TO PROVIDE ACCESS TO ALL INFORMATION HOWEVER PERSONAL AND CONFIDENTIAL IT MAY APPEAR TO BE. I CONSENT TO YOUR RELEASE AND PHOTOCOPYING OF ANY AND ALL PUBLIC AND PRIVATE INFORMATION THAT YOU MAY HAVE CONCERNING ME, MY V WORK RECORD, MY BACKGROUND AND REPUTATION, MY MILITARY SERVICE RECORDS, EDUCATION AND TRAINING RECORDS, MY FINANCIAL STATUS, MY CRIMINAL HISTORY RECORD, INCLUDING ANY ARREST RECORDS, ANY INFORMATION CONTAINED IN INVESTIGATORY FILES S. EFFICIENCY RATINGS, COMPLAINTS OR GRIEVANCES, FILED BY OR AGAINST ME, THE RECORDS OR RECOLLECTIONS OF ATTORNEYS AT LAW, OR OTHER COUNSEL, WHETHER REPRESENTING ME OR ANOTHER PERSON IN MY CASE, EITHER CRIMINAL OR CIVIL, IN WHICH I PRESENTLY HAVE, OR HAVE HAD AN INTEREST, ATTENDANCE RECORDS, POLYGRAPH EXAMINATIONS, AND ANY INTERNAL AFFAIRS INVESTIGATIONS AND DISCIPLINE, INCLUDING ANY FILES WHICH ARE DEEMED TO BE CONFIDENTIAL AND/OR SEALED. I SPECIFICALLY CONSENT TO AND AUTHORIZE YOU TO PROVIDE PHOTOCOPIES OF ANY POLYGRAPH REPORTS, RECORDING TARES OR WRITTEN REPORTS IN YOUR POSSESSION, WHICH CONCERN ME TO THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY. I HEREBY RELEASE YOU, YOU ORGANIZATION, AND ALL OTHERS FROM LIABILITY OR DAMAGES THAT MAY RESULT FROM FURNISHING THE INFORMATION REQUESTED, INCLUDING ANY LIABILITY OR DAMAGES PURSUANT TO ANY STATE OR FEDERAL LAWS.

I HEREBY RELEASE ANY CUSTODIAN OF SUCH RECORDS, INCLUDING THE OFFICERS, EMPLOYEES AND AGENTS OF ANY CUSTODIAN, BOTH INDIVIDUALLY AND COLLECTIVELY, FROM ANY AND ALL LIABILITY FOR DAMAGES OF WHATEVER KIND, WHICH MAY AT ANY TIME RESULT TO ME, MY HEIRS, FAMILY OR ASSOCIATES BECAUSE OF COMPLIANCE WITH THIS AUTHORIZATION AND REQUEST TO RELEASE ASK INFORMATION, OR ANY ATTEMPT TO COMPLY WITH IT. I DIRECT YOU TO RELEASE SUCH INFORMATION UPON THE REQUEST OF A REPRESENTATIVE OF THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY REGARDLESS OF ANY AGREEMENT I MAY HAVE MADE WITH YOU PREVIOUSLY TO THE CONTRARY. THE LAW ENFORCEMENT AGENCY REQUESTING THE INFORMATION PURSUANT TO THIS RELEASE WILL DISCONTINUE PROCESSING MY APPLICATION IF YOU REFUSE TO DISCLOSE THE INFORMATION REQUESTED.

I UNDERSTAND MY RIGHTS UNDER TITLE 5, UNITED STATES CODE. SECTION 552A, THE PRIVACY ACT OF 1974 AND MINNESOTA STATUTE 13.05, SUBD. 4, THE MINNESOTA DATA PRACTICE ACT, WITH REGARD TO ACCESS AND TO DISCLOSURE OF RECORDS, AND I WAIVE THOSE RIGHTS WITH THE UNDERSTANDING THAT INFORMATION FURNISHED WILL BE USED BY THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY IN CONJUNCTION WITH EMPLOYMENT PROCEDURES. SHOULD THERE BE ANY QUESTION AS TO THE VALIDITY OF THIS RELEASE, YOU MAY CONTACT ME AT THE ADDRESS LISTED ON THIS FORM.

THIS AUTHORIZATION AND RELEASE FORM COMPLIES WITH AND IS REQUIRED TO ACCOMPANY ANY REQUEST FOR EMPLOYMENT INFORMATION UNDER MINN. STAT S 626.89, WHICH PROVIDES PRIVATE EMPLOYERS WITH IMMUNITY FROM CIVIL LIABILITY FOR EMPLOYMENT INFORMATION RELEASED TO A LAW ENFORCEMENT AGENCY IN THE ABSENCE OF FRAUD OR MALICE. THIS AUTHORIZATION SHALL BE VALID FOR A PERIOD OF ONE YEAR FROM THE DATE OF MY SIGNATURE, BUT I RESERVE THE RIGHT TO CANCEL THIS WRITTEN AUTHORIZATION BY PROVIDING WRITTEN NOTICE TO THE ABOVE DESCRIBED LAW ENFORCEMENT AGENCY OR TO YOU OF THAT FACT. I AGREE TO INDEMNIFY AND HOLD HARMLESS ANY PERSON TO WHOM THIS REQUEST IS PRESENTED AND HIS/HER AGENTS AND EMPLOYEES, FOR AND AGAINST ALL CLAIMS, DAMAGES LOSSES AND EXPENSES, INCLUDING REASONABLE ATTORNEY'S FEES, ARISING OUT OF OR BY REASON OF COMPLYING WITH THIS REQUEST.

FULL NAME:

(signature) DATE:

CURRENT ADDRESS:

STATE: ZIP CODE

PHONE NUMBER DAY ()

EVENING ()

DEPARTMENT OF POLICE

William K. Finney, Chief of Police



CITY OF SAINT PAUL

Norm Coleman, Mayor

100 E. Eleventh Street

St. Paul, Minnesota 55101

Telephone: 651-291-1111

Facsimile: 651-292-3711

CREDIT REPORT RELEASE

TO: **Trans Union** FROM:
2780 N. Snelling Avenue
Roseville, MN 55113

I have applied for a position as a Police Officer with the Saint Paul Police Department. As a part of the department's evaluation of my suitability for employment in this position, a background investigation is being conducted by the Saint Paul Police Department.

I request and authorize you to release any and all information concerning my credit, credit rating, and credit bureau reports to the Saint Paul Police Department. Please send this information to:

Saint Paul Police Department
Background Investigations Office
100 East 11th Street
Saint Paul, Minnesota 55101

This authorization shall be valid for a period of one year, but I reserve the right to cancel the authorization at any time prior to that expiration by providing written notice to the department or to you.

Signature

Date

Police Psychologist



PSYCHOLOGIST BACKGROUND
INVESTIGATION QUESTIONNAIRE

DATE OF APPLICATION SUBMISSION: _____
DATE APPLICATION DUE: _____

APPLICATION INSTRUCTIONS

Application for the contract to provide psychological services

Directions: **COMPLETE ALL QUESTIONS—IN BLACK INK ONLY**

1. Read and sign the Data Practices Advisory, which immediately follows this page.
2. When completing this form, please **PRINT CLEARLY** and give complete and accurate information. This includes, but is not limited to; data practices releases, school transcripts, area codes and zip codes. If you do not, you **WILL** be removed from further consideration.
3. If you find that there is not enough space to answer a specific question, provide as much information as space permits. Make copies and continue your response on additional sheets of paper if necessary. Maintain the same format as the background investigation form.
4. A set of releases are contained at the end of this application. Please complete the proper number of release forms as indicated in this background questionnaire. **YOU MAY NEED EXTRA RELEASES.** Therefore, complete the background questionnaire first and then determine the number of releases you will need to make photocopies of. The only release you will need to make photocopies of is the Application Release found at the end of this booklet. Sign each **PHOTOCOPIED RELEASE** with an **ORIGINAL** signature.
5. If a question does not apply to you, please write N/A (not applicable).
6. Include any requested documents complete the checklist at the end of this application.
7. Be sure to **sign each** of the **release** forms, the **signature page**, and the **autobiography** with an **original signature**.
8. You must return Phase I of the Background Questionnaire by the date indicated above or you **WILL** be removed from consideration.
9. If you have any questions, please call the St. Paul Police Department Background Investigation Office at 651-266-5595.

DATA PRACTICES ADVISORY

- READ THIS ADVISORY BEFORE COMPLETING THIS QUESTIONNAIRE -

Prior to this contract with the St. Paul Police Department, you are being asked to provide information about yourself, which will be used in selecting the provider for these contract services. The purpose of this request for information is to obtain information about you to permit us to thoroughly analyze your qualifications and suitability in providing the requested services.

Attached are several documents, which ask for your signature and/or personal information about you. You are being requested to sign these documents and complete the information in order to permit this department to fully consider your suitability for this contract with us. You are not legally required to supply any of the data requested or to sign any of the release and authorization forms. However, should you not provide that information, the department would be unable to fully and adequately determine your suitability for this contract.

The data, which you are being asked to provide, is defined to be personnel data under the Minnesota Data Practices Act. Under the Data Practices Act, some personnel data is classified as public data and the remaining information is classified as private data. Under the Government Data Practices Act, the following information of job applicants is defined to be public: veterans status, relevant test scores, rank on eligibility list, job history, education and training, and work availability.

If selected for this contract, the following information is defined to be public: your name, amount and nature of the contract, contract fees, the basis for and amount of any compensation, including expense reimbursement in addition to contract fees, job title, job description, education and training background, previous work experience, beginning and ending dates of contract, status of any complaints or charges against the contractor, whether the complaint or charge resulted in any disciplinary action, and the final disposition of any disciplinary action and supporting documentation, work location, work telephone number, honors and awards received, Public data is data, which is available to any person upon request.

The remaining data, which you provide, is generally considered to be private data, which you would be entitled to have access to. A third party is entitled to access such data only with your consent, or pursuant to a court order or a statutory provision.

The authorizations for information, which you sign, and the data you provide may be conveyed to third parties. Private information will be disclosed only to the extent that is necessary to complete this background investigation or as otherwise allowed or required by law.

I HAVE READ AND UNDERSTAND THE DATA PRACTICES ADVISORY.

APPLICANT SIGNATURE

DATE

APPLICANT INFORMATION

Last Name:	First Name:	Middle Name:
Any Other Previous Names:		
Street Address:		
City:	State:	County:
		Zip Code:
E-mail Address:	Date of Birth (mm/dd/yr)	Home Phone Number: ()
Are you a citizen of United States? <i>(St. Paul Police Department applicants must be United States citizens)</i> <input type="checkbox"/> Yes <input type="checkbox"/> No		Do you speak any foreign languages? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please list:
Are you licensed as a psychologist? <input type="checkbox"/> Yes <input type="checkbox"/> No Level of licensure <input type="checkbox"/> Masters Level <input type="checkbox"/> Doctoral Level If yes, current status of psychologist license: <input type="checkbox"/> Valid-Active Status <input type="checkbox"/> Valid-Inactive Status <input type="checkbox"/> Lapsed <input type="checkbox"/> Surrendered <input type="checkbox"/> Suspended <input type="checkbox"/> Revoked		License Number: Original date issued: Expiration Date:
Number of Continuing Education (C.E.) hours for renewal:		State licensed:
Please list areas of competence		
Please describe experience/training in psychological assessment		

VOLUNTEER AND COMMUNITY SERVICE

List all organizations in which you have volunteered:				
Organization:		From:	Address:	
		To:		
City:	State:	Zip:	Phone: ()	
Hrs./Wk.	Position:		Supervisor's Name:	
Organization:		From:	Address:	
		To:		
City:	To:	Zip:	Phone: ()	
Hrs./Wk.	Position:		Supervisor's Name:	
Organization:		From:	Address:	
		To:		
City:	State:	Zip:	Phone: ()	
Hrs./Wk.	Position:		Supervisor's Name:	

TRAFFIC LAW VIOLATIONS

<p>Have you ever received a traffic ticket summons for violation of the traffic laws in this state or any other state (exclude parking violations)? If you do not have exact details, approximate.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, please provide the following below:</p>				
Date:	Offense:	Location:	Agency:	Disposition:
Date:	Offense:	Location:	Agency:	Disposition:
Date:	Offense:	Location:	Agency:	Disposition:
Date:	Offense:	Location:	Agency:	Disposition:

PEACE OFFICER REFERENCES

List peace officer references. **Make photocopies if additional space is needed.**

Name:		Department:	
Street Address:	City:	State:	Zip Code:
Home Phone Number: ()		Work Phone Number: ()	
Name:		Department:	
Street Address:	City:	State:	Zip Code:
Home Phone Number: ()		Work Phone Number: ()	
Name:		Department:	
Street Address:	City:	State:	Zip Code:
Home Phone Number: ()		Work Phone Number: ()	
Name:		Department:	
Street Address:	City:	State:	Zip Code:
Home Phone Number: ()		Work Phone Number: ()	
Name:		Department:	
Street Address:	City:	State:	Zip Code:
Home Phone Number: ()		Work Phone Number: ()	

POLICE DEPARTMENT APPLICATION AND BACKGROUND QUESTIONS

Respond to the following questions:

<p>1. Have you, or any corporation or partnership of which you were an officer, director, or partner ever possessed a license or permit (excluding driver's license or learner's permit) issued by any governmental agency? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide an explanation below:</p>
<p>2. Are you now engaged or have you ever been in any business as an owner (active or silent), partner, stockholder, and/or corporate member? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide an explanation below:</p>
<p>3. Have you ever possessed a professional or occupational license, permit or certificate (excluding psychologist) license? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please provide an explanation:</p>
<p>4. Has any license or permit (excluding driver's license or learner's permit) issued by any city, state or federal agency ever been denied, revoked, suspended or canceled to you, or to any corporation or partnership of which you were an officer, director, or partner? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please provide an explanation:</p>

CIVIL LITIGATION

<p>Were you ever a party to any civil action or proceeding in this state or elsewhere, or have you been named in a notice of claim that you may be a defendant in a civil action or proceeding?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, indicate EVERY civil action or proceeding below:</p>		
Date:	County:	Plaintiff, Defendant, Petitioner, Respondent
Disposition:		
Date:	County:	Plaintiff, Defendant, Petitioner, Respondent
Disposition:		
Date:	County:	Plaintiff, Defendant, Petitioner, Respondent
Disposition:		
Date:	County:	Plaintiff, Defendant, Petitioner, Respondent
Disposition:		
Date:	County:	Plaintiff, Defendant, Petitioner, Respondent
Disposition:		

CRIMINAL LAW HISTORY AND CONVICTIONS

<p>Have you ever been <u>NAMED AS A SUSPECT, ARRESTED, OR CHARGED</u> with a criminal offense?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, indicate EVERY incident, providing details, include original charges:</p>		
Date of arrest/incident:	Original Charge:	County:
Date of arrest/incident:	Original Charge:	County:
Date of arrest/incident:	Original Charge:	County:

AUTOBIOGRAPHY

Tell Us Who You Are

Now that you have told us what you have done, tell us who you are. Please provide an autobiographical portrait of your life. Include in your response the following:

- 1. Describe some the significant experiences in your life that may have a bearing on your ability to assess police officers/applicants.?*
- 2. Discuss some of the ways in which you have interacted with or worked with people of different race, color, sex, sexual orientation, age, religion, national origin, and any other differences.*
- 3. Describe your experiences with police departments and/or police agencies.*
- 4. Please attach a curriculum vitae, a copy of your malpractice insurance and license to this questionnaire..*

Instructions:

- 1. Please be complete in the autobiography.**
- 2. Sign your autobiography by using your normal signature.**

Signature Page

THIS STATEMENT MUST BE SIGNED

I attest that all of the statements made by me in this Background Questionnaire and documents submitted are true, complete and correct to the best of my knowledge and belief, and are made in good faith. I understand that any false statements made with the intent to commit fraud, any fraudulent conduct, or any attempted deception by me or by others with my connivance, in any application, paper or document submitted, shall bar me from further consideration in assignment of the contract for provision of psychological services.

Signature of Applicant

Date

CAMPION BARROW & ASSOCIATES, Inc.

Comprehensive Psychological Services

Michael A. Campion, PhD, LP, HSPP, CPQ
OFFICES IN:
Illinois Georgia
Indiana Texas
Minnesota
Missouri
Michigan

ADMINISTRATIVE OFFICE:
Corporate Park Centre
2110 Clearlake Blvd Suite 202
Champaign, IL 61822
Phone: (217) 356-9922 / (800) 292-3399
Fax: (217) 356-9875
info@CampionBarrow.com
www.CampionBarrow.com

PRE-EMPLOYMENT PSYCHOLOGICAL EVALUATION

The psychological assessment results are intended to provide data to aid in hiring decisions. It is understood that the results will be used along with other information gathered through the oral interview and background investigation. The results of the psychological assessment are confidential and should be stored in a locked file to which only authorized personnel have access. This assessment was given after a conditional offer was made.

CANDIDATE NAME: **Sample, Qualilfied**
POSITION: **Law Enforcement Officer**
DATE OF BIRTH: **January 1, 1979**
DATE OF EXAMINATION: **March 16, 2005**
REFERRAL SOURCE: **Sample Police Department**

CONTENTS OF REPORT

SUMMARY

Final Results.....	2
Identifying Information.....	3
Validity.....	4
Graph of Structured Interview Results.....	5
DETAILED REPORT.....	6
PROCEDURES AND CREDENTIALS.....	19

Campion, Barrow & Associates, Inc.

Since 1974

FINAL RESULTS

Name: Sample, Qualified

Date: March 16, 2005

Department: Sample Police Department

State:

Position: Law Enforcement Officer

Recommendations for Employment

The recommendations for employment are based on the evaluator's clinical judgement and are subjective, not predictive. The recommendations are based on information available to the evaluator at the time of examination. The assessment screens out candidates who would fail to perform essential job activities or would perform them in such a manner as to risk the health and safety of others. This assessment also screens in candidates who compare well with the "ideal working officer". It is important to note that the psychological evaluation is only a sample of the candidate's total behavior and should not be considered outside of that context. The recommendations are made with a reasonable degree of psychological certainty. This evaluation is valid for one year for this agency assuming a current background investigation was conducted. After one year, the complete hiring process needs to be repeated.

Qualified at the time of assessment

The candidate meets the acceptable psychological standards for employment.

Comments: Mr. Qualified has an average to above average ability to learn new material. He spoke clearly and expanded on answers when needed. He gave good eye contact and displayed appropriate social skills. He appears to be someone with strong work ethics and integrity.


Michael A. Campion, PhD, LP, HSPP, CPQ
Licensed Psychologist

Identifying Information

NAME : **Sample, Qualified** SSN : **123121234**
TESTING DATE : **March 16, 2005** DATE OF BIRTH : **January 1, 1979**
REFERRING DEPARTMENT: **Sample Police Department** RACE: **Caucasian**
POSITION: **Law Enforcement Officer** GENDER: **M**

SOCIAL HISTORY

The candidate is currently married and is in his first marriage. The candidate lives with his spouse and has 3 to 5 children. This candidate comes from a family with three other siblings.

ATTITUDE DURING TESTING

This candidate reported that he was readily able to take the test with no physical problems, reported no concerns with the questions in the assessment and reported that he was comfortable with the test environment. This candidate has taken this assessment before and had reported no concerns with the fairness of the testing process.

SHIFT WORK

The candidate has had a job working a night shift. The candidate has graduated from high school or received a GED and has completed a bachelors degree. The candidate has taken college courses related to criminal justice or in the general area of law enforcement.

MILITARY EXPERIENCE

The candidate has served with the United States Marines for 4-6 years. The candidate denies serving in the military reserves. The candidate was honorably discharged from the military and was not formally reprimanded while in the armed service. The candidate has not served in a military war zone and has had a military assignment with the police or security division.

RELEVANT WORK EXPERIENCE

The candidate has applied to a public safety department, has not failed a psychological examination, has not failed a medical examination and has not failed a prescreening cognitive or written examination for a public safety department. The candidate has passed a department's pre-employment polygraph examination and has not been rejected for a public safety position because of background issues.

The candidate has not withdrawn or been dismissed from a police academy and has successfully completed a field-training program. The candidate has quit from a public safety department, has had police experience and has had a job related to law enforcement such as in probation, security, corrections, etc.

The candidate is currently a police officer. The candidate has been in a police car as a "ride-along" or as an officer 1-3 times. The candidate has fired a gun more than 11 times.

INTEGRITY

The candidate states that he has displayed moral courage. The candidate states that he has paid a price for standing up for what he believes in. The candidate states he has not misrepresented himself on official documents. The candidate states that he has not made false statements under oath. The candidate states that he has been completely honest on an application for public safety.

The candidate states that he has never lost custody of his children. The candidate states that he does have a "moral line" that certain beliefs, activities, or behaviors are wrong to engage in.

IRS tax returns of the candidate have been filed each year. The candidate states that he has not given minor inaccurate information when filing his tax returns. The candidate states that he has stolen \$0-\$25 during his lifetime and that he has not stolen items in the past five years.

Validity Scale
(Guardedness or Realistic Appraisal)

This scale identifies individuals who are realistic and cooperative in disclosing personal information, and do not attempt to create an unrealistic view of their personal adjustment.

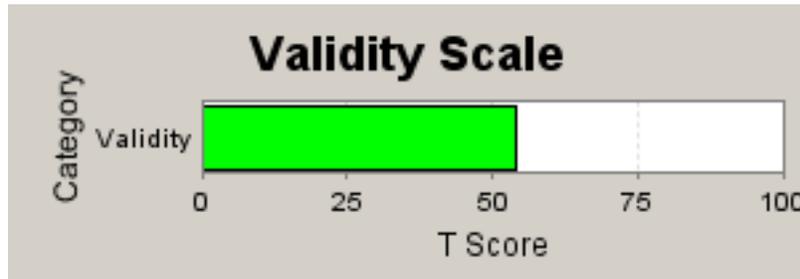
NARRATIVE RATING

Tendency to be guarded

Low risk of an invalid profile due to an open, realistic self-appraisal.

NCAPS INFORMATION

-----> INCREASING tendency toward Openness ----->

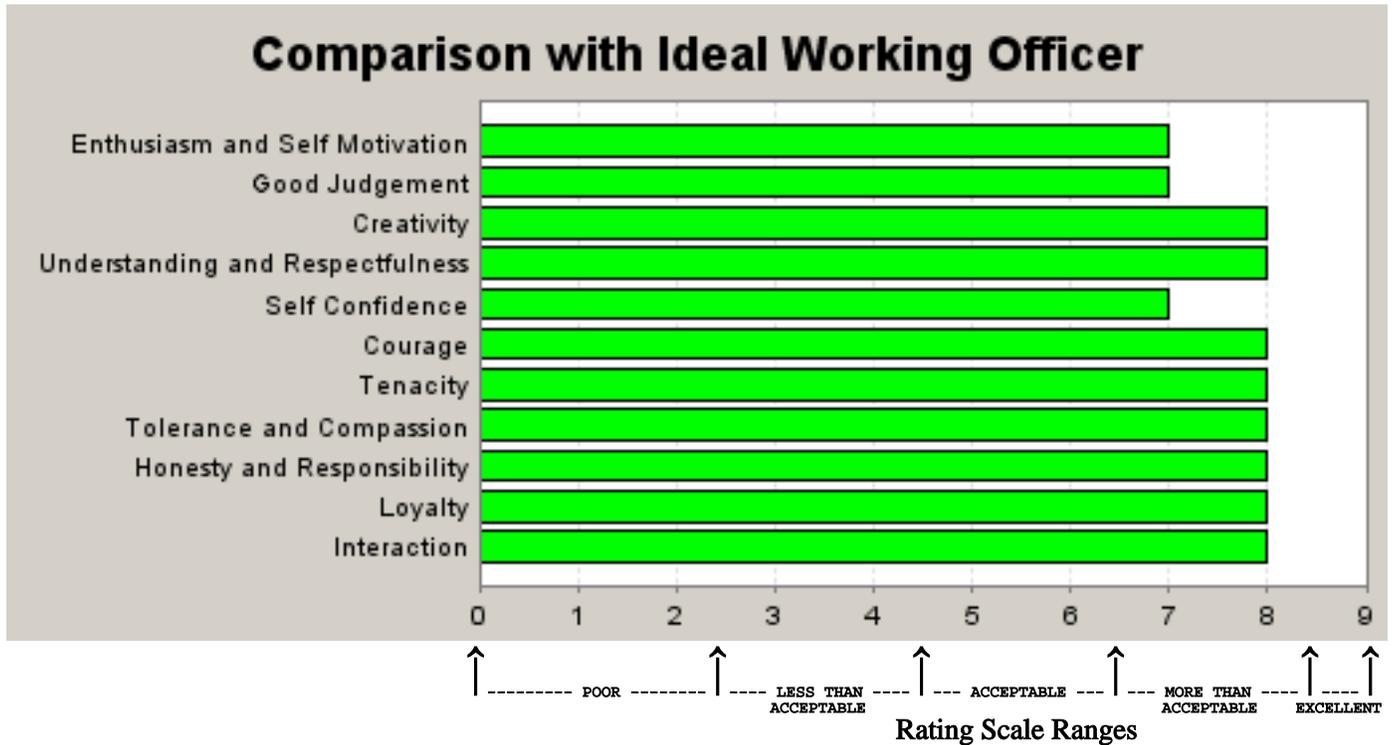
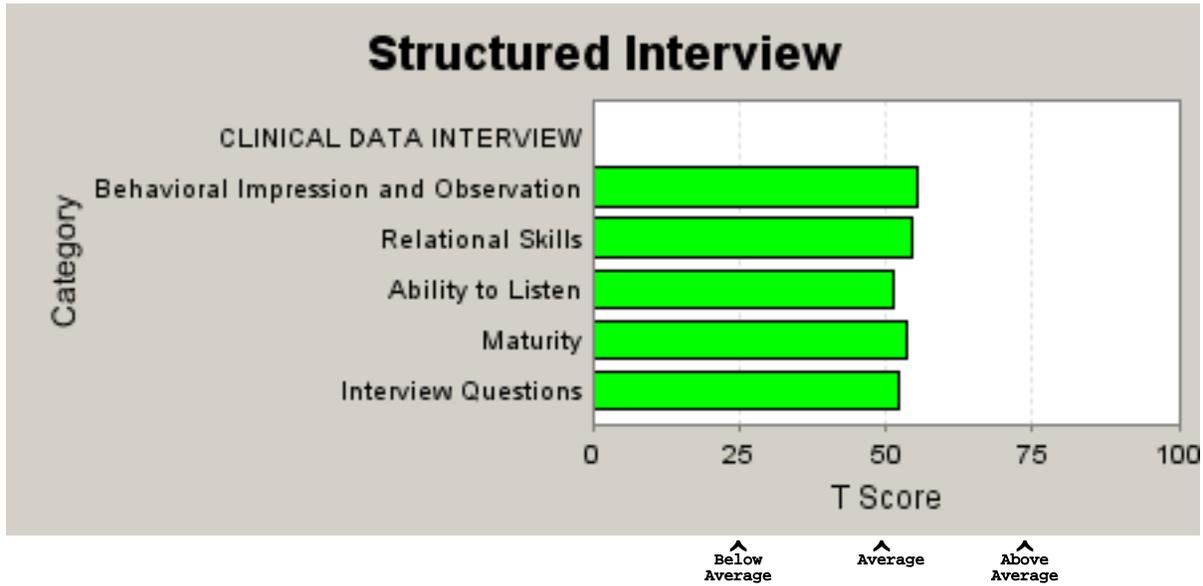


-----> INCREASING tendency toward Openness ----->

Note - Caution should be exercised in holding a candidate to a higher standard than can reasonably be expected. Everyone has the potential for growth.

* Please note that graph and narrative may vary slightly.

Summary Graph



Antisocial Tendencies

Antisocial individuals can be rebellious, hostile, immature, overly aggressive, impulsive and/or show poor judgement. They may have a recent history of illegal drug abuse, domestic violence, sexual misconduct or occupational difficulties. They may have a poor driving record or legal difficulties. Past behavior is a strong indicator of future behavior.

a. Driving Skill

The job candidate who repeatedly violates traffic laws is more likely to engage in public safety job behaviors such as:

Not being a good example of lawful and courteous driving.

Conduct of this kind on the job is likely to have the following consequences:

"At fault" accidents, lack of control of the vehicle, as well as generating citizen complaints.

This candidate has low risk of motor vehicle driving difficulties.

b. Illegal Drug use such as cocaine, heroin, amphetamines, methamphetamines or hallucinogens and/or household chemicals

The job candidate who has used hard drugs is more likely to engage in public safety job behaviors such as:

Substance abuse under stress.

Conduct of this kind on the job is likely to have the following consequences:

Impaired judgment, likelihood of at-risk behavior as well as the possibility of discrediting the department.

This candidate has low risk of problematic drug behavior as indicated by a consistent denial of illegal drug use based on test responses

This candidate denied illegal drug use

c. Alcohol use

The job candidate who has abused alcohol is more likely to engage in public safety job behaviors such as:

Tardiness in getting to work, poor judgment, unreliable behavior, and alcohol abuse under stress.

Conduct of this kind on the job is likely to have the following consequences:

Unreliable on-the-job performance.

This candidate has low risk of alcohol abuse due to infrequent use or abstinence

d. Arrests, convictions, weapons charges, gang activity, and related maladaptive behavior

The job candidate who has exhibited criminal behavior or has an arrest record is more likely to engage in public safety job behaviors such as:

Dishonest, unethical, and/or impulsive behavior.

Conduct of this kind on the job is likely to have the following consequences:

Compromised integrity with increased risk to other officers and the public.

This candidate has low risk due to no admission or indication from responses of criminal behavior

e. Domestic Discord

The job candidate who has exhibited domestic violence is more likely to engage in public safety job behaviors such as:

Domestic violence and abusive behavior toward the public.

Conduct of this kind on the job is likely to have the following consequences:

Citizen complaints and increased liability risk.

This candidate has low risk due to no admission of behavioral indicators based on test responses

This candidate denied domestic discord

f. Physical fights

The job candidate who has engaged in excessive physical confrontations is more likely to engage in public safety job behaviors such as:

Overreaction to negative citizen behavior, inability to control anger, excessive use of force, and lack of communication skills.

Conduct of this kind on the job is likely to have the following consequences:

Citizen complaints, poor teamwork, and increased liability risk.

This candidate has low risk resulting from no admission or other indicators

g. School Suspensions

The job candidate who has a history of school suspensions is more likely to engage in public safety job behaviors such as:

Poor self-discipline and difficulty following instructions.

Conduct of this kind on the job is likely to have the following consequences:

Tardiness, abuse of sick leave, lack of dependability and difficulty with authorities.

This candidate has low risk due to no admissions when compared to others

h. Work History/Occupational difficulties

The job candidate who has a history of work difficulties is more likely to engage in public safety behaviors such as:

Poor performance quality, lack of self-discipline, and difficulty accepting leadership.

Conduct of this kind on the job is likely to have the following consequences:

Tardiness, abuse of sick leave, lack of dependability, and difficulty with authority.

This candidate has low risk of job instability or overall functioning

i. Sexual Misconduct

The job candidate who has engaged in sexual misconduct is more likely to engage in public safety job behaviors such as:

Inappropriate sexual behavior.

Conduct of this kind on the job is likely to have the following consequences:

Compromised personal and departmental credibility and/or the generation of citizen complaints.

This candidate denied sexual misconduct.

j. Homicidal Behavior

The job candidate who has displayed homicidal behavior is more likely to engage in public safety job behaviors such as:

Excessive use of force.

Conduct of this kind on the job is likely to have the following consequences:

Endangerment of the lives and well-being of other officers and citizens.

This candidate has made the following responses

- Have you ever attempted to kill someone? - Yes

Overview of Antisocial Tendencies

This Factor relates to job performance by generating evidence that the candidate has a history of or attitudes consistent with engaging in behaviors and activities that are illegal, physically or emotionally self-destructive, uncivil, aggressive, or otherwise run counter to society's norms for adaptive and functional personal conduct.

SUMMARY: This candidate has low risk of antisocial tendencies

Stress Hardiness

Stress Hardiness and the the ability to manage personal stress is important. Stress hardiness is a function of positive health habits, emotional well-being, and optimism.

a. Medical self-assessment

A job candidate who has an unrealistic self-appraisal of stress hardiness is more likely to engage in public safety job behaviors such as:

Negative behaviors in the field situations due to reduced alertness as well as being less in control.

Conduct of this kind on the job is likely to have the following consequences:

Ineffectively performing the job of a public safety officer.

This candidate has low risk of future medical treatment considering a self-report of no medical treatment and excellent health

b. Health habits

A job candidate who has poor physical health habits is more likely to engage in public safety job behaviors such as:

Poor job attendance due to poor overall health.

Conduct of this kind on the job is likely to have the following consequences:

Increased sick time required and increased risk of disabling incidents.

This candidate has low risk of impaired stress hardiness due to personal health habits when compared to others

c. Emotional health

A job candidate who has poor emotional and mental health history is more likely to engage in public safety job behaviors such as:

Indecision and/or lack of appropriate action in high stress situations.

Conduct of this kind on the job is likely to have the following consequences:

Poor stress management, increased risk to other officers, and compromised citizen safety.

This candidate has low risk of issues with stress hardiness as a result of no admissions of remarkable emotional conflict

d. Suicidal behavior (limited hope)

A job candidate who displays suicidal behavior or ideation is more likely to engage in public safety job behaviors such as:

Poor concentration and distractibility.

Conduct of this kind on the job is likely to have the following consequences:

Poor judgment and decisions.

This candidate has low risk of suicide due to no admission of suicidal intent based on test responses

This candidate did not admit to suicidal behavior

Overview of Stress Hardiness

This Factor relates to job performance by generating evidence that the candidate has a history of or attitudes consistent with being less prone to experience situations as stressful, able to function well in stressful situations and cope with stress in a functional and healthy manner. It also taps into experiences that are likely to make the candidate more susceptible to stress and maladaptive coping. Scores indicate a candidate's susceptibility to stress as well as indicating tendencies toward maladaptive coping styles.

SUMMARY: This candidate has low risk of not functioning well under stress

Relational Skills

Relational skills are essential to effective job performance and include interpersonal skills, team focus, flexibility, sensitivity to diversity, communication skills, and confidence.

a. Self-Appraisal

A job candidate with unrealistic self-appraisal of personality/ job-fit is more likely to engage in public safety job behaviors such as:

Exhibiting poor self-confidence and poor job satisfaction.

Conduct of this kind on the job is likely to have the following consequences:

Lower morale, increased negative citizen interaction, and poor trainability.

This candidate has low risk of inability to adapt using self-correction skills

b. Team focus and Leadership

A job candidate with poor teamwork orientation is more likely to engage in public safety job behaviors such as:

Independent actions without effectively working with his teammates.

Conduct of this kind on the job is likely to have the following consequences:

Increased risk to the officer, teammates, and citizens.

This candidate has low risk of being ineffective when working in a team or as leader

c. Need for Control

A job candidate who has a high need for control is more likely to engage in public safety behaviors such as:

Disruptive impact on team functioning through inflexibility and authoritarian attitudes.

Conduct of this kind on the job is likely to have the following consequences:

Reduces of job performance of others in critical situations.

This candidate has low risk of negative relationships due to a need to appear adequate and in control

d. Rigid vs. Flexible

A job candidate who is not open to new ideas and is rigid is more likely to engage in public safety job behaviors such as:

Inflexibility in decision-making, resistant to creative thinking and change.

Conduct of this kind on the job is likely to have the following consequences:

Impedes team progress and limits alternate options under stress.

This candidate has low risk of being rigid or inflexible

e. Diversity

A job candidate with negative multicultural attitudes is more likely to engage in public safety job behaviors such as:

Limited acceptance of diversity in cultures.

Conduct of this kind on the job is likely to have the following consequences:

Increased community discord.

This candidate has low risk of issues with diversity when compared to others

f. Community Policing

A job candidate with negative community policing attitudes is more likely to engage in public safety job behaviors such as:

Less likely to work towards positive community relationships.

Conduct of this kind on the job is likely to have the following consequences:

Negative community reactions and decreased support for the police.

This candidate has low risk of problematic community relations when compared to others

g. Communication

A job candidate with poor interpersonal skills is more likely to engage in public safety job behaviors such as:

Ineffective interaction style.

Conduct of this kind on the job is likely to have the following consequences:

Miscommunication within the department, reduced team functioning as well as negative impact on community relations.

This candidate has low risk of dysfunctional communication

h. Maturity

A job candidate with less maturity is likely to engage in public safety behaviors such as :

Limited personal confidence and compromised command presence in high stress situations.

Conduct of this kind on the job is likely to have the following consequences:

Inappropriate decision making resulting in a negative influence on community relations.

This candidate has low risk of immature behavior when compared to others

Overview of Relational Skills

This Factor relates to job performance by generating evidence that the candidate has a history of or attitudes consistent with dealing interpersonally with other people in a smooth, adaptive, fair, and cooperative way regardless of differences in ethnic or experiential backgrounds.

SUMMARY: This candidate has low risk in relational skills.

Mental Alertness

Mental alertness is measured from a variety of points such as the ability to learn new material, multi-tasking, attention focus, ability to stay on task with distractions, decision-making in a timely fashion, and good judgement.

a. Ability to learn new material based on standardized test

A job candidate with poor mental alertness based on standardized tests is more likely to engage in public safety job behaviors such as:

Less likely to think quickly and decisively, difficulty learning new material, being adaptable, and multi-tasking effectively.

Conduct of this kind on the job is likely to have the following consequences:

Impedes decision-making especially when the situation is stressful and changing rapidly.

This candidate has acceptable risk of having difficulty learning new material in a training environment

b. Ability to learn new material based on self-reported school grades

A job candidate with poor mental alertness based on self report is more likely to engage in public safety behaviors such as:

Less likely to think quickly in an interpersonal context or learn new material in a group setting.

Conduct of this kind on the job is likely to have the following consequences:

Longer training time may be required with greater need for review of new material

This candidate has low risk of academic difficulties when compared to others

c. Multi-task/attention focused

A job candidate with poor attentional capacity is more likely to engage in public safety job behaviors such as:

Slower decision making ability when multiple tasks are involved.

Conduct of this kind on the job is likely to have the following consequences:

Increased officer stress with more errors made when responding to involved situations or emergencies.

This candidate has low risk of being distracted and not focusing on the task at hand when compared to others

d. Decision-making ability in a timely fashion

A job candidate who is not decisive is more likely to engage in public safety job behaviors such as:

Slow to make the necessary choices in stressful situations.

Conduct of this kind on the job is likely to have the following consequences:

Creates unnecessary delays and decreases officer safety.

This candidate has low risk of not making a decision in a timely manner when compared to others

e. Judgement ability

A job candidate with poor situational judgment is more likely to engage in public safety job behaviors such as:

Unable to effectively problem-solve under stress.

Conduct of this kind on the job is likely to have the following consequences:

Poor decisions under stress decreasing officer safety.

This candidate has low risk of having poor judgement when compared to others

Mental Alertness Overview

This Factor relates to job performance by generating evidence that the candidate has a history of or abilities consistent with dealing effectively with circumstance requiring situationally-appropriate judgments and decisions among various courses of action whether focusing on one task or multiple tasks.

SUMMARY: This candidate has acceptable risk in mental alertness

Ideal Officer Assessment

Candidate Compared to the Characteristics of an Ideal Working Officer

The following categories: Enthusiasm and Self-Motivation, Good Judgement, Creativity, Understanding and Respectfulness, Self Confidence, Courage, Tenacity, Tolerance and Compassion, Honesty and Responsibility, Loyalty, and Interaction were identified by interviewing community members* to determine the character traits of the "ideal" police officer.

* Used with the permission of the City of Saint Paul, Minnesota Police Department
U.S. Department of Justice Cooperative Agreement #2001-HS-WX-K046

ENTHUSIASM AND SELF-MOTIVATION

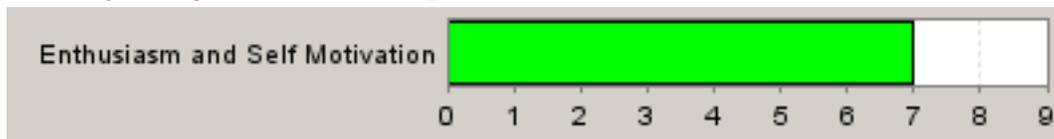
- I. Enthusiasm and Self Motivation
 - Completes necessary work steps and assigned tasks independently with little prompting or intervention
 - Willingness to seek out and complete additional tasks during slow periods
 - Demonstrates a thirst for knowledge through putting forth extra effort to acquire new knowledge or skills or to remedy performance deficiencies
 - Exemplifies desire through persisting and maintaining diligence in fulfilling routine, tedious, difficult or unpleasant assignments
 - Is able to work without close supervision
 - Puts organizational goals ahead of personal goals
 - Demonstrates a strong sense of responsibility and authority

Favorable Observations

- Puts in extra work, without being asked, to see that job is well done.
- Motivates self to complete even uninteresting tasks in an accurate and timely manner

No Unfavorable Observations

Summary Rating: 7 (more than acceptable)



7 (more than acceptable)

GOOD JUDGEMENT

II. Good Judgement

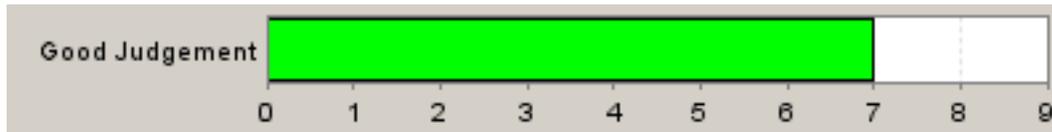
- Discretely, fairly, and appropriately applies acquired knowledge of laws, ordinances, and procedures to the situation at hand
- Exercises independent judgement and makes sound decisions under conditions of uncertainty, danger, stress, and time pressure
- Is able to indentify and anticipate the likely consequences of implementing various courses of action in a particular situation
- Communicates information and instructions objectively without interjecting personal biases or emotional reactions
- Understands limits of authority
- Sees the big picture
- Is able to gain willing compliance from others through reasoning

Favorable Observations

- Considers a range of alternative solutions; usually selects the most practical and realistic alternative
- Able to make effective decisions under ambiguous conditions without guidance from others
- Weighs pros and cons of courses of action

No Unfavorable Observations

Summary Rating: 7 (more than acceptable)



7 (more than acceptable)

CREATIVITY

III. Creativity

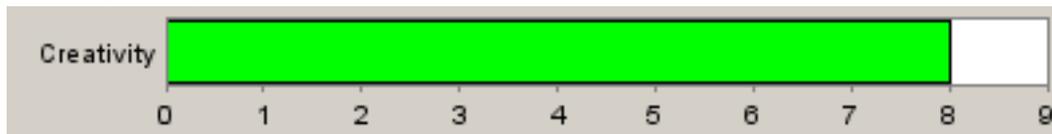
- Intuitively and open-mindedly takes a variety of factors into account and gives them proper weight when "sizing up" a situation and determining the type and level of response required
- Is resourceful with a keen ability to recognize when to make and implement own decisions and when to seek guidance and/or clearance from superiors
- Views situations from multiple perspectives
- Generates novel, yet practical solutions to problems

Favorable Observations

- Able to make effective decisions under ambiguous conditions without guidance from others
- Demonstrates creativity
- Combines innovation with practicality

No Unfavorable Observations

Summary Rating: 8 (more than acceptable)



8 (more than acceptable)

UNDERSTANDING AND RESPECTFULNESS

IV. Understanding and Respectfulness

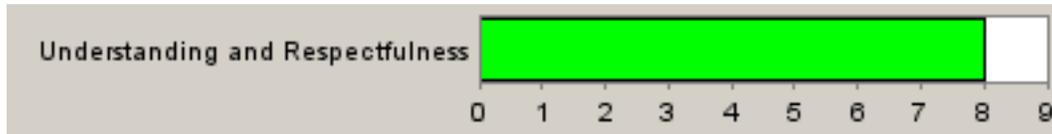
- Demonstrates ability to listen through good listening skills, accurately noting key information, and requesting clarification when appropriate
- Adjusts verbal communication style, tone, and language to the situation at hand in order to enlist support and facilitate compliance
- Is able to accurately read or interpret the mood of a crowd or group of people
- Interacts effectively, and desires to become a familiar face within the community
- Is able to effectively mediate and help resolve disputes and conflicts
- Interprets body language and other behavioral cues to detect hostility, resistance, evasiveness, or lying
- Recognises own impact on others
- Develops and maintains good relationships with peers in the public
- Is able to gain and maintain the trust and confidence of others

Favorable Observations

- Demonstrates good understanding of group dynamics and how to enlist cooperation
- Responds appropriately when faced with anger/hostility
- Is diplomatic

No Unfavorable Observations

Summary Rating: 8 (more than acceptable)



8 (more than acceptable)

SELF-CONFIDENCE

V. Self-Confidence

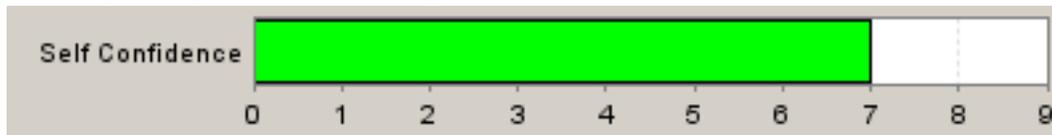
- Is able to recognise strengths and weaknesses of own performance
- Holds self accountable for actions and decisions and is able to admit mistakes and deficiencies to others and take constructive steps to remedy them
- Is willing and able to follow orders, prescribed rules, and procedures without undue questioning, resistance, or complaint
- Resists using authority or position for personal gratification or gain
- Exercises strong emotional control
- Does not come across as arrogant or cocky
- Demonstrates appropriate assertiveness

Favorable Observations

- Shows strong insight into own strengths and weaknesses
- Appears sincere

No Unfavorable Observations

Summary Rating: 7 (more than acceptable)



7 (more than acceptable)

COURAGE

VI. Courage

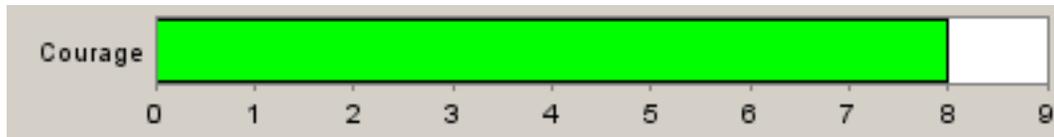
- Operates with personal and professional integrity in compromising situations
- Displays pride in self and actions; serves as an example to others
- Handles people professionally and restores order in difficult and chaotic situations
- Demonstrates patience and flexibility in difficult situations
- Demonstrates willingness to take personal risks to obtain important outcomes
- Resists using authority or position for personal gratification or gain
- Resists inappropriate peer pressure

Favorable Observations

- Has been "tested" with life experience
- Responds appropriately to situation

No Unfavorable Observations

Summary Rating: 8 (more than acceptable)



8 (more than acceptable)

TENACITY

VII. Tenacity

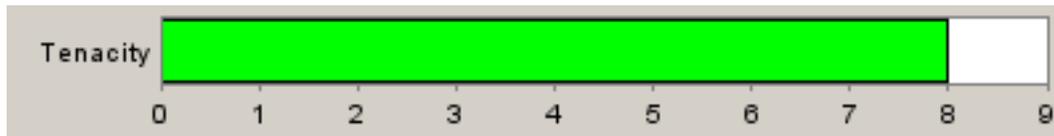
- Shows assertiveness, firmness, and self-confidence in carrying out duties
- Adjusts quickly to changing situations
- Demonstrates appropriate firmness in difficult situations
- Is not easily dissuaded from goals
- Does not give up in the face of setbacks or obstacles

Favorable Observations

- Provides rationale for decisions
- Able to work through significant obstacles

No Unfavorable Observations

Summary Rating: 8 (more than acceptable)



8 (more than acceptable)

TOLERANCE AND COMPASSION

VIII. Tolerance and Compassion

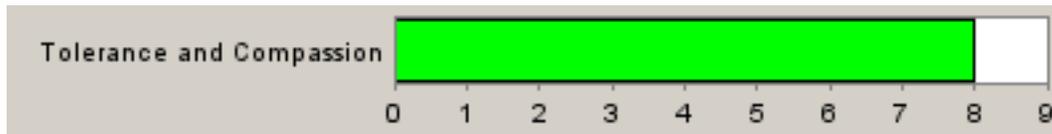
- Displays empathy and a genuine concern for others
- Is sensitive to cultural and circumstantial differences
- Accepts humor and criticism directed at oneself without becoming hostile or defensive
- Accepts individuals with alternative points of view, traditions, or lifestyles
- Appreciates differences, rather than appear threatened by them

Favorable Observations

- Clearly demonstrates tolerance
- Is generous with time and resources
- Demonstrates compassion

No Unfavorable Observations

Summary Rating: 8 (more than acceptable)



8 (more than acceptable)

HONESTY AND RESPONSIBILITY

IX. Honesty and Responsibility

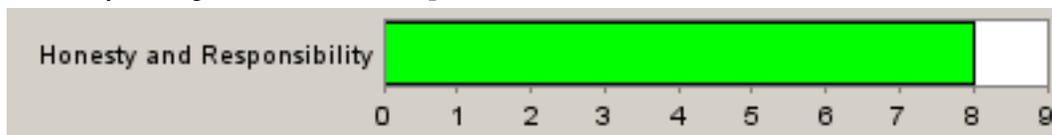
- Tells the truth even when not in own interest
- Is willing to deliver difficult messages
- Is not willing to sacrifice honesty for expediency
- Holds one's own word as paramount
- Takes task completion seriously
- Refrains from personal conduct that would demean the agency
- Is highly trustworthy
- Upholds organizational standards

Favorable Observations

- Possesses a sense of responsibility
- Demonstrates a sense of integrity

No Unfavorable Observations

Summary Rating: 8 (more than acceptable)



8 (more than acceptable)

LOYALTY

X. Loyalty

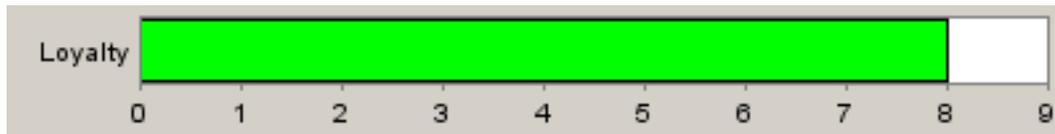
- Has allegiance to a strong set of values
- Is willing to make personal sacrifices
- Possesses a deep commitment to public service
- Is likely to remain with agency for a considerable length of time
- Refrains from negative comments regarding agency, leadership and peers

Favorable Observations

- Holds a set of values
- Willingly makes personal sacrifices
- Demonstrates good attachments to organizations and ideas

No Unfavorable Observations

Summary Rating: 8 (more than acceptable)



8 (more than acceptable)

INTERACTION

XI. Interaction

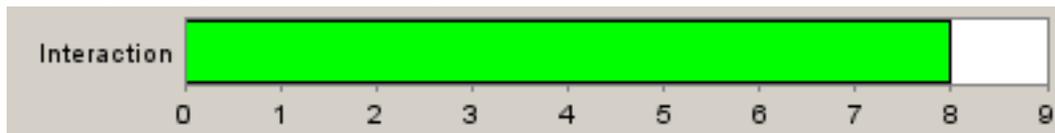
- Truly enjoys being with people
- Initiates contact with others
- Is friendly and outgoing
- Is genuinely interested in people
- Cooperates well with others

Favorable Observations

- Works well with others on a team
- Tends to be a team player

No Unfavorable Observations

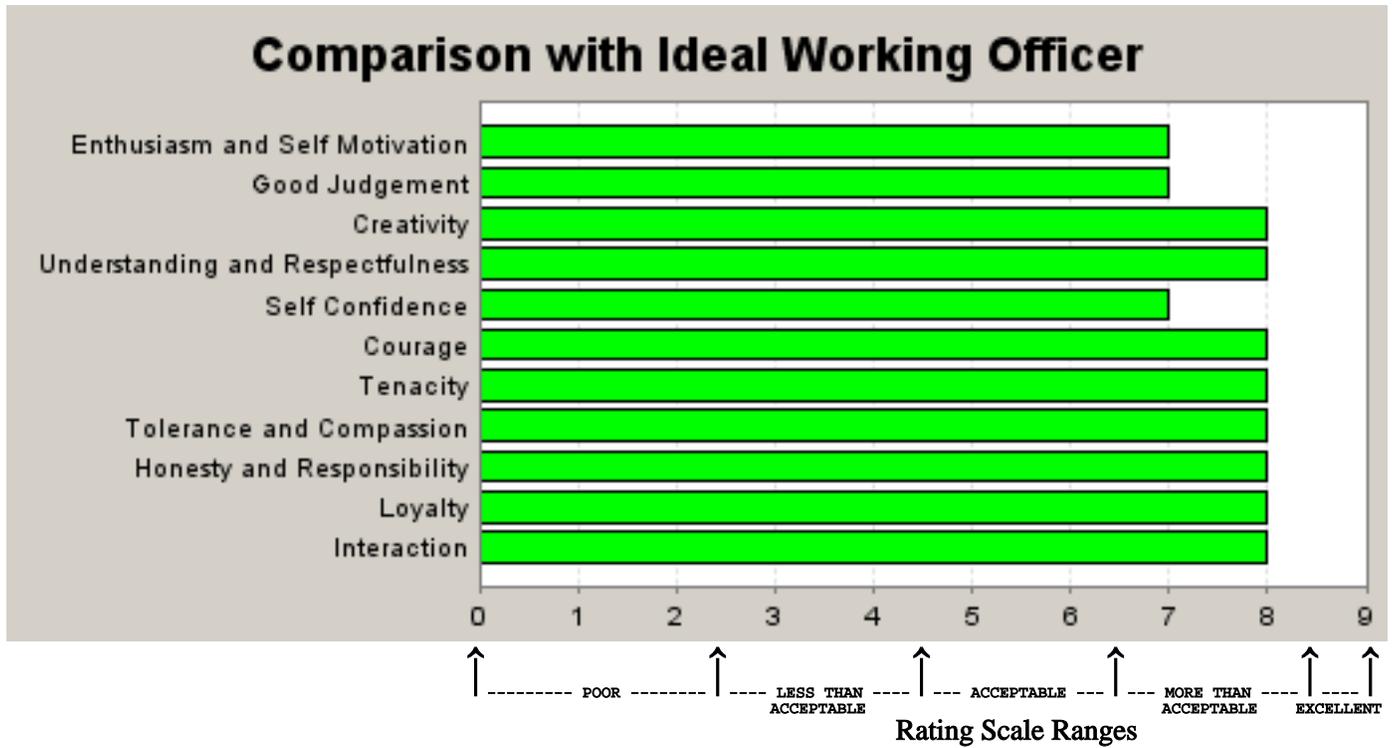
Summary Rating: 8 (more than acceptable)



8 (more than acceptable)

Summary Comparing Candidate with Ideal Working Officer

The following is a summary of the character traits that identify the "ideal" on-the-job officer. The candidate is ranked from 1 to 9. This information may be used for training recommendations.



Ratings Given

- Enthusiasm and Self Motivation - 7 (more than acceptable)
- Good Judgement - 7 (more than acceptable)
- Creativity - 8 (more than acceptable)
- Understanding and Respectfulness - 8 (more than acceptable)
- Self Confidence - 7 (more than acceptable)
- Courage - 8 (more than acceptable)
- Tenacity - 8 (more than acceptable)
- Tolerance and Compassion - 8 (more than acceptable)
- Honesty and Responsibility - 8 (more than acceptable)
- Loyalty - 8 (more than acceptable)
- Interaction - 8 (more than acceptable)

PROCEDURES AND CREDENTIALS

EVALUATION PROCEDURE

Structured Interview of Candidate

Includes the interviewer's observation of the candidate's behavior as well as other impressions such as relational skills, ability to listen, and maturity.

Candidate comparison to an ideal working officer in the following characteristics:

1. Enthusiasm and Self Motivation
2. Good Judgement
3. Creativity
4. Understanding and Respectfulness
5. Self Confidence
6. Tenacity
7. Tolerance and Compassion
8. Honesty and Responsibility
9. Loyalty
10. Interaction

National Comprehensive Assessment for Public Safety (NCAPS)

The NCAPS assesses the following areas:

1. Assessment Validity
2. Antisocial
3. Stress Hardiness
4. Relational Skills
5. Integrity Assessment
6. Mental Alertness

Tests Administered

1. Minnesota Multiphasic Personality Inventory - 2

The Minnesota Mutiphasic Personality Inventory-2 (MMPI-2) is the 1989 revised version of the original MMPI. This 567-item personality inventory has been widely utilized for the screening of police officers and is well documented in literature.

2. Inwald Personality Inventory

The Inwald Personality Inventory (IPI) has been utilized for over 20 years to screen applicants for high risk occupations including law enforcement officers. This 310 item multifaceted test measures five major risk factors covering both stability and suitability.

3. Mental Alertness

Measures an individual's ability to learn and perform mental tasks of varying types.

Follow-up

When needed, a confidential follow-up questionnaire is completed for quality assurance and research purposes by a supervisor of the referring agency after the candidate is employed.

The tests administered are recommended to be used in the selection and screening of individuals who are being considered for employment in occupations of public safety. This is the Beta version.

SENIOR SUPERVISING PSYCHOLOGIST

Michael A. Champion, Ph.D., LP, HSPP, Licensed Clinical Psychologist

Illinois: License #71-1608, Indiana License #20090138, Minnesota License #C73

Council of National Register of Health Service Providers in Psychology, Certificate #10055

Clinical Associate Professor (Retired), University of Illinois College of Medicine, Urbana-Champaign Campus

Certificate of Professional Qualification in Psychology, CPQ #811

CAMPION BARROW & ASSOCIATES, Inc.

Comprehensive Psychological Services

Michael A. Campion, PhD, LP, HSPP, CPQ
OFFICES IN:
Illinois Georgia
Indiana Texas
Minnesota
Missouri
Michigan

ADMINISTRATIVE OFFICE:
Corporate Park Centre
2110 Clearlake Blvd Suite 202
Champaign, IL 61822
Phone: (217) 356-9922 / (800) 292-3399
Fax: (217) 356-9875
info@CampionBarrow.com
www.CampionBarrow.com

PRE-EMPLOYMENT PSYCHOLOGICAL EVALUATION

The psychological assessment results are intended to provide data to aid in hiring decisions. It is understood that the results will be used along with other information gathered through the oral interview and background investigation. The results of the psychological assessment are confidential and should be stored in a locked file to which only authorized personnel have access. This assessment was given after a conditional offer was made.

CANDIDATE NAME: **Sample, Unqualified**
POSITION: **Law Enforcement Officer**
DATE OF BIRTH: **January 1, 1975**
DATE OF EXAMINATION: **April 26, 2005**
REFERRAL SOURCE: **Sample Police Department**

CONTENTS OF REPORT

SUMMARY

Final Results.....	2
Identifying Information.....	3
Validity.....	4
Graph of Structured Interview Results.....	5
DETAILED REPORT.....	6
PROCEDURES AND CREDENTIALS.....	19

Campion, Barrow & Associates, Inc.

Since 1974

FINAL RESULTS

Name: Sample, Unqualified

Date: April 26, 2005

Department: Sample Police Department

State:

Position: Law Enforcement Officer

Recommendations for Employment

The recommendations for employment are based on the evaluator's clinical judgement and are subjective, not predictive. The recommendations are based on information available to the evaluator at the time of examination. The assessment screens out candidates who would fail to perform essential job activities or would perform them in such a manner as to risk the health and safety of others. This assessment also screens in candidates who compare well with the "ideal working officer". It is important to note that the psychological evaluation is only a sample of the candidate's total behavior and should not be considered outside of that context. The recommendations are made with a reasonable degree of psychological certainty. This evaluation is valid for one year for this agency assuming a current background investigation was conducted. After one year, the complete hiring process needs to be repeated.

Unqualified at the time of assessment

At this time the candidate does not meet acceptable minimum psychological standards for public safety employment.

Comment: Mr. Unqualified has a below average ability to learn new material. He was slightly nervous during the interview process and was unable to answer questions and demonstrate appropriate social skills. He has a tendency to over-appraise his abilities and has difficulty identifying or admitting to weaknesses. He lacks self-insight. This can cause difficulty in training and supervising him. He was guarded on the assessments. He does not appear to be a good fit at this time and demonstrates too much risk to the department to move forward in the hiring process.


Michael A. Campion, PhD, LP, HSPP, CPQ
Licensed Psychologist

Identifying Information

NAME : **Sample, Unqualified** SSN : **333224444**
TESTING DATE : **April 26, 2005** DATE OF BIRTH : **January 1, 1975**
REFERRING DEPARTMENT: **Sample Police Department** RACE: **Caucasian**
POSITION: **Law Enforcement Officer** GENDER: **M**

SOCIAL HISTORY

The candidate has never been married, lives with his boyfriend/girlfriend and has no children. This candidate comes from a family where he was the only child.

ATTITUDE DURING TESTING

This candidate reported that he was readily able to take the test with no physical problems, reported no concerns with the questions in the assessment and reported that he was comfortable with the test environment. This candidate has not taken this assessment before and had reported no concerns with the fairness of the testing process.

SHIFT WORK

The candidate has had a job working a night shift. The candidate has graduated from high school or received a GED and has completed a bachelors degree. The candidate has not taken college courses related to criminal justice or in the general area of law enforcement.

MILITARY EXPERIENCE

The candidate has not served in the military.

RELEVANT WORK EXPERIENCE

The candidate has applied to a public safety department, has not failed a psychological examination, has not failed a medical examination and has not failed a prescreening cognitive or written examination for a public safety department. The candidate has passed a department's pre-employment polygraph examination and has not been rejected for a public safety position because of background issues.

The candidate has not withdrawn or been dismissed from a police academy and has successfully completed a field-training program. The candidate has not quit from a public safety department, has not had police experience and has not had a job related to law enforcement such as in probation, security, corrections, etc.

The candidate has been in a police car as a "ride-along" or as an officer 1-3 times. The candidate has fired a gun more than 11 times.

INTEGRITY

The candidate states that he has displayed moral courage. The candidate states that he has paid a price for standing up for what he believes in. The candidate states he has not misrepresented himself on official documents. The candidate states that he has not made false statements under oath. The candidate states that he has been completely honest on an application for public safety.

The candidate states that he has never lost custody of his children. The candidate states that he does have a "moral line" that certain beliefs, activities, or behaviors are wrong to engage in.

IRS tax returns of the candidate have been filed each year. The candidate states that he has not given minor inaccurate information when filing his tax returns. The candidate states that he has stolen Nothing during his lifetime and that he has not stolen items in the past five years.

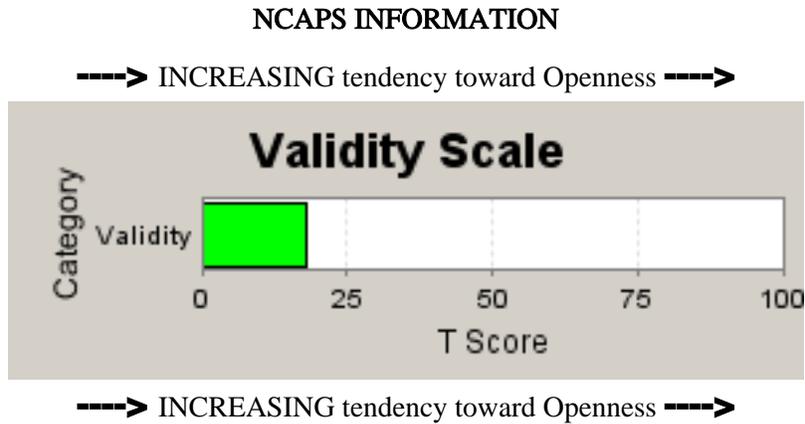
Validity Scale
(Guardedness or Realistic Appraisal)

This scale identifies individuals who are realistic and cooperative in disclosing personal information, and do not attempt to create an unrealistic view of their personal adjustment.

NARRATIVE RATING

Tendency to be guarded

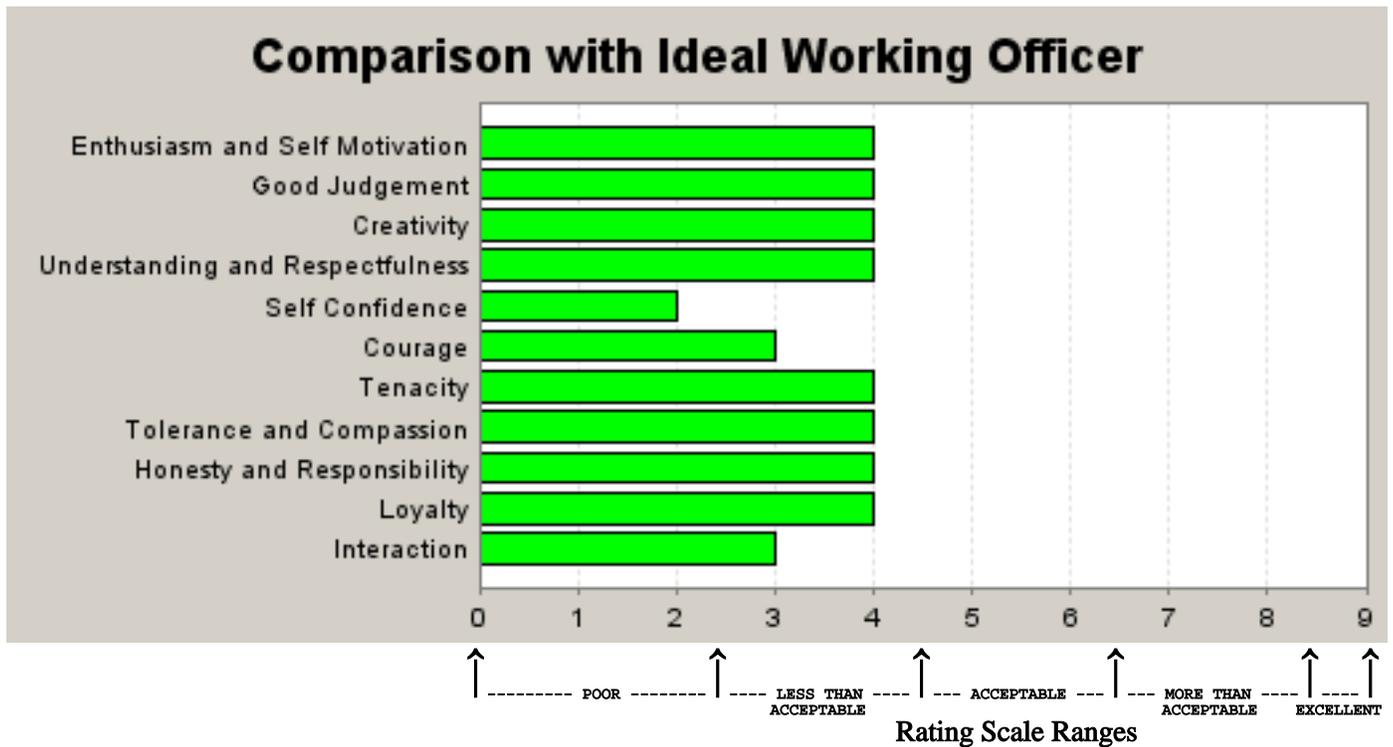
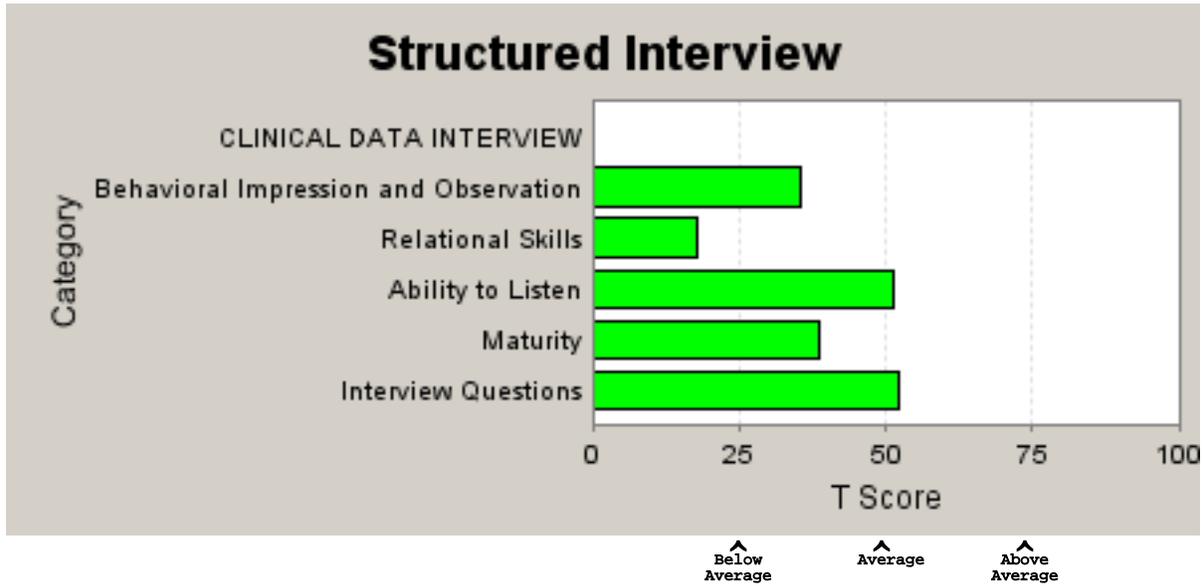
High risk of invalid profile due to an attempt to create an unrealistic, favorable view of the appraisal.



Note - Caution should be exercised in holding a candidate to a higher standard than can reasonably be expected. Everyone has the potential for growth.

* Please note that graph and narrative may vary slightly.

Summary Graph



Antisocial Tendencies

Antisocial individuals can be rebellious, hostile, immature, overly aggressive, impulsive and/or show poor judgement. They may have a recent history of illegal drug abuse, domestic violence, sexual misconduct or occupational difficulties. They may have a poor driving record or legal difficulties. Past behavior is a strong indicator of future behavior.

a. Driving Skill

The job candidate who repeatedly violates traffic laws is more likely to engage in public safety job behaviors such as:

Not being a good example of lawful and courteous driving.

Conduct of this kind on the job is likely to have the following consequences:

"At fault" accidents, lack of control of the vehicle, as well as generating citizen complaints.

This candidate has high risk due to accidents or negligent driving behavior.

b. Illegal Drug use such as cocaine, heroin, amphetamines, methamphetamines or hallucinogens and/or household chemicals

The job candidate who has used hard drugs is more likely to engage in public safety job behaviors such as:

Substance abuse under stress.

Conduct of this kind on the job is likely to have the following consequences:

Impaired judgment, likelihood of at-risk behavior as well as the possibility of discrediting the department.

This candidate has high risk due to problematic drug history that indicates addictive personal traits based on test responses

This candidate has made the following responses

- Have you ever experimented with marijuana? - Yes

c. Alcohol use

The job candidate who has abused alcohol is more likely to engage in public safety job behaviors such as:

Tardiness in getting to work, poor judgment, unreliable behavior, and alcohol abuse under stress.

Conduct of this kind on the job is likely to have the following consequences:

Unreliable on-the-job performance.

This candidate has high risk of abusing alcohol due to a present or past consumption pattern

d. Arrests, convictions, weapons charges, gang activity, and related maladaptive behavior

The job candidate who has exhibited criminal behavior or has an arrest record is more likely to engage in public safety job behaviors such as:

Dishonest, unethical, and/or impulsive behavior.

Conduct of this kind on the job is likely to have the following consequences:

Compromised integrity with increased risk to other officers and the public.

This candidate has low risk due to no admission or indication from responses of criminal behavior

e. Domestic Discord

The job candidate who has exhibited domestic violence is more likely to engage in public safety job behaviors such as:

Domestic violence and abusive behavior toward the public.

Conduct of this kind on the job is likely to have the following consequences:

Citizen complaints and increased liability risk.

This candidate has low risk due to no admission of behavioral indicators based on test responses

This candidate denied domestic discord

f. Physical fights

The job candidate who has engaged in excessive physical confrontations is more likely to engage in public safety job behaviors such as:

Overreaction to negative citizen behavior, inability to control anger, excessive use of force, and lack of communication skills.

Conduct of this kind on the job is likely to have the following consequences:

Citizen complaints, poor teamwork, and increased liability risk.

This candidate has low risk resulting from no admission or other indicators

g. School Suspensions

The job candidate who has a history of school suspensions is more likely to engage in public safety job behaviors such as:

Poor self-discipline and difficulty following instructions.

Conduct of this kind on the job is likely to have the following consequences:

Tardiness, abuse of sick leave, lack of dependability and difficulty with authorities.

This candidate has low risk due to no admissions when compared to others

h. Work History/Occupational difficulties

The job candidate who has a history of work difficulties is more likely to engage in public safety behaviors such as:

Poor performance quality, lack of self-discipline, and difficulty accepting leadership.

Conduct of this kind on the job is likely to have the following consequences:

Tardiness, abuse of sick leave, lack of dependability, and difficulty with authority.

This candidate has high risk of job problems due to work related difficulties and work instability

i. Sexual Misconduct

The job candidate who has engaged in sexual misconduct is more likely to engage in public safety job behaviors such as:

Inappropriate sexual behavior.

Conduct of this kind on the job is likely to have the following consequences:

Compromised personal and departmental credibility and/or the generation of citizen complaints.

This candidate denied sexual misconduct.

j. Homicidal Behavior

The job candidate who has displayed homicidal behavior is more likely to engage in public safety job behaviors such as:

Excessive use of force.

Conduct of this kind on the job is likely to have the following consequences:

Endangerment of the lives and well-being of other officers and citizens.

This candidate denied homicidal behavior

Overview of Antisocial Tendencies

This Factor relates to job performance by generating evidence that the candidate has a history of or attitudes consistent with engaging in behaviors and activities that are illegal, physically or emotionally self-destructive, uncivil, aggressive, or otherwise run counter to society's norms for adaptive and functional personal conduct.

SUMMARY: This candidate has high risk of antisocial tendencies

Stress Hardiness

Stress Hardiness and the the ability to manage personal stress is important. Stress hardiness is a function of positive health habits, emotional well-being, and optimism.

a. Medical self-assessment

A job candidate who has an unrealistic self-appraisal of stress hardiness is more likely to engage in public safety job behaviors such as:

Negative behaviors in the field situations due to reduced alertness as well as being less in control.

Conduct of this kind on the job is likely to have the following consequences:

Ineffectively performing the job of a public safety officer.

This candidate has low risk of future medical treatment considering a self-report of no medical treatment and excellent health

b. Health habits

A job candidate who has poor physical health habits is more likely to engage in public safety job behaviors such as:

Poor job attendance due to poor overall health.

Conduct of this kind on the job is likely to have the following consequences:

Increased sick time required and increased risk of disabling incidents.

This candidate has low risk of impaired stress hardiness due to personal health habits when compared to others

c. Emotional health

A job candidate who has poor emotional and mental health history is more likely to engage in public safety job behaviors such as:

Indecision and/or lack of appropriate action in high stress situations.

Conduct of this kind on the job is likely to have the following consequences:

Poor stress management, increased risk to other officers, and compromised citizen safety.

This candidate has high risk of problematic stress hardiness as a result of admitted remarkable emotional distance patterns characterized by a dysfunctional childhood environment, treatment for an emotional problem, irrational fears, excessive worry, anxiety, and depression

d. Suicidal behavior (limited hope)

A job candidate who displays suicidal behavior or ideation is more likely to engage in public safety job behaviors such as:

Poor concentration and distractibility.

Conduct of this kind on the job is likely to have the following consequences:

Poor judgment and decisions.

This candidate has low risk of suicide due to no admission of suicidal intent based on test responses

This candidate did not admit to suicidal behavior

Overview of Stress Hardiness

This Factor relates to job performance by generating evidence that the candidate has a history of or attitudes consistent with being less prone to experience situations as stressful, able to function well in stressful situations and cope with stress in a functional and healthy manner. It also taps into experiences that are likely to make the candidate more susceptible to stress and maladaptive coping. Scores indicate a candidate's susceptibility to stress as well as indicating tendencies toward maladaptive coping styles.

SUMMARY: This candidate has high risk of not functioning well under stress

Relational Skills

Relational skills are essential to effective job performance and include interpersonal skills, team focus, flexibility, sensitivity to diversity, communication skills, and confidence.

a. Self-Appraisal

A job candidate with unrealistic self-appraisal of personality/ job-fit is more likely to engage in public safety job behaviors such as:

Exhibiting poor self-confidence and poor job satisfaction.

Conduct of this kind on the job is likely to have the following consequences:

Lower morale, increased negative citizen interaction, and poor trainability.

This candidate has high risk of inability to adapt using self-correction skills.

b. Team focus and Leadership

A job candidate with poor teamwork orientation is more likely to engage in public safety job behaviors such as:

Independent actions without effectively working with his teammates.

Conduct of this kind on the job is likely to have the following consequences:

Increased risk to the officer, teammates, and citizens.

This candidate has high risk of being ineffective when working in a team or as leader

c. Need for Control

A job candidate who has a high need for control is more likely to engage in public safety behaviors such as:

Disruptive impact on team functioning through inflexibility and authoritarian attitudes.

Conduct of this kind on the job is likely to have the following consequences:

Reduces of job performance of others in critical situations.

This candidate has high risk of negative relationships due to a high need to appear adequate and in control

d. Rigid vs. Flexible

A job candidate who is not open to new ideas and is rigid is more likely to engage in public safety job behaviors such as:

Inflexibility in decision-making, resistant to creative thinking and change.

Conduct of this kind on the job is likely to have the following consequences:

Impedes team progress and limits alternate options under stress.

This candidate has high risk of being rigid or inflexible

e. Diversity

A job candidate with negative multicultural attitudes is more likely to engage in public safety job behaviors such as:

Limited acceptance of diversity in cultures.

Conduct of this kind on the job is likely to have the following consequences:

Increased community discord.

This candidate may need more training on issues with diversity when compared to others

f. Community Policing

A job candidate with negative community policing attitudes is more likely to engage in public safety job behaviors such as:

Less likely to work towards positive community relationships.

Conduct of this kind on the job is likely to have the following consequences:

Negative community reactions and decreased support for the police.

This candidate has high risk of not being able to build positive community relations when compared to others

g. Communication

A job candidate with poor interpersonal skills is more likely to engage in public safety job behaviors such as:

Ineffective interaction style.

Conduct of this kind on the job is likely to have the following consequences:

Miscommunication within the department, reduced team functioning as well as negative impact on community relations.

This candidate has high risk of dysfunctional communication

h. Maturity

A job candidate with less maturity is likely to engage in public safety behaviors such as :

Limited personal confidence and compromised command presence in high stress situations.

Conduct of this kind on the job is likely to have the following consequences:

Inappropriate decision making resulting in a negative influence on community relations.

This candidate has high risk of immature behavior when compared to others

Overview of Relational Skills

This Factor relates to job performance by generating evidence that the candidate has a history of or attitudes consistent with dealing interpersonally with other people in a smooth, adaptive, fair, and cooperative way regardless of differences in ethnic or experiential backgrounds.

SUMMARY: This candidate has high risk in relational skills

Mental Alertness

Mental alertness is measured from a variety of points such as the ability to learn new material, multi-tasking, attention focus, ability to stay on task with distractions, decision-making in a timely fashion, and good judgement.

a. Ability to learn new material based on standardized test

A job candidate with poor mental alertness based on standardized tests is more likely to engage in public safety job behaviors such as:

Less likely to think quickly and decisively, difficulty learning new material, being adaptable, and multi-tasking effectively.

Conduct of this kind on the job is likely to have the following consequences:

Impedes decision-making especially when the situation is stressful and changing rapidly.

This candidate has high risk of not being able to learn new material in a training environment

b. Ability to learn new material based on self-reported school grades

A job candidate with poor mental alertness based on self report is more likely to engage in public safety behaviors such as:

Less likely to think quickly in an interpersonal context or learn new material in a group setting.

Conduct of this kind on the job is likely to have the following consequences:

Longer training time may be required with greater need for review of new material

This candidate has low risk of academic difficulties when compared to others

c. Multi-task/attention focused

A job candidate with poor attentional capacity is more likely to engage in public safety job behaviors such as:

Slower decision making ability when multiple tasks are involved.

Conduct of this kind on the job is likely to have the following consequences:

Increased officer stress with more errors made when responding to involved situations or emergencies.

This candidate may need more training in maintaining focus due to multiple tasks when compared to others.

d. Decision-making ability in a timely fashion

A job candidate who is not decisive is more likely to engage in public safety job behaviors such as:

Slow to make the necessary choices in stressful situations.

Conduct of this kind on the job is likely to have the following consequences:

Creates unnecessary delays and decreases officer safety.

This candidate may need more training making a decision in a timely manner when compared to others

e. Judgement ability

A job candidate with poor situational judgment is more likely to engage in public safety job behaviors such as:

Unable to effectively problem-solve under stress.

Conduct of this kind on the job is likely to have the following consequences:

Poor decisions under stress decreasing officer safety.

This candidate may need more training improving judgement when compared to others

Mental Alertness Overview

This Factor relates to job performance by generating evidence that the candidate has a history of or abilities consistent with dealing effectively with circumstance requiring situationally-appropriate judgments and decisions among various courses of action whether focusing on one task or multiple tasks.

SUMMARY: This candidate may have more difficulty learning new material when compared to others.

Ideal Officer Assessment

Candidate Compared to the Characteristics of an Ideal Working Officer

The following categories: Enthusiasm and Self-Motivation, Good Judgement, Creativity, Understanding and Respectfulness, Self Confidence, Courage, Tenacity, Tolerance and Compassion, Honesty and Responsibility, Loyalty, and Interaction were identified by interviewing community members* to determine the character traits of the "ideal" police officer.

* Used with the permission of the City of Saint Paul, Minnesota Police Department
U.S. Department of Justice Cooperative Agreement #2001-HS-WX-K046

ENTHUSIASM AND SELF-MOTIVATION

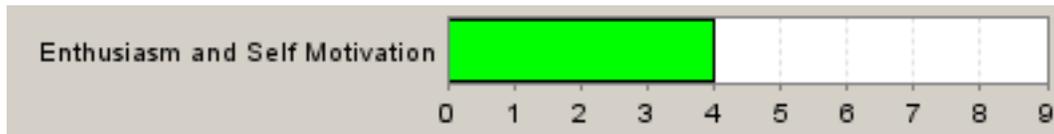
- I. Enthusiasm and Self Motivation
- Completes necessary work steps and assigned tasks independently with little prompting or intervention
 - Willingness to seek out and complete additional tasks during slow periods
 - Demonstrates a thirst for knowledge through putting forth extra effort to acquire new knowledge or skills or to remedy performance deficiencies
 - Exemplifies desire through persisting and maintaining diligence in fulfilling routine, tedious, difficult or unpleasant assignments
 - Is able to work without close supervision
 - Puts organizational goals ahead of personal goals
 - Demonstrates a strong sense of responsibility and authority

Favorable Observations

- Puts in extra work, without being asked, to see that job is well done.

No Unfavorable Observations

Summary Rating: 4 (less than acceptable)



GOOD JUDGEMENT

II. Good Judgement

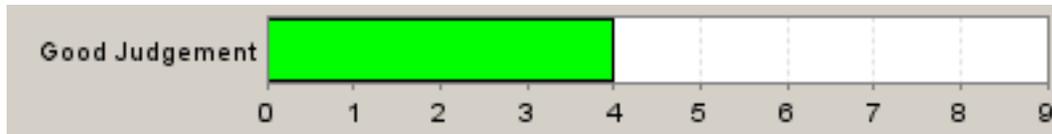
- Discretely, fairly, and appropriately applies acquired knowledge of laws, ordinances, and procedures to the situation at hand
- Exercises independent judgement and makes sound decisions under conditions of uncertainty, danger, stress, and time pressure
- Is able to identify and anticipate the likely consequences of implementing various courses of action in a particular situation
- Communicates information and instructions objectively without interjecting personal biases or emotional reactions
- Understands limits of authority
- Sees the big picture
- Is able to gain willing compliance from others through reasoning

No Favorable Observations

Unfavorable Observations

- Misses some key aspects of situations

Summary Rating: 4 (less than acceptable)



4 (less than acceptable)

CREATIVITY

III. Creativity

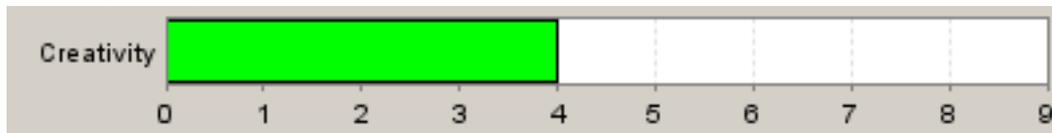
- Intuitively and open-mindedly takes a variety of factors into account and gives them proper weight when "sizing up" a situation and determining the type and level of response required
- Is resourceful with a keen ability to recognize when to make and implement own decisions and when to seek guidance and/or clearance from superiors
- Views situations from multiple perspectives
- Generates novel, yet practical solutions to problems

Favorable Observations

- Describes new approaches

No Unfavorable Observations

Summary Rating: 4 (less than acceptable)



4 (less than acceptable)

UNDERSTANDING AND RESPECTFULNESS

IV. Understanding and Respectfulness

- Demonstrates ability to listen through good listening skills, accurately noting key information, and requesting clarification when appropriate
- Adjusts verbal communication style, tone, and language to the situation at hand in order to enlist support and facilitate compliance
- Is able to accurately read or interpret the mood of a crowd or group of people
- Interacts effectively, and desires to become a familiar face within the community
- Is able to effectively mediate and help resolve disputes and conflicts
- Interprets body language and other behavioral cues to detect hostility, resistance, evasiveness, or lying
- Recognises own impact on others
- Develops and maintains good relationships with peers in the public
- Is able to gain and maintain the trust and confidence of others

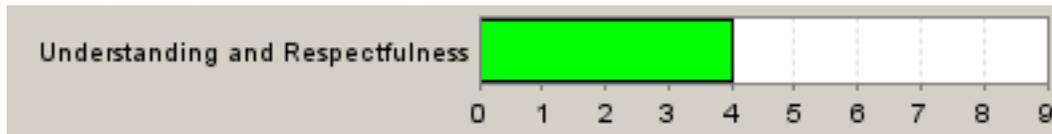
Favorable Observations

- Takes effective steps to defuse anger/hostility

Unfavorable Observations

- Demonstrates little understanding of impact of self on others

Summary Rating: 4 (less than acceptable)



4 (less than acceptable)

SELF-CONFIDENCE

V. Self-Confidence

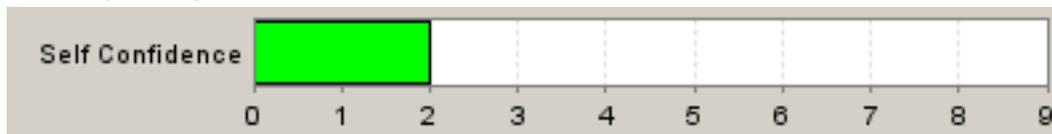
- Is able to recognise strengths and weaknesses of own performance
- Holds self accountable for actions and decisions and is able to admit mistakes and deficiencies to others and take constructive steps to remedy them
- Is willing and able to follow orders, prescribed rules, and procedures without undue questioning, resistance, or complaint
- Resists using authority or position for personal gratification or gain
- Exercises strong emotional control
- Does not come across as arrogant or cocky
- Demonstrates appropriate assertiveness

No Favorable Observations

Unfavorable Observations

- Shows little insight into own weaknesses
- Dismisses criticism as illegitimate or trivial

Summary Rating: 2 (poor)



2 (poor)

COURAGE

VI. Courage

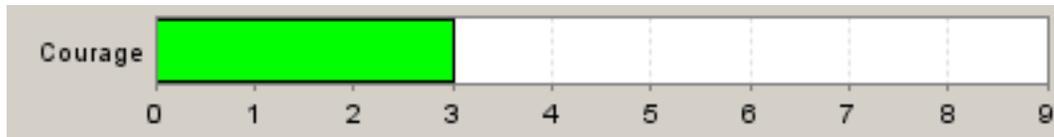
- Operates with personal and professional integrity in compromising situations
- Displays pride in self and actions; serves as an example to others
- Handles people professionally and restores order in difficult and chaotic situations
- Demonstrates patience and flexibility in difficult situations
- Demonstrates willingness to take personal risks to obtain important outcomes
- Resists using authority or position for personal gratification or gain
- Resists inappropriate peer pressure

No Favorable Observations

Unfavorable Observations

- Demonstrates signs of stress during interview(ex. fidgeting)
- Vague response

Summary Rating: 3 (less than acceptable)



3 (less than acceptable)

TENACITY

VII. Tenacity

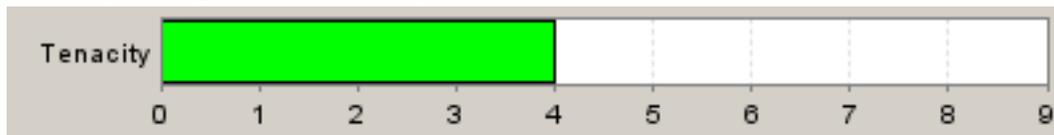
- Shows assertiveness, firmness, and self-confidence in carrying out duties
- Adjusts quickly to changing situations
- Demonstrates appropriate firmness in difficult situations
- Is not easily dissuaded from goals
- Does not give up in the face of setbacks or obstacles

Favorable Observations

- Demonstrates follow-through

No Unfavorable Observations

Summary Rating: 4 (less than acceptable)



4 (less than acceptable)

TOLERANCE AND COMPASSION

VIII. Tolerance and Compassion

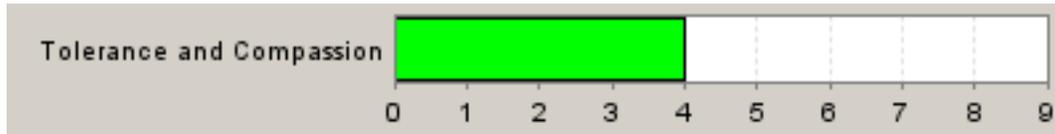
- Displays empathy and a genuine concern for others
- Is sensitive to cultural and circumstantial differences
- Accepts humor and criticism directed at oneself without becoming hostile or defensive
- Accepts individuals with alternative points of view, traditions, or lifestyles
- Appreciates differences, rather than appear threatened by them

No Favorable Observations

Unfavorable Observations

- Appears to be somewhat narrow-minded and rigid

Summary Rating: 4 (less than acceptable)



4 (less than acceptable)

HONESTY AND RESPONSIBILITY

IX. Honesty and Responsibility

- Tells the truth even when not in own interest
- Is willing to deliver difficult messages
- Is not willing to sacrifice honesty for expediency
- Holds one's own word as paramount
- Takes task completion seriously
- Refrains from personal conduct that would demean the agency
- Is highly trustworthy
- Upholds organizational standards

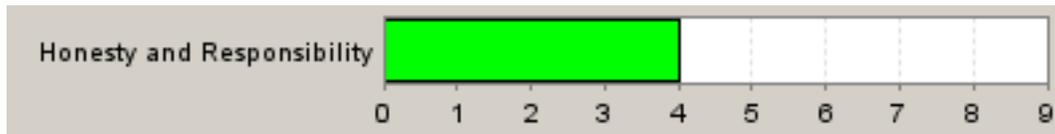
Favorable Observations

- Possesses a sense of responsibility

Unfavorable Observations

- Tends to rationalize own actions

Summary Rating: 4 (less than acceptable)



4 (less than acceptable)

LOYALTY

X. Loyalty

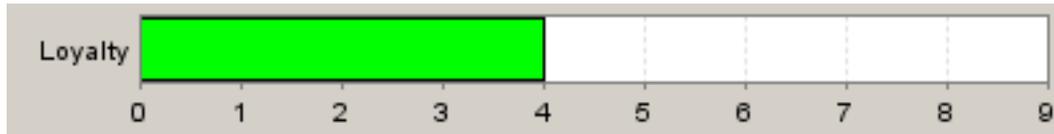
- Has allegiance to a strong set of values
- Is willing to make personal sacrifices
- Possesses a deep commitment to public service
- Is likely to remain with agency for a considerable length of time
- Refrains from negative comments regarding agency, leadership and peers

Favorable Observations

- Demonstrates good attachments to organizations and ideas

No Unfavorable Observations

Summary Rating: 4 (less than acceptable)



4 (less than acceptable)

INTERACTION

XI. Interaction

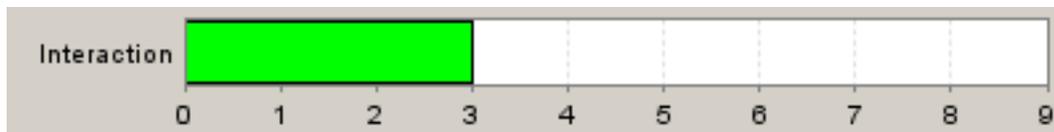
- Truly enjoys being with people
- Initiates contact with others
- Is friendly and outgoing
- Is genuinely interested in people
- Cooperates well with others

No Favorable Responses

Unfavorable Observations

- Vague response

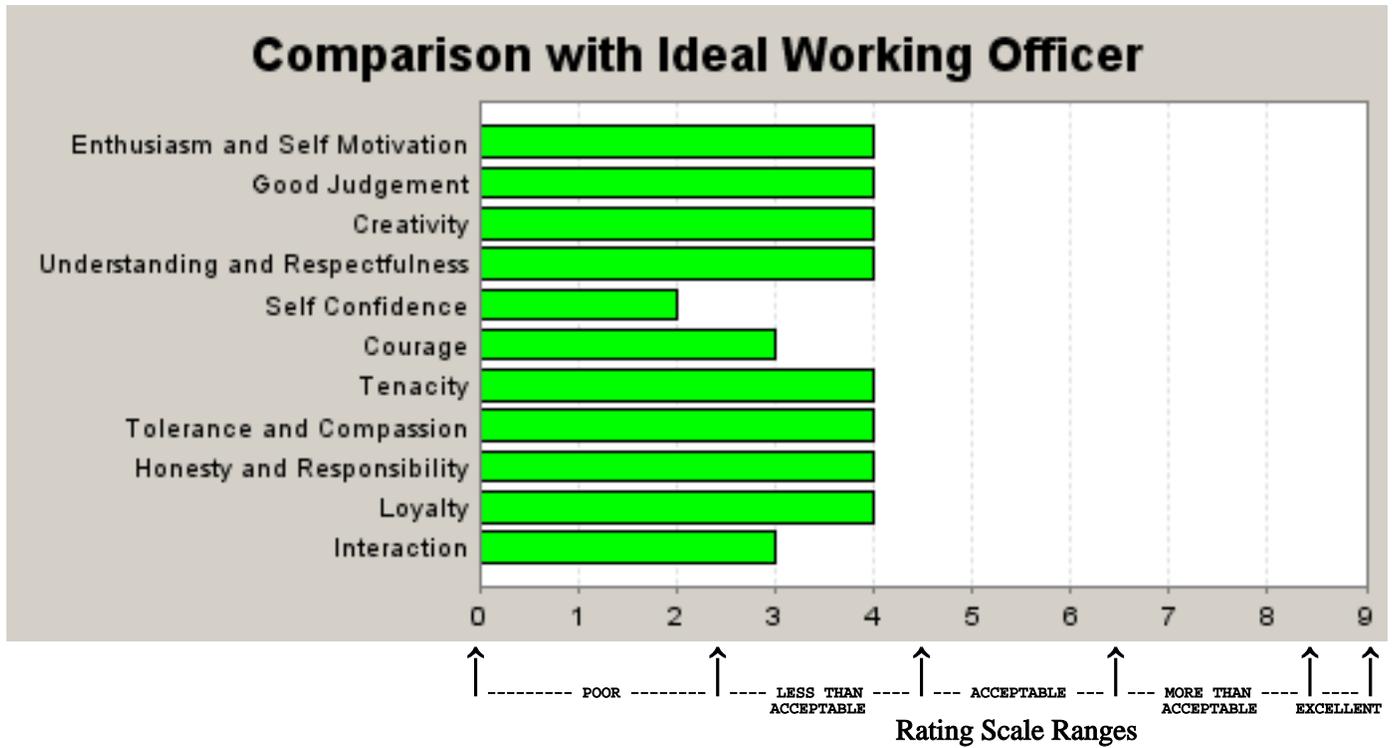
Summary Rating: 3 (less than acceptable)



3 (less than acceptable)

Summary Comparing Candidate with Ideal Working Officer

The following is a summary of the character traits that identify the "ideal" on-the-job officer. The candidate is ranked from 1 to 9. This information may be used for training recommendations.



Ratings Given

- Enthusiasm and Self Motivation - 4 (less than acceptable)
- Good Judgement - 4 (less than acceptable)
- Creativity - 4 (less than acceptable)
- Understanding and Respectfulness - 4 (less than acceptable)
- Self Confidence - 2 (poor)
- Courage - 3 (less than acceptable)
- Tenacity - 4 (less than acceptable)
- Tolerance and Compassion - 4 (less than acceptable)
- Honesty and Responsibility - 4 (less than acceptable)
- Loyalty - 4 (less than acceptable)
- Interaction - 3 (less than acceptable)

PROCEDURES AND CREDENTIALS

EVALUATION PROCEDURE

Structured Interview of Candidate

Includes the interviewer's observation of the candidate's behavior as well as other impressions such as relational skills, ability to listen, and maturity.

Candidate comparison to an ideal working officer in the following characteristics:

1. Enthusiasm and Self Motivation
2. Good Judgement
3. Creativity
4. Understanding and Respectfulness
5. Self Confidence
6. Tenacity
7. Tolerance and Compassion
8. Honesty and Responsibility
9. Loyalty
10. Interaction

National Comprehensive Assessment for Public Safety (NCAPS)

The NCAPS assesses the following areas:

1. Assessment Validity
2. Antisocial
3. Stress Hardiness
4. Relational Skills
5. Integrity Assessment
6. Mental Alertness

Tests Administered

1. Minnesota Multiphasic Personality Inventory - 2

The Minnesota Mutiphasic Personality Inventory-2 (MMPI-2) is the 1989 revised version of the original MMPI. This 567-item personality inventory has been widely utilized for the screening of police officers and is well documented in literature.

2. Inwald Personality Inventory

The Inwald Personality Inventory (IPI) has been utilized for over 20 years to screen applicants for high risk occupations including law enforcement officers. This 310 item multifaceted test measures five major risk factors covering both stability and suitability.

3. Mental Alertness

Measures an individual's ability to learn and perform mental tasks of varying types.

Follow-up

When needed, a confidential follow-up questionnaire is completed for quality assurance and research purposes by a supervisor of the referring agency after the candidate is employed.

The tests administered are recommended to be used in the selection and screening of individuals who are being considered for employment in occupations of public safety. This is the Beta version.

SENIOR SUPERVISING PSYCHOLOGIST

Michael A. Campion, Ph.D., LP, HSPP, Licensed Clinical Psychologist

Illinois: License #71-1608, Indiana License #20090138, Minnesota License #C73

Council of National Register of Health Service Providers in Psychology, Certificate #10055

Clinical Associate Professor (Retired), University of Illinois College of Medicine, Urbana-Champaign Campus

Certificate of Professional Qualification in Psychology, CPQ #811

ST. PAUL POLICE DEPARTMENT



FIELD TRAINING MANUAL

INDEX

Our Vision.....	3
Becoming a Field Training Officer	
FTO Selection Process.....	5
Recruit Evaluation Process ³	
Report Forms, defined.....	9
Phases of Training, defined.....	10
Character Traits	
The Recruit Selection Process.....	13
Core Functions	
Low-Risk Traffic Intervention.....	16
Officer-Initiated Investigations.....	17
Order maintenance Calls.....	18
Traffic and Accident Investigation.....	19
High-Risk Intervention.....	20
Preliminary Investigation.....	21
Forms	
Training Documentation.....	23
Daily Report Form.....	25
Weekly Report.....	26
Status Report.....	30
Training Activity Log.....	31
Knowledge Competencies.....	32
When Problems Arise	
Performance Improvement Plan, described.....	71
Performance Improvement Plan, sample.....	72
The Termination Process.....	76
Resources	
Character Traits, defined.....	82
Understanding Adult Learning.....	85
General Teaching and Learning Principles.....	87
Blocks to Learning.....	88
Effective Listening.....	89
Law Enforcement Code of Ethics.....	90

OUR VISION

*Blessed are the peacemakers, for they shall be called the children of God.*¹

The Saint Paul Police Department enjoys a history of Excellence in policing. This excellence has its roots in the proper selection, training, and retention of quality police recruits. The role of the Field Training Officer (FTO) is imperative to this mission, training recruits to strive for and achieve excellence in service.

Training of new recruits has evolved throughout the history of the St. Paul Police Department from the informal structure of on the job training, to a systematic and more formal structure involving college education and further classroom instruction upon hiring. Throughout this evolution, the one thing has not changed is the basic instructional format of the relationship between the rookie and the more experienced police officer, the FTO.

In becoming an FTO, you walk in the footsteps of those who have come before you. You are part of a fine tradition of training police recruits who will some day arise to keep the peace, protect the public, and ensure the constitutional rights to life, liberty, equality, and justice for all people.

¹Matt 5:9 As Inscribed on the Law Enforcement Memorial in St. Paul

BECOMING A FIELD TRAINING OFFICER

THE FIELD TRAINING OFFICER SELECTION PROCESS

Field Training Officers must be carefully selected. FTO's fulfill a multitude of roles. Among these are supervisor, teacher, mentor and evaluator. It is imperative that the Field Trainer be an exemplary role model, demonstrating the same character traits he/ she will be called on to evaluate. A Field Trainer must have also shown himself/ herself competent in performing the duties of a police officer.

The position of FTO is available to all officers that meet the established requirements. The FTO selection process is a coordinated effort between the Training Unit and the District Command Staff, the final approval being made by the Chief of Police.

What are the qualifications for being an FTO?

- Three years of sworn Law Enforcement Experience, at least one of the years being with the St. Paul Police Department
- Performance appraisals indicating an overall ranking of "Meets Expectations (ME)"
- Resume (Resume should include previous experience, assignment history, special qualifications, education/ training, teaching/ coaching experience)
- Letter of Intent (Letter should include reasons for applying and qualifications to be an FTO, description of how applicant exhibits character traits in everyday performance)

It is the FTO Coordinator's responsibility to verify that the applicant has met the above requirements, prior to the applicant being considered for selection.

How is an FTO selected?

The following are the steps in the selection process of an FTO

- A. Posting of Job Announcement for position of FTO
- B. Patrol district supervisors review application materials and submit names of qualified applicants to the Training Unit.
- C. Applicant's employment history is reviewed for:
 - Internal Affairs complaints
 - Accidents
 - Sick time usage
 - Commendations
- D. Recommendations submitted to the Chief
- E. Final Selection
- F. Training of FTO
- G. Annual evaluation of FTO performance

THE RECRUIT EVALUATION PROCESS

The Evaluation Process

Evaluation of Recruit Officers:

Both performance and character traits will be evaluated by the Field Training Officer. This evaluation will be based on observable behaviors. It is essential that the Field Training Officer evaluate the recruit officer fairly and completely. The FTO will use the suggested guidelines listed below, along with his/ her best judgment. While a single behavioral problem in an area may be indicative of a performance difficulty, repeated behavioral problems are often indicative of character concerns and should be documented accordingly.

Performance Evaluation:

Performance evaluation is based upon daily observation of a recruit's ability to perform the Core Functions and Knowledge Competencies. This observation is guided by policy, state statutes, city ordinances, traffic code, and the Field Training Officer's understanding of the best practices in law enforcement.

Character Evaluation:

Character based evaluation is also based upon behavioral observation in the identified areas, and defined as character traits. This type of evaluation will take place in the same teaching/ training/ evaluating settings as the performance evaluation.

Core Functions:

While a police officer's tasks are many and varied, the St. Paul Police Department Training Unit has identified six main tasks, or core functions, that police work entails. Each phase of the FTO process, of which there are four, will focus on specific core functions. A recruit must master the core functions of an assigned phase in order to receive certification to the next phase of training. The core functions are as follows:

- Low Risk Traffic Intervention
- Officer Initiated Investigations
- Order Maintenance Calls
- Traffic and Accident Investigations
- High-Risk Intervention
- Preliminary Investigation

Knowledge Competencies:

Areas of skill are placed into 35 categories and grouped by the information necessary to show mastery of the subject. Each phase has knowledge competencies (K/C's) which need to be demonstrated. No probationary officer should be allowed to advance to the next phase of training without first being able to show mastery of the knowledge competencies listed for that phase.

Character Traits:

Evidence of the fifteen character traits must be displayed with each knowledge competency. No probationary officer should be allowed to advance to the next phase of training without consistently demonstrating the appropriate character traits.

Phases:

Each phase of training, of which there are four, will consist of approximately 16 days. A training week will be a unit of 40 working hours.

Non-Evaluation Days:

Each day of training will be considered an evaluation day. The only exception would be if the FTO is not available, and there is not a suitable replacement. A daily report should still be filled out for this day, and the "no evaluation this day" box should be checked.

Report Forms

There are three main report forms that are used during each Phase of Training. Some of these reports have multiple functions:

Daily Report: A form which documents the observations of the FTO and evaluates Knowledge Competencies, Core Functions, and Character Traits.

Weekly Report: A form that serves as a Weekly Summary of the progress being made by new officers. Reports should be completed at the end of a work week and submitted to the FTO sergeant who will then forward them on to the FTO Coordinator in the Training Unit. Regardless of the number of days in the final week of a phase of training, one Weekly Report will be filled out for the 40 hour work week.

Field Training Status Report: A report form that serves multiple purposes. It can be used to document advancement to the next phase of training, for extension of a phase of training, or formal documentation of certification to probationary patrol officer.

Phases of Training

Phase I:

Knowledge Competencies: The following Knowledge Competencies must be demonstrated before advancing to the next phase of the FTO program:

Routine Driving	Low-Risk Call Approach	Traffic Violation Recognition
Low-Risk Traffic Stop	Report Writing-I	Alarms
Safe Weapons Handling	Roll Call Information	Vehicle Inspection
Radio Communication	Towing Protocols	Searches: Persons
Searches: Vehicles	Geography	Officer Safety

Character traits: The display of the Character Traits must be demonstrated in the following areas:

Officer-Initiated Investigations	Low-Risk Traffic Intervention	*****
----------------------------------	-------------------------------	-------

Phase II:

Knowledge Competencies: The following Knowledge Competencies must be demonstrated before advancing to the next phase of the FTO program:

Reports-II	DWI Arrest Procedures	Accident Investigation
Warrant Procedures	Criminal Investigations-Misdemeanor	Searches: Persons
Tactical Searches: Structure	Tactical Searches: Area	Searches: Vehicles
Arrest Procedures-Adult	Arrest Procedures-Juvenile	Disturbance Calls
Domestics	Geography	Officer Safety

Character traits: The display of the Character Traits must be demonstrated in the following areas:

Traffic & Accident Investigation	Order Maintenance Calls	*****
----------------------------------	-------------------------	-------

Phase III

Knowledge Competencies: The following Knowledge Competencies must be demonstrated before advancing to the next phase of the FTO program:

Criminal Investigations-Felony	Crime Scene Evidence Procedures	Driving Pursuit/Intercept
In-Progress Calls	Vehicle Stops: Felony	Latent Prints
Geography	Officer Safety	*****

Character traits: The display of the Character Traits must be demonstrated in the following areas:

High-Risk Intervention	Criminal Investigation	*****
------------------------	------------------------	-------

Phase IV

Method of Training: The FTO will be in uniform for the first two days of the phase and in “plain clothes” for the remainder of the phase of training. The FTO will assume the role of observer-only. The FTO should not intervene unless there is an officer safety issue.

Core Functions and Knowledge Competencies: All core functions and the Knowledge Competencies should be demonstrated. After successful completion of Phase IV, the probationary officer will be certified to full patrol officer status.

CHARACTER TRAITS

THE RECRUIT SELECTION PROCESS

*The color of every man's heart is red.*²

We work and live in an increasingly culturally diverse nation. What does it mean to be an American? We are made up of immigrants, refugees, and peoples from all nations. This diversity has led to a blending of cultures, beliefs and ideas, which has enriched and made us stronger as a nation. The City of Saint Paul embodies this same diversity. It is our belief that the Saint Paul Police Department should reflect this diversity in the selection and recruitment of police officers.

In as much as we live in a diverse culture, it is our belief that we can find common ground in what is valued in the character of a police officer. Research has gone into trying to find this common ground. This research consisted of several meetings between police and a diverse sampling of citizens of the City of Saint Paul. After much deliberation, agreement was reached on this set of character traits. In 2001, we began the process of incorporating these character traits into our hiring and training process. The process continues to evolve over time, as we learn from experience what works and what does not. Traditional experience, education, and character are the focus of our training program today.

² Native American Indian Chief

DEFINITIONS

The following are the character traits sought in the selection, hiring and retention of St. Paul Police Officers:

Good Judgment

Compassionate

Interaction

Creative

Honesty

Responsibility

Self-Confident



Enthusiastic

Tenacity

Understanding

Self-Motivated

Respectfulness

Loyalty

Acts Independently

Courage

Tolerance

CORE FUNCTIONS

The following pages describe the six Core Functions. Each core function includes a description of probationary officer expectations and a listing of the corresponding knowledge competencies and character traits.

Low-Risk Traffic Intervention

The officer must be able to integrate the Knowledge Competencies of Officer Safety, Radio Communication, Report Writing, Low-Risk Traffic Stops, Traffic Violation Recognition, Searches of Persons and Vehicles, and Towing Protocols. Officers must display the following decision-making and interpersonal skills:

- Demonstrate the ability to communicate to violators the reason(s) they were stopped in a respectful manner
- Offers business card and explains how to dispute a citation
- Make decisions about driver education, citation, search, and arrest

The officer will integrate the following Knowledge Competencies into Low-Risk Traffic Intervention:

Radio Communication	Report Writing-I	Low-Risk Traffic Stop
Traffic Violation Recognition	Towing Protocols	Searches: Persons
Searches: Vehicles	Officer Safety	Geography

Officer-Initiated Investigations

Officer-Initiated Investigations are an essential part of the police patrol function. Officers must demonstrate the following abilities:

- Officers must be able to approach people with respect, engage people in preventive contact, and build a rapport with them.
- Officers must perform self-initiated investigations when either reasonable suspicion or probable cause exists.
- The officer must demonstrate the ability to recognize and act on law violations or suspicious behavior.
- The officer must be able to articulate, in report form, any incident which is determined to need documentation.

The officer has to be able to integrate the following Knowledge Competencies into Officer-Initiated Investigations:

Radio Communication	Routine Driving	Report Writing-I
Officer Safety	Searches: Persons	Roll Call Information
Geography	*****	*****

Officer-Initiated Investigations generally include the following calls for service categories:

- | | | |
|-------------------|-----------------|--------------------|
| ▪Curfew | ▪Juvenile | ▪Shots Fired |
| ▪Disorderly Drunk | ▪Narcotics | ▪Suspicious Person |
| ▪Drunken | ▪Prostitutes | ▪Vice |
| ▪Graffiti | ▪Prowler/Peeper | ▪Weapons |

The purpose of Officer-Initiated Investigations during Phase-I is to learn how to interact with people in the patrol environment and learn lawful reasons for Stop and Frisk searches. The officer must also effectively articulate the facts which justify the stop.

Order Maintenance Calls

The officer must demonstrate the ability to identify problems and solutions to non-emergency calls for service. Problem-solving in this context may or may not have a resolution that includes the use of local ordinance or state law. Officers must demonstrate the following abilities:

- The officer must be able to show that they can mediate solutions where arresting an individual may or may not be an option.
- The officer must demonstrate an ability to be diplomatic with others.
- The officer must be able to solve a problem that involves two or more persons.

The officer has to be able to integrate the following Knowledge Competencies:

Roll Call Information	Radio Communication	Routine Driving	Report Writing-II
Towing Protocols	Searches: Persons	Officer Safety	Domestics
Investigations-Misdemeanor	Handling Inebriates & Emotionally Disturbed Persons	Tactical Searches: Structures	Disturbance Calls
Arrest Procedures-Adult	Arrest Procedures-Juvenile	Warrant Procedures	Geography
Low-Risk Call Approach	Alarms	*****	*****

The following types of calls are examples of order maintenance:

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Animal Complaints ▪ Assist Citizen ▪ Dangerous Conditions ▪ Proactive Police Visit | <ul style="list-style-type: none"> ▪ Disorderly Persons ▪ Disturbance/Noise ▪ Domestic |
|---|---|

Traffic & Accident Investigation

Vehicle accidents can involve property damage, personal injury, or death. Individuals involved in these incidents may be emotionally distressed. Officers must use tact and diplomacy in these crisis situations. Therefore, officers must demonstrate the following abilities:

- To safely position their squad and conduct investigations of “fresh” accidents
- To conduct “cold” investigations of hit and run accidents
- To address the needs of those involved in the accidents
- To discern if any law violations preceded the collision

The following Knowledge Competencies should be integrated into the Traffic & Accident Category:

Radio Communication	Routine Driving	Traffic Violation Recognition
Report Writing-II	DWI	Accident Investigation
Towing Protocols	Searches: Persons	Searches: Vehicles
Criminal Investigation: Misdemeanor	Officer Safety	Crime Scene Management
Arrest Procedures: Adult	Arrest Procedures: Juvenile	

High-Risk Intervention

Police officers regularly encounter high-risk situations. Whether driving to a crime in-progress, rendering first aid to the victim of a crime, or apprehending a suspect at gunpoint, officers must exercise sound judgment.

The officer must be able to demonstrate:

- The ability to quickly manage emergency situations which they either identify or when dispatched to a scene.
- To control rapidly developing scenes which require total skill integration of Knowledge Competencies
- Delegate tasks to others, collect and disburse information, and plan contingencies when needed
- Show respect in dealing with victims, witnesses, and suspects.

The following Knowledge Competencies should be considered High-Risk Interventions:

In-Progress Response	Traffic Stop: Felony	Pursuit Driving
Searches: Persons	Searches: Vehicles	Report Writing-II
Radio Communication	Crime Scene Management	Officer Safety
Tactical Searches: Structures	Tactical Searches: Area	Geography
Criminal Investigations: Felony	Arrest Procedures: Adult	Arrest Procedures: Juvenile

The following calls for service are examples of High-Risk Interventions:

- 911 Hang-Ups
- Robbery
- Fight
- Assault in Progress
- Suicide in Progress
- Assist Fire/Ambulance
- Shots Fired

Preliminary Investigation

The patrol officer is responsible for the preliminary investigation of all crimes and incidents which are assigned or reported to her/him or which s/he discovers. The scope of the preliminary field investigation by a patrol officer may constitute the entire investigation. Patrol officers conducting preliminary investigations will follow-up the reported offense as far as possible. Officers will investigate criminal acts and must demonstrate:

- The ability to investigate crimes that have either been discovered by the officer or reported by a victim/witness/bystander
- The ability to discriminate between relevant and irrelevant information
- Proper interviewing of persons
- Empathy toward victims, witnesses, and suspects
- The ability to convey a series of events in a meaningful way in written form
- The ability to develop trust and elicit cooperation with victims, witnesses, and suspects

The officer should integrate the following Knowledge Competencies into a Criminal Investigations:

Roll Call Information	Report Writing-II	Searches: Persons
Searches: Vehicles	Crime Scene Management	Arrest Procedures: Adults
Arrest Procedures: Juveniles	Investigation: Misdemeanor	Investigations: Felonies
Latent Prints	*****	*****

The following are calls for service categories that could include criminal investigations:

- Animal Bites
- Arson
- Assaults
- Narcotics
- Criminal Damage to Property
- Criminal Sexual Conduct
- Fraud
- Graffiti
- Missing Persons
- Motor Vehicle Theft
- Child Abuse
- Robbery
- Dead on Arrival
- Vice
- Forgery
- Violation of OFP
- Bomb Threats
- Prostitution
- Shots Fired
- Theft

FORMS

Training Documentation

The remainder of this manual describes the proper use of the evaluation forms used during the field training process. It is recommended that the written evaluation occur as soon as possible after the observed behaviors. Therefore, evaluation should be done throughout the shift.

The Daily Report should accurately reflect the Field Training Officer's observations and evaluations of probationary officer behavior.

Completion of the Daily Report

1. On the face of the form, circle the phase of training that is being evaluated.
2. Fill in the fields for date, day, week, probationary officer name, and FTO name.
3. If there is no evaluation that day, check the box and state the reason. The only approved reason for non-evaluation is the absence of a qualified FTO.
4. "Total Number of Calls", is the number of dispatched and self-initiated incidents for the shift.
5. "Total Number of Calls Assessed", is the number of separate incidents where the FTO documented the performance of the probationary officer.
6. "Total Number of Character-Traits Displayed", is the number of documented incidents where the FTO observed the display of character.
7. The remaining six boxes list the Core Functions. FTOs should note the character-based judgment documented by category.
8. Specific, descriptive documentation should be done on each incident.

The FTO should then fill in the blank lines with a comprehensive description of the probationary officer's performance. Upon completion of the description of an incident, the left-side and right-side columns should be used to identify Knowledge Competencies and Character Traits. The left column lists the Knowledge Competencies. Knowledge Competencies should correspond with the description. Correctly demonstrated Knowledge Competencies should be indicated with a plus (+) sign. Unsatisfactory performance should be noted with a minus (-) sign.

In any area of evaluation, it will be possible to mark both a plus (+) and a minus (-) if the recruit officer handles significant aspects of the call well and also handles some of the area in an unacceptable manner. This is true for both performance and character evaluations.

The FTO should identify each of the Knowledge Competencies for the incident, which were **Correctly Executed**. The Knowledge Competencies that were not performed correctly should be identified as **Needs Skills Improvement**.

The right column should be used to identify the character traits. These traits have a corresponding letter. The narrative can describe the character traits observed or lack of displaying the character traits.

Once all Knowledge Competencies and Character Traits have been observed, the FTO can circle that the standard has been achieved.

Knowledge Competencies that need improvement and/or character traits that are marked negatively should be noted **Below Standard**.

Other Approved Abbreviations

Driver	D
Probationer	P
Radio Traffic	R/T
Victim	V
Suspect	S
Effective Community Liaison	ECI
Preliminary Investigations	PI
High-Risk Intervention	HRI
Traffic & Accident Investigation	TAI
Order Maintenance Calls	OMC
Low-Risk Traffic Investigation	LRT
Officer-Initiated Investigations	OII



Daily Report

St. Paul Police Department

Phase: 1 2 3 4 (circle one)

Date: _____

Probationer: _____

Phase #: _____ Field Training Officer: _____

Week #: _____

No Evaluation This Day

Reason: _____

Total Number of Calls: _____

Total Number of Calls Assessed: _____

Total Number of Character Traits Displayed: _____

Character Traits Associated with Core Function: _____

Low-Risk Traffic Intervention:	Traffic & Accident Investigation:
Officer-Initiated Investigations:	Preliminary Investigations:
Order Maintenance Calls:	High-Risk Intervention:

Weekly Report

The Weekly Report should be completed for every four days of training. If the final week of a phase of training is less than four days, the form should still be used to summarize the partial week.

Steps for Completing the Weekly Report:

1. Check the boxes that apply. If it is the last week of the phase, complete a Status Report as well, indicating Certification to Next Phase of Training.
2. Enter dates covered by this report.
3. Circle the phase of training that is being evaluated.
4. The lower-half of the page has the six Core Functions listed and two columns for each function. The left column is for noting weekly summaries of judgment.
5. Page two of the Field Training Cadre report is completed for the Weekly Report. During the last week of a phase of training, the form should be completed as the End of Phase evaluation.
6. The top portion of page two lists the Knowledge Competencies and Character Traits.
7. The questions on pages two and three pertain to the strengths and areas for improvement in the Knowledge Competencies and character development. The purpose of the questions is to document probationary officer progress for field training supervisors and the next phase FTO.

The following two pages represent the front and back of the *Field Training Cadre Report*.

Knowledge Competencies

- | | | |
|----------------------------|----------------------------|------------------------------------|
| 1-Roll Call Information | 14-Accident/Investigations | 24-Arrest Procedures: Juvenile |
| 2-Vehicle Inspection | 15-Prelimin. Inv: Misd. | 25-Warrant Procedures |
| 3-Radio Communication | 16-Disturbance Calls | 26-Prelimin. Investigations:Felony |
| 4-Report Writing-Part I | 17-Domestics | 27-In Progress Call Response |
| 5-Routine Driving | 18-Handling Inebriates | 28-Driving-Pursuit/Intercept |
| 6-Low-Risk Call Approach | 19-Report Writing-II | 29-Vehicles Stops: Felony |
| 7-Traffic Violation Recog. | 20-Alarms | 30-Tactical Searches: Area |
| 8-Low Risk Traffic Stop | 21-Tactical Search: | 31-Latent Prints |
| 9-Safe Weapon Handling | Structures | 32-Court Preparation & |
| 10-Towing Protocols | 22-Crime Scene & | Testimony |
| 11-Searches: Person | Evidence Procedures | 33-Geography |
| 12-Searches: Vehicle | 23-Arrest Procedures: | 34-Officer Safety |
| 13-DWI Arrest Proced. | Adult | 35-Other |

Which of the Knowledge Competencies is the probationary officer most proficient at performing?

Which of the Knowledge Competencies is the probationary officer least proficient at performing?

Character Traits

Acts Independently	Good Judgment	Responsibility	Tolerance
Compassion	Honesty	Self-Confident	
Courage	Interaction	Self-Motivated	
Creative	Loyalty	Tenacity	
Enthusiastic	Respectfulness	Understanding	

Which of the Character Traits are most apparent as the probationary in performs their duties?

Which of the Character Traits are least apparent as the probationary officer performs their duties?

Status Report

1. The Field Training Status Report is only filled out when there is a change in the status of a probationary officer (i.e., going onto next phase, extension, patrol certification).
2. This form is reviewed by the District FTO Coordinator and forwarded to the Training Unit FTO Coordinator.

Status Report St. Paul Police Department
<input type="checkbox"/> Certification to next phase of training (go to Box 1) <input type="checkbox"/> Extension of current phase of training (go to Box 2) <input type="checkbox"/> Certification to Patrol Officer (signatures at bottom)
Recruit: _____
Box 1
Recommendation is to progress to Phase: 1 2 3 4 (circle one)
Box 2
What is the reason for extension of training? (Attach memo detailing the Performance Improvement Plan)
Date: _____
District FTO Coordinator: _____
Probationary Employee: _____

Probationary Officer: _____

KNOWLEDGE COMPETENCIES

The following is a listing of all thirty-five Knowledge Competencies. These are the skills and content-based portions of field training that are taught and evaluated each day. When all Knowledge Competencies have been trained or demonstrated to a probationary officer, Knowledge Competency can be signed off. Signing off on a specific Knowledge Competency does not constitute proper execution; it means that it has been discussed, demonstrated, or trained.

After the FTO and probationary officer have signed a Knowledge Competency as having been trained, the probationary officer should enter the date on the Knowledge Competency sign-off list.

KNOWLEDGE COMPETENCIES Sign-Off List

PHASE I

- | | | |
|------|-------------------------------|-----------|
| 1. | Roll Call Information | Date_____ |
| 2. | Vehicle Inspection** | Date_____ |
| 3. | Radio Communication | Date_____ |
| 4. | Report Writing-Part I | Date_____ |
| 5. | Routine Driving | Date_____ |
| 6. | Low-Risk Call Approach | Date_____ |
| 7. | Traffic Violation Recognition | Date_____ |
| 8. | Low-Risk Traffic Stops | Date_____ |
| 9. | Safe Weapons Handling ** | Date_____ |
| 10. | Towing Protocols | Date_____ |
| 11. | Searches: Person | Date_____ |
| 12. | Searches: Vehicle | Date_____ |
| (33. | Geography-Phase I) | Date_____ |
| (34. | Officer Safety) | Date_____ |

PHASE II

- | | | |
|------|---|-----------|
| 13. | DWI Arrest Procedures | Date_____ |
| 14. | Accident Investigations | Date_____ |
| 15. | Preliminary Investigations-Misdemeanor | Date_____ |
| 16. | Disturbance Calls | Date_____ |
| 17. | Domestics | Date_____ |
| 18. | Handling Inebriates/Emotional Disturbed | Date_____ |
| 19. | Report Writing-II | Date_____ |
| 20. | Alarms | Date_____ |
| 21. | Tactical Searches: Structures | Date_____ |
| 22. | Crime Scene and Evidence Procedures | Date_____ |
| 23. | Arrest Procedures- Adult | Date_____ |
| 24. | Arrest Procedures- Juvenile | Date_____ |
| 25. | Warrant Procedures | Date_____ |
| (33. | Geography-Phase II) | Date_____ |
| (34. | Officer Safety) | Date_____ |

PHASE III

- | | | |
|-----|-----------------------------------|-----------|
| 26. | Preliminary Investigations-Felony | Date_____ |
| 27. | In-Progress Call Response | Date_____ |
| 28. | Driving-Pursuit/Intercept | Date_____ |
| 29. | Vehicle Stops: Felony | Date_____ |
| 30. | Tactical Searches: Area | Date_____ |
| 31. | Latent Prints | Date_____ |
| 32. | Court Preparation and Testimony** | Date_____ |
| 33. | Geography-Phase III | Date_____ |
| 34. | Officer Safety | Date_____ |
| 35. | Other | Date_____ |

**Administrative competencies - not listed as part of Core Functions

PHASE II Knowledge Competency 19

REPORTS: PART-II

The following list should be used to evaluate the report writing skills needed in all Core Functions.

- A. Identify type of crime.
- B. Interview and obtain the required information
 - Answer what, when, where, who, and how
 - Notation of facts
 - Complete information: victim/suspect/witness name, DOB, address, zip codes, home and work telephone numbers, weapons used, type of entry, etc.
 - Uses open-ended questions
 - List the elements of the crime
- C. Use of officer notebook: clear, neat, legible, complete, concise, accurate
- D. Notes date, times worked, squad number, partner
- E. Diagrams or sketches – precisely
- F. Quotes noted accurately
- G. Appropriate abbreviations
- H. Knows requirements for specific reports
- I. Collects evidence
- J. Shares pertinent information to area squads
- K. Has the ability to *act independently* when completing reports of increased complexity (i.e., aggravated assault, domestic assault, felony street crimes, and homicide)
- L. Completes appropriate citation fields for criminal and traffic citations
- M. Completes Field Interview (F.I.) cards

FTO SIGNATURE _____ DATE _____

PROBATIONER SIGNATURE _____ DATE _____

REFERENCES:

G.O. 416.00 Report writing

REMARKS:

PHASE III Knowledge Competency 26

PRELIMINARY INVESTIGATION-FELONY

Officer must apply the skills in Knowledge Competency 22 to the following categories of crime:

- A. Burglary
- B. Felonious Theft
- C. Auto Theft
- D. Robbery
- E. Homicide
- F. Aggravated Assault
- G. Criminal Sexual Conduct
- H. Narcotics
- I. Criminal Damage to Property
- J. Arson
- K. Child Abuse
- L. Fraud/forgery

FTO SIGNATURE _____ DATE _____

PROBATIONER SIGNATURE _____ DATE _____

REFERENCES:

- G.O. 326.01 - 326.15 Investigation Units' procedures
- G.O. 424.00 - 424.03 Investigations follow-up

REMARKS:

PHASE I, II, & III Knowledge Competency 33

GEOGRAPHY

Phase I:

- A. Displays knowledge of freeways without the use of a map
- B. Displays knowledge of major city streets without the use of a map
- C. Has the ability to use a map quickly to find other locations
- D. Interacts with residents in the neighborhoods they serve

FTO SIGNATURE DATE

PROBATIONER SIGNATURE DATE

Phase II:

- A. Displays knowledge of freeways without the use of a map
- B. Displays knowledge of major city streets without the use of a map
- C. Displays knowledge of the regularly traveled side streets without the use of a map
- D. Knowledge of some landmarks (i.e., capitol, hospitals, detox, detention centers, etc.)
- E. Displays understanding of demographic make-up of neighborhoods in district

FTO SIGNATURE DATE

PROBATIONER SIGNATURE DATE

PHASE I, II, & III Knowledge Competency 34

OFFICER SAFETY

- A. Practices and understands the reactionary gap between themselves and citizens
- B. Aware of holstered gun in relationship to suspects/people interviewed and searched
- C. Aware of positioning of suspects hands during street interviews
- D. Uses proper search positioning (i.e., hands clasped over head, feet apart, etc.)
- E. Displays a consciousness of hand placement (does not put hands blindly into pockets, car openings, inside furniture, etc)
- F. Has quick access to protective equipment (i.e., latex gloves, and filtering masks).
- G. Properly escorts prisoners
- H. Appropriately e commands, orders, physical contact, and the reasons for the actions taken by the officer

FTO SIGNATURE

DATE

PROBATIONER SIGNATURE

DATE

WHEN PROBLEMS ARISE

Performance Improvement Plan

One of the key functions of a field training program is the measurement of new officer performance. Performance can be defined as the ability to begin and carry through to completion an acceptable level of mastery of a skill or an expected level of individual conduct. The FTO should allow the probationary officer to make mistakes and correct them through coaching, teaching, and practice.

When a probationary officer is deficient in demonstrating character based judgment, character traits, or Knowledge Competencies by the end of a phase of training, a Performance Improvement Plan must be created.

A Status Report should be completed showing the extension of the Phase. The Field Training Sergeant at the Team Level will complete a written Performance Improvement Plan along with the FTO, which details the areas of deficiency.

The following steps should be followed to address performance problems:

1. The FTO will provide documentation to the District FTO Coordinator that an extension of training is necessary.
2. The District FTO Coordinator will contact the District Commander and the Training Unit FTO Coordinator regarding the extension of training.
3. A Status Report should be completed, indicating an extension of phase and the general reason for the extension.
4. A Performance Improvement Plan should be created by the District FTO Coordinator. The Plan should outline the deficiencies, as well as state what needs to be demonstrated by the probationer to show improvement. (See sample on following pages).
5. A meeting should be convened to review performance and character concerns with the FTO, probationary officer, and either the District FTO Coordinator or Training Unit FTO Coordinator. The Performance Improvement Plan should be signed and dated by those attending the meeting. Copies should be distributed to the attendees. One copy should be forwarded to the Training Unit FTO Coordinator.

An extension of a phase of field training consists of eight working days. Performance Improvement Plans are not a method for terminating an employee; rather they are a method to improve behavior and overall performance.

At the end of the eight day extension of training, a re-evaluation must be done by the FTO and the District and Training Unit FTO Coordinators. At this meeting, it should be determined whether or not the extension of training has been successful.

If a second extension of a field training phase is deemed necessary, an addendum to the original Performance Plan must be prepared. This addendum should outline the expectations for the second phase extension. The PIP should be signed and dated by the FTO Coordinator, FTO and probationary officer. Copies should be distributed to the aforementioned, with one copy forwarded to the Training Unit FTO Coordinator.

In the event that the probationary officer cannot display the required character traits or is deficient in demonstrating Knowledge Competencies during the second extension of training, a meeting with the FTO and the two FTO Coordinators must be convened to prepare the written documentation of probationary officer status. This documentation will be submitted to the District Commander and the Chief of Police, along with the Performance Improvement Plan and addendum, for consideration of termination of employment. Once termination has been deemed necessary, the Termination Procedure described on the following pages should be followed.

The next three pages show a sample Performance Improvement Plan (PIP). It is important that a PIP be unique to each probationary officer and specific to the deficiencies needing improvement.

DEPARTMENT OF POLICE

CITY OF SAINT PAUL

INTER-OFFICE COMMUNICATION

.....

TO: Recruit Officer
FROM: FTO Sergeant
SUBJECT: Step 1 Performance Improvement Plan
DATE: September 3, 2006

On February 28 2005, you attended a meeting with Sergeant John Hancock and Field Training Officer John Reed to discuss this following Performance Improvement Plan (PIP). This PIP is designed to assist you in successfully addressing the performance deficiencies in areas that have been previously observed.

Officer Presence:

- Taking control of calls, stops, investigative contacts, and other situations.
- Demonstrate a more active role in all stops, calls, and contacts.
- Be more assertive and more direct with your communication.
- Recognize dangerous or suspicious activity and take appropriate action.

Written Communication:

- Taking the lead on calls and soliciting contact with individuals.
- Gathering all the required information for reports and investigations.
- Obtaining information and developing a well written report.
- Show the ability to disseminate critical information out to supporting units.

Officer Safety/ Department Policy-Procedures:

- Demonstrate the safest way to handle, transport, and control uncooperative suspects and intoxicated individuals.
- Take appropriate measures to handle situations in the safest manner based on your defensive tactics training and procedure
- Demonstrate the ability to use proper and necessary amount of force based on the situation.
- Demonstrate that you are not afraid to make contact with the public or deal with some of more unsavory individuals that we deal with.
- Demonstrate the department procedures with the arrested persons and the proper care and caution when dealing with these individuals.

Self Initiated Field Activity (S.I.F.A.):

- Demonstrate more contacts with citizens, suspects and officers.
- Strive to make more quality contacts and increase your traffic enforcement.
- Take the lead or contact role as much as possible and push yourself to increase these contacts whenever time or call load permit.

Performance Improvement Plan:

1. You will demonstrate the ability to control suspects, witnesses and victims as well as crime scenes. You will take appropriate course of action and maintain your command presence.
2. You will demonstrate a more active role in all contacts and be expected to solicit the appropriate information from all involved parties.
3. You will show the ability to assess dangerous people and situations and take the necessary course of action to handle the problem. You will demonstrate this and follow all department policies and procedures.
4. You will demonstrate the proper ways to interview contacts and gather information to assist with investigations.
5. You will demonstrate that you can obtain the necessary facts of an incident and then write a well written report.
6. Demonstrate the proper handling and control of suspects and potential suspects. You will follow department guidelines and procedures with regards to search and seizure and officer safety concerns.
7. You will demonstrate a greater amount of personal initiative and willingness to get involved. You will show less apprehensiveness when dealing with suspects/ citizen contacts potentially dangerous individuals.

You will be expected to demonstrate these skills and objectives to an acceptable level. You will show this in formalized FTO, and in any training environment that is deemed necessary for you to achieve the acceptable level of performance.

This agency is committed to assisting you in successfully completing the FTO program requirements. Successful completion of the Performance Improvement Plan (Steps 1-7 above) is required for continued employment consideration as a probationary officer.

I have read the aforementioned and agree that it accurately represents the conditions discussed in the Performance Improvement Plan meeting of this date:

Probationary Officer _____

Date _____

FTO Sergeant _____

Date _____

FTO _____

Date _____

CC: Asst Chief
Asst Chief
S/ Cmdr.
Cmdr.
Etc.

PROBATION

Police officer appointees and promotional employees shall be on probation for a period of one year. The one-year probationary period shall begin upon successful completion of the Police Officer Academy. Progress reports shall be submitted to the Civil Service Commission at the end of the fourth and the eighth month of employment. Unless the Chief of Police certifies, before the end of the probationary period, that the officer has not performed satisfactorily, employment will automatically continue. (Time spent on a leave of absence does not count toward probation time.)

The Termination Process

The process of terminating an officer needs to be done within set protocols to ensure compliance with civil service rules and department policy. Following policy guidelines and civil service rules ensure fairness to the probationary employee and protect the field trainers from unnecessary liability. There are several processes for termination. The flow chart below depicts the four major types of termination.

Termination Types

Type 1	Type 2	Type 3	Type 4
Self-Discovery	Performance or Character Issues Identified by FTO	Performance or Character Issues Identified by FTO	Meeting Standards or Issues Identified by FTO
↓	Performance Improvement Plan	Performance Improvement Plan	Violation of Law or Policy
↓	Self-Discovery	Lack of Improvement	Determination of disciplinary sanction
Resignation	Resignation	Termination	Termination

Type One Termination

Some probationers will self-terminate. These are new officers that have made a personal decision that a police career in the Saint Paul Police Department is not right for them. Some of these probationary officer's may even be doing well in training. This is referred to as a Type One Termination.

Process for Type One Termination of Employment

1. Self-Recognition of need to separate from employment.
2. Voluntary Resignation: Must meet with FTO Coordinator from Training. The probationary officer must fill out/sign off on the Equipment Return Inventory, Separation of Employment form, and Police Uniforms, Firearms, & Authority form.

Type Two Termination

Type Two Termination occurs when a new officer is having performance or character problems and a Performance Improvement Plan (see section on performance improvement) has been implemented. During the period of the Performance Improvement Plan the new officer makes the determination that they do not wish to engage in the steps necessary to complete the Performance Improvement Plan and voluntarily resign.

Process for Type Two Termination of Employment

1. Identification of performance or character problems by the FTO.
2. Discussion of problems with the Field Training Coordinator at the District office level.
3. Development of a Performance Improvement Plan using the Field Training Status Report form and an attached memo detailing the plan.
4. Self-recognition of need to separate from the program.
5. Voluntary Resignation: Meeting with the FTO Coordinator from Training. The probationary officer must fill out/sign the Equipment Return Inventory form, Separation of Employment form, and the Police Uniforms, Firearms, & Authority form.

Type Three Termination

Type Three termination is an ending of employment by the employer. The reason for termination is a lack of improvement while working under a Performance Improvement Plan.

Type 3 terminations depend on consistent written documentation throughout the field training process. A key issue in the process of termination is the level of documentation regarding the probationary officer's character behaviors and performance. Part of what could be examined in a civil trial could be the records of other probationary officers. There needs to be consistency in the documentation throughout a probationary officer's field training process.

Process for Type Three Termination of Employment

1. Identification of performance and/or character problems by the FTO.
2. Discussion of problems with the Field Training Coordinator at the district office level.
3. Development of a Performance Improvement Plan using the Field Training Status Report form and an attached memo detailing the plan.
4. Assessment of ability to perform tasks (show inability to perform tasks).
5. Termination: Probationary Officer will meet with FTO Coordinator from Training. The probationary officer must fill out/sign the Equipment Return Inventory, Employment, and the Police Uniforms, Firearms, & Authority form.

Type Four Termination

Type Four terminations are the result of a violation of law or policy. Upon completion of a departmental investigation, the administrative determination is that termination of employment is proper. Violations can range from criminal activity, falsifying report information, or off-duty conduct.

Process for Type Four Termination of Employment

1. Identification of violation of criminal law or policy by FTO or other department supervisor.
2. Documentation of incident and notification of the chain of command.
3. Administrative determination of disciplinary sanction.
4. Termination: Probationary Officer will meet with FTO Coordinator from Training or other administrative designee. The probationary officer must fill out/sign the Equipment Return Inventory, Separation of Employment, and the Police Uniforms, Firearms, & Authority form.

RESOURCES

CHARACTER TRAITS

The following is a list of definitions of the character traits used in the selection, hiring and retention of Saint Paul Police Officers.

Enthusiastic and Self-Motivated:

- Completes necessary work steps and assigned tasks independently with little prompting or intervention
- Willingness to seek out and complete additional tasks during slow periods
- Demonstrates a thirst for knowledge through putting forth extra effort to acquire new knowledge or skills or to remedy performance deficiencies
- Exemplifies desire through persisting and maintaining diligence in fulfilling routine, tedious, difficult or unpleasant assignments
- Is able to work without close supervision

Good Judgment:

- Discreetly, fairly, and appropriately applies acquired knowledge of laws, ordinances, and procedures to the situation at hand
- Exercises independent judgment and makes sound decisions under conditions of uncertainty, danger, stress and time pressure
- Is able to identify and anticipate the likely consequences of implementing various courses of action in a particular situation
- Communicates information and instructions objectively without interjecting personal biases or emotional reactions
- Understands limits of authority
- Sees the big picture
- Is able to gain willing compliance from others through reasoning

Creative:

- Intuitively and open-mindedly takes a variety of factors into account and gives them proper weight when “sizing up” a situation and determining the type and level of response required
- Is resourceful with a keen ability to recognize when to make and implement own decisions and when to seek guidance and/ or clearance from supervisors
- Views situations from multiple perspectives
- Generates novel, yet practical solutions to problems

Understanding and Respectfulness:

- Demonstrates ability to listen through good listening skills, accurately noting key information, and requesting clarification when appropriate
- Adjusts verbal communication style, tone, and language to the situation at hand in order to enlist support and facilitate compliance

- Is able to accurately read or interpret the mood of a crowd or group of people
- Interacts effectively and desires to become a familiar face with the community
- Is able to effectively mediate and help resolve disputes and conflicts
- Interprets body language and other behavioral cues to detect hostility, resistance, evasiveness, or lying
- Recognizes own impact on others
- Develops and maintains good relationships with peers in the public
- Is able to gain and maintain the trust and confidences of others

Self-Confident:

- Is able to recognize strengths and weaknesses in own performance
- Holds self accountable for actions and decisions and is able to admit mistakes and deficiencies to others and take constructive steps to remedy them
- Is willing and able to follow orders, prescribed rules, and procedures without undue questioning, resistance, or complaint
- Resists using authority or position for personal gratification or gain
- Exercises strong emotional control
- Does not come across as arrogant or cocky
- Demonstrates appropriate assertiveness

Courage:

- Operates with personal and professional integrity in compromising situations
- Displays pride in self and actions; serves as an example to others
- Handles people professionally and restores order in difficult and chaotic situations
- Demonstrates patience and flexibility in difficult situations
- Demonstrates willingness to take personal risks to obtain important outcomes
- Resists using authority or position for personal gratification or gain
- Resists inappropriate peer pressure

Tenacity:

- Shows assertiveness, firmness, and self-confidence in carrying out duties
- Adjusts quickly to changing situations
- Demonstrates appropriate firmness in difficult situations
- Is not easily dissuaded from goals
- Does not give up in the face of setbacks or obstacles

Tolerance and Compassion:

- Displays empathy and genuine concern for others
- Is sensitive to cultural and circumstantial differences
- Accepts humor and criticism directed at oneself without becoming hostile or defensive
- Accepts individuals with alternative points of view, traditions or lifestyles
- Appreciates differences, rather than appears threatened by them

Honesty and Responsibility:

- Tells the truth even when not in own interest
- Is willing to deliver difficult messages
- Is not willing to sacrifice honesty for expediency

Loyalty:

- Has allegiance to a strong set of values
- Is willing to make personal sacrifices
- Possesses a deep commitment to public service
- Is likely to remain with the agency for considerable length of time
- Refrains from negative comments regarding the agency, leadership and peers

Interaction:

- Truly enjoys being with people
- Initiates contact with others
- Is friendly and outgoing
- Is genuinely interested in people
- Cooperates well with others

UNDERSTANDING ADULT LEARNING

It is important to keep in mind that we are teaching college educated aspiring law enforcement professionals. We have a responsibility to train them accordingly. The following information is provided as a resource to enhance the field training experience as well as facilitate understanding and communication between the FTO and the recruit.

Learning Styles

There are three basic learning styles and they are as follows. There are **visual** learners, **auditory** learners, and **tactile-kinesthetic learners**. Although individuals use all three styles of learning to process information, they typically have one dominant style of learning.



VISUAL LEARNERS:

The most common style of learning is the visual style. Visual learners prefer the drawing of concepts on paper, using a map, flow charts, and/or putting ideas on a chalk board.

When training visual learners, it is helpful to have them read and write about concepts. For instance, visual learners may prefer to take notes or use note cards to learn and remember information. Auditory learning FTO that is training a visual learning recruit may have difficulty understanding why the trainee feels the need to write information down or maintain checklists and guidebooks.

Visual learners typically do not dominate classroom discussion; rather they use written words, charts, graphs or pictures to anchor their learning.



AUDITORY LEARNERS

The second most common learning style is auditory. Auditory learners learn most efficiently by listening and discussing information. This means that auditory learners will tend to process and retain information through listening to someone talk about new ideas or from discussing ways of doing things with others.

Auditory learners will be adversely affected by sounds that compete for their attention. The squad radio, people talking in the background, or noisy report writing rooms can detract from learning because auditory learners rely on verbal input to learn. With too much noise, it can be difficult to focus on the primary conversation. For important discussions, a quiet environment tends to be best. It is important to work with this recruit in an environment conducive to this learning style whenever possible. FTOs should be willing to discuss issues/ ideas with the trainee throughout each shift. They should plan to discuss details of an incident before, during and after the event.



TACTILE-KINESSTHETIC LEARNER:

Tactile-Kinesthetic (T-K) learners are “doing” learners. They learn ideas and processes best through movement and touch. This means that T-K learners retain information by actually doing. T-K learners typically struggle in classroom settings. They can become fidgety unless they can move around or be part of what is happening. Classic police FTO training is a good match for T-K learners as there is frequent opportunity to move around and be involved in “hands-on”. Problems in learning may arise when this type of recruit is not allowed to get up and move around while writing reports, or confined to a squad car for long periods of time.

A “workshop” type environment is helpful to T-K learners. This means that T-K learners should be able to watch procedures and demonstrations of concepts, and then be allowed to perform them with guidance from the FTO. T-K learners should be allowed to move, touch and do whenever possible.

GENERAL TEACHING AND LEARNING PRINCIPLES



Most instructors tend to teach using their personal learning style. The American educational environment tends to be structured and visual. The most effective teachers have discovered how to incorporate learning styles within each lesson. The FTO must understand their own learning style, identify the trainee's learning style, and know how to teach using all learning styles. At the same time, the FTO must consciously seek to observe and evaluate the desired character traits.

TIPS

The following are some tips for FTOs during the field training process:



We all have a dominant learning style; however, humans use all three learning styles. Be sure to incorporate **auditory**, **visual** and **tactile-kinesthetic** learning opportunities into the training process.



Use analogies and previous experience to solve problems.



Do not use short cuts. This means that FTOs must be extraordinarily patient.



Regularly ask trainees if they understand what they are doing. If they do not, be prepared to find alternative methods to teach any deficiencies.



Remember! Model what you expect. Words and actions must be consistent.



Praise-don't punish. Praise work well done. When good faith mistakes are made, correct privately. Praise publicly!



Systematically introduce concepts. Each concept should build on previous learning.



Attempt to keep the learning relational. The less rigid and formalized the instructor is, the more comfortable the new trainee will be in asking questions and in receiving constructive criticism.



Reinforce the importance of modeling and evaluating the desired character traits. Regardless of the situation, whether high or low stress, the character traits of the trainee will be observable.

BLOCKS TO LEARNING

Bear in mind that the following conditions can impede the learning process:

- ❖ Illness and Fatigue
- ❖ FTO arrogance and inconsistency
- ❖ Impatience with the speed of processing information
- ❖ Inconsistent emphasis on character traits

EFFECTIVE LISTENING



To listen effectively is an art. Listening well requires conscious attention on these things.

AWARENESS:

The mind can direct itself to only one detail at a time. Therefore, we cannot talk and listen simultaneously. Concentrate both visual and mental attention to the other person.

FOCUS:

Keep the mind receptive to what is being said. Try to grasp the speaker's meaning and feeling. Avoid any negative aspects of the other person.

SUMMARY:

Ask-What has been said? What does it mean? Pause before responding. Think, then answer. If interrupted, stop and refocus on listening.

20 PRINCIPLES:

1. Most people listen but few hear.
2. Inability-or unwillingness—to listen is the major cause of poor communication.
3. Poor listening means poor concentration—which means large ego.
4. A major index of emotional maturity is the ability to listen.
5. Pretend you have no voice. Not only will you interrupt less, you will hear far better.
6. Observe the good listener, even his physical posture shows concentration.
7. If it's worth saying, it's worth listening.
8. Notice how often a poor memory goes with a poor listener.
9. Speak with enthusiasm but listen with calmness.
10. A top professional at anything is a master listener.
11. For one full day, speak as little as possible.
12. If you must speak, ask questions.
13. An interrupter is usually guarding a closed mind.
14. Poor listeners: Shuffle paper, look away, change the subject
15. Good listeners: Stop the phone, look you in the eye, give you all the time you need.
16. A great control for social or business tension is the practice of the art of listening.
17. Disastrous decisions have been made by key people because they “tuned in” on the other person's appearance or personality instead of on what the person was really saying.
18. To listen with art, practice a listening attitude, a listening posture, and concentration.
19. There is no such thing as an unpopular listener.
20. To succeed, one must understand. To understand, one must hear. To hear, one must Listen!

Law Enforcement Code of Ethics

As a law enforcement officer, my fundamental duty is to serve the community; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation and the peaceful against violence or disorder; and to respect the constitutional rights of all men to liberty, equality and justice.

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

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

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service.

I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession... law enforcement. I will never engage in acts of corruption or bribery, nor will I condone such acts by other police officers. I will cooperate with all legally authorized agencies and their representatives in the pursuit of justice.

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