

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
BASIC PEACE OFFICER TRAINING STAFF COUNSELING/ EVALUATION

Effective date of outline: August 1, 2013
STAFF COUNSELING/ EVALUATIONS

- I. The students will be able to understand the system of evaluation and explain the purpose and goals of the procedure.
 - A. The Staff Evaluation is 10% of the student's overall final grade.
 - B. This grade is arrived at through the Staff's personal observations of the student's performance.
 - C. This performance shall include, but not be limited to, the following areas:
 1. Submission of memorandums, reports, weekly and final notebooks or other assignments in a timely manner.
 2. The ability, or inability, to handle mental and physical stress.
 3. Demeanor and attitude while receiving constructive criticism.
 4. The ability, or inability, to follow orders.
 5. Display of leadership abilities, or lack of same.
 - D. The Staff Evaluation is to be carefully considered by each member of the Tactical Staff.
 - E. Each student is to be individually discussed among the staff before the final determinations are made.
 - F. Be honest and fair with the evaluation and do not let personalities and minor irritations influence your decisions.
- II. The format set forth below is not rigid, but is suggested as a guide in conducting the interview.
 - A. Warm up for the interview.
 1. When the Tactical Officer and student meet for a performance evaluation interview, both are bound to be somewhat tense.
 2. The Tactical Officer should use the warm-up to reduce these tensions.
 3. The Tactical Officer should establish a relaxed atmosphere by discussing the purpose of the interview, and what goals are to be accomplished.
 - B. Evaluate the accomplishments of the student in each performance area.
 1. The purpose of the evaluation is to review the level of the student's accomplishments in job related performance areas as observed by the Tactical Officer during a specific rating period.
 2. The Tactical Officer should be direct in their approach by presenting the student with a written evaluation of performance during the past rating period.
 - C. Agree on the causes for deficient performance.

1. Determining the causes of less than satisfactory performance is the key for making an action plan for improvement.
 2. The Tactical Officer and student may find this difficult; however, it is one of the most important steps in the overall evaluation process.
- D. Identify and agree upon steps to improve performance.
1. It serves to encourage the student to keep on with the thing they have been doing well: and
 2. It provides the student with the self confidence to accomplish those goals agreed upon in the action plan for improvement.
- E. Develop an action plan for improvement.
1. Agreeing on a plan of action is the goal for the evaluation interview. It is important the Tactical Officer and student develop a plan of action that logically leads to improved performance.
- F. Summarize the interview session constructively.
1. After the performance evaluation has been completed and an action plan for improvement has been agreed on, the Tactical Officer shall re-state the items to be worked on to accomplish the desired results.

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>0</u>
Agency Specific Hours	<u>3</u>
Total Instructional Hours	<u>3</u>