



**PROBATIONARY CONSTABLE
PERFORMANCE EVALUATION REPORT
(PCS-066P)**

Probationary Constable Category (select one):	<input checked="" type="checkbox"/> 4 th Class Constable, Probationary Status	Report Month: 10
	<input type="checkbox"/> Experienced Officer	Report Month: select month
	<input type="checkbox"/> Amalgamated Officer	Report Month: select month

Surname: JACK	Given Name: Michael
Badge: 12690	WIN: 393080
Detachment/Section: Peterborough County	Region/Bureau: Central East
Evaluator: PC Richard Nie	Badge: 10517
Evaluation Period: (DD/MM/YY) Start: 09OCT09 End: 09NOV09	
Probationary Period Start Date* (DD/MM/YY) 09JAN09	
**4 th Class Constables begin their probation period on the date of their graduation from the Provincial Police Academy	
** Experienced Officers and Amalgamated Officers begin their probationary period on their start date with the OPP	

Coach Officers and Accountable Supervisors have responsibilities associated with the day-to-day coaching, development and supervision of the Probationary Constable utilizing the Recruit Field Training Manual.

All completed PCS 066P documents are to be sent to the Career Development Bureau after Regional Command comments and signatures are obtained.

Ontario Public Service (OPS) policy requires every OPS employee to have an annual Performance Development Plan (PDP) and Learning and Development Plan. The Probationary Constable Evaluation form, in conjunction with the Constable position description constitutes the PDP for OPP Constables while on probation. This form specifies the criteria by which the performance of Probationary Constables is evaluated and establishes the basis for recommending (or not) a change from probationary to permanent status.

The Recruit Field Training Manual is the generic Performance Evaluation Plan for Probationary Constables. It is supplemented with an individualized Work Improvement Plan when necessary to help a Probationary Constable satisfactorily meet all expectations set out in this form. The Coach Officer and Supervisors roles are essential to the Probationary Constable's success in obtaining permanent status.

PERFORMANCE ASSESSMENT

The Performance Assessment Criteria have been developed to provide a standardized rating for levels of performance. **Probationary Constables must achieve "Meets Requirements" in all categories in order to be recommended for permanent status.**

Meets Requirements	Performance consistently meets requirements.
Does Not Meet Requirements	Performance fails to meet requirements. (Mandatory that Work Improvement Plan be completed)
No Basis for Rating	Not demonstrated or observed. (Mandatory comment required)

JOB KNOWLEDGE & SKILLS	RATING
<p>ATTITUDE TOWARDS LEARNING</p> <p>Able to re-evaluate personal opinions, judgments and assumptions based on new information and experiences; able to learn from mistakes and accept disappointments as well as successes.</p> <p>Specific example: PC Jack continues to show a desire to learn and accepts new tasks. He still struggles with trying to put every situation into a mold or template that he can follow and then being disappointed when things don't go exactly as planned.</p> <p>On 16OCT09, PC Jack was completing a series of traffic stops on Highway 28. Discussions about vehicle position and safety took place after each stop. As one issue would be corrected a new one would come up. It appeared he was having great difficulty in assessing where to stop a vehicle and how to do so safely. PC Jack described it as "too much to consider all at once".</p>	Does Not Meet Requirements
<p>PROVINCIAL STATUTES</p> <p>Able to identify, articulate and process applicable elements in Provincial Statutes.</p> <p>Specific example: PC Jack continues to have an adequate understanding of the Provincial Statutes that he has been observed dealing with this month. On 21OCT09 he attended a collision and laid the appropriate charge given the circumstances - one vehicle turning in front of another.</p>	Meets Requirements
<p>FEDERAL STATUTES</p> <p>Able to identify, articulate and process applicable elements in Federal Statutes.</p> <p>Specific example: PC Jack continues to appear to have a working knowledge of the offences that he has encountered this month. He still has difficulty converting that book knowledge into practice on the road. He is still very hesitant with making the choice on how to proceed with a course of action.</p> <p>On 17OCT09 PC Jack attended a vehicle rollover with three suspicious youths involved. Upon arriving at the scene, PC Jack approached the first officer on scene who was speaking</p>	Does Not Meet Requirements

<p>with the three youths. At one point he approached the vehicle with the other officer while his coach spoke with a passenger alone. There was an obvious odour of burnt marijuana in the vehicle. At no time did PC Jack indicate that he had noticed the smell or decide to proceed with anything. After watching his coach separate one passenger, he then proceeded to do the same with the other. When his coach approached him to check on things, he advised that he had not had any discussions with the passengers in regards to drugs. After some questioning by his coach the drugs were discovered and dealt with appropriately.</p>	
<p>POLICE ORDERS/PROCEDURES/TECHNICAL SKILLS</p> <p>Able to identify, locate, articulate and demonstrate applicable elements of Police Orders pertaining to policy, procedure, and guidelines. Able to utilize CPIC, E-mail, RMS Systems.</p> <p>Specific example: PC Jack continues to develop his system where he categorizes every email he receives into folders and has memory sticks full of reports and procedural examples.</p>	<p>Meets Requirements</p>
<p>POLICE VEHICLE OPERATION</p> <p>Drives a motor vehicle in compliance with traffic laws in a safe and proficient manner. Employs appropriate pursuit and emergency driving strategies in compliance with policy. Able to multitask effectively.</p> <p>Specific example: PC Jack still appears to be very nervous and lacks confidence while driving. He drives safely but causes concern with some of his habits.</p> <p>On 09OCT09 he attended a collision scene and was so excited upon his arrival that he parked the cruiser directly on top of the evidence at the scene. His only focus was getting to the scene although he knew another officer was already there. He was unable to process all of the events taking place at this minor scene to come to the appropriate solution when he arrived. When driving decisions are discussed his response is often "too many things happening at once, I couldn't concentrate".</p> <p>On 26OCT09 PC Jack conducted a traffic stop on County Road 1 which is an 80km/h highway. He stopped the cruiser partially into a live lane. He said he was doing this for an offset – when questioned he agreed he was not trained to do this on highway stops. While approaching the vehicle on the same stop, he appeared nervous and began touching various radio buttons and the light bar, then rolled down window completely – said he was unsure why he rolled down the window – all took place while approaching vehicle and trying to turn around.</p>	<p>Does Not Meet Requirements</p>
<p>TRAFFIC ENFORCEMENT</p> <p>Able to maintain a consistent level of proactive visible deterrence patrol in conjunction with enforcement and motorist contacts. Generates a level of productivity and enforcement quantity consistent with a conscientious effort balanced against the requirements of other duties. Takes ownership of Road Safety, participates in initiatives, ensures data integrity, seeks and identifies solutions to problems, and shares relevant information/ideas.</p> <p>Specific example: PC Jack has made a concerted effort to improve in this category. He has taken the action plan and attempted to put it into full force - he takes the directed patrol board with him for his zone and covers off those areas. He approaches his coach at the start of each shift and asks if they can attend a community policing office immediately. The only downside here is that he has taken the direction as concrete instruction and wants to attend these offices the minute he</p>	<p>Meets Requirements</p>

has work to do. He still needs to learn how to prioritize his tasks. For example, after a collision, it is okay to do some enforcement before immediately attending an office to complete the traffic report. During this month PC Jack wrote 12 HTA offence notices.

COMMUNICATION SKILLS

RATING

ORAL

Questions and interviews others appropriately to gain information. Communicates ideas and concepts clearly, effectively and in a professional manner.

Specific example:

PC Jack still needs to improve in this area. He speaks professionally and in an appropriate manner however still needs to work on sorting through the information he is given to ask more detailed questions to get the answers he needs. His use of templates for questioning is still causing him to miss relevant points specific to each individual case. When dealing with fellow officers, for some reason he will omit information given to him when he is asking for help or direction from another.

On 17OCT09 PC Jack attended a threats call. He began the initial investigation with the complainant and determined the male was scared to attend his residence because of the suspect. He questioned properly about the type of threat however did not take it the step further to assess the living arrangements at the house. After his coach clarified the information with the complainant, it was determined that everything was fine as they lived in an apartment building.

Does Not Meet Requirements

WRITTEN

Expresses self clearly and concisely in writing. Documents information accurately in a timely manner and includes all necessary information that is required for reports utilizing electronic forms such as RMS.

Specific example:

PC Jack still writes very detailed occurrence reports for the calls he attends. His note taking has been watched and is improving. A comment can still not be made on crown brief synopsis as no new ones were completed this month.

Meets Requirements

LISTENING SKILLS

Expresses active listening skills; accurately understands and attends to the facts and feelings of the sender. Able to clarify and re-frame the message with the sender in a professional manner.

Specific example:

PC Jack pays very close attention to people when he is listening to their responses and instructions. His difficulty is discussed under oral where he has trouble with putting the information together into something useful and repeating it to others.

On 27OCT09 PC Jack attended a collision scene. He listened well to those involved and took proper statements to complete the investigation.

Meets Requirements

<p>NON-VERBAL</p> <p>Uses appropriate body language, gestures, and demeanor; is aware of their effect on others.</p> <p>Specific example:</p>	<p>Meets Requirements</p>
<p>RADIO COMMUNICATIONS</p> <p>Uses appropriate and respectful language when utilizing the communications system, communicates effectively, uses 10 codes.</p> <p>Specific example:</p> <p>The issues identified in this category are still present. PC Jack uses proper language and codes on the radio but things fall apart under pressure. He forgets at times to update the dispatcher with what he is doing and where he is going. He still has trouble with listening to the radio when he is distracted by a conversation or task.</p> <p>On 27OCT09 PC Jack was at a collision scene and missed hearing a call on the radio while he was talking to an involved driver. When questioned if he heard the call, he advised that he was busy talking to the driver so he didn't hear anything.</p>	<p>Does Not Meet Requirements</p>

COMMUNITY FOCUS	RATING
<p>COMMUNITY FOCUS</p> <p>Demonstrates a desire to help and serve others; works to discover and meet community needs; demonstrates a customer service orientation towards the public; develops culturally appropriate contacts that can provide support to victims of crime.</p> <p>Specific example:</p> <p>PC Jack has made a good effort at patrolling the villages and towns in his patrol area. He has shifted his focus from staying at the detachment to being out and visible in the community.</p>	<p>Meets Requirements</p>
<p>VALUING DIVERSITY</p> <p>Works effectively with a wide cross-section of the community representing diverse backgrounds, cultures and socio-economic circumstances.</p> <p>Specific example:</p>	<p>Meets Requirements</p>

PROBLEM SOLVING SKILLS	RATING
<p>DECISIVE INSIGHT</p> <p>Uses knowledge and training to effectively problem solve situations and make the best decision at the most appropriate time.</p> <p>Specific example:</p> <p>This category has shown no improvement as well. The comments from last month still apply - unless the situation is identical to one that he has experienced before, PC Jack struggles with coming to a decision about what to do.</p> <p>On 12OCT09 PC Jack was attending a domestic dispute call to back up another officer. The female caller had advised there was an unwanted male at her residence, had been drinking,</p>	<p>Does Not Meet Requirements</p>

and was refusing to leave. There was also information about someone being placed in a headlock. PC Jack chose to drive at less than speed limit, with no lights or sirens. He said that he felt getting to call minutes sooner would not help as the "headlock" and domestic were already over. It was discussed with him about the risks at domestics, etc and then he chose to use his emergency equipment. Once at the domestic, he spoke with the victim and did not even check whether she had been assaulted or not – he appeared unsure how to handle the information she was giving him.

ANALYTICAL THINKING

Demonstrates logical cause and effect thinking; systematically identifies basic patterns or connections between situations, persons or events; identifies key elements in complex situations.

Specific example:

PC Jack still struggles at piecing things together at his calls. He still is very methodical and systematic in his approach but has trouble sorting out the information.

On 17OCT09 PC Jack assisted at a call with some intoxicated males. By the end of it, he had to drive one of the males to his residence. PC Jack was planning to drop him off at the end of his driveway and let him walk to his house. Then he said he would be polite and drive him to the door. His coach officer explained the need to ensure there was someone home to look after the boy. PC Jack then admitted that he did not intertd on making sure the intoxicated male was looked after by his parents.

Does Not Meet Requirements

RESOLUTION

Selects the most effective problem-solving strategy and (when appropriate) implements this strategy involving the community.

Specific example:

PC Jack still has trouble determining what is the most appropriate solution to a problem he faces. He still either states that he does not know what to do and waits to be told, or he shows a lack of confidence in trusting that his decision is correct.

On 17OCT09 at the start of the shift, PC Jack advised there was a traffic complaint to go to but it was ten minutes old - a vehicle was tailgating and passing unsafely. He then said he had to do a log-on sheet because dispatch didn't have one and had asked for one. He then headed to shift briefing and appeared very stressed. He informed OIC Postma that the log-on was not done – he was advised to leave it for now and it would be sorted out by Postma as 4 people were off. PC Jack just sat there and stared at the table appearing frustrated. When briefing was over he advised of another traffic complaint which involved threats - someone gave another person the finger. He was asked if there was a plate and description and he confirmed there was so it was suggested that they leave and look for the vehicle. He got upset saying that he had to do the log-on and raised his voice at his coach - he was told to relax as it was not a big deal, he could just ask someone else to do the log-on sheet. Within 30 seconds PC Postma walked back in and asked PC Jack to do the log-on before he left if he had the time and told him three times what to log people on as including himself. PC Jack became frustrated and started muttering things under his breath about being asked to do two things at once. He finished the log-on and walked outside. His coach then took a call from PCC and the dispatcher said the log-on was all messed up – people were logged on as different zones and numbers as what she had been told by Postma verbally earlier. His coach corrected the errors and spoke with PC Jack – he again became quite angry advising that he heard Postma's instructions but no one can be expected to handle three things at once – his coach explained that a log-on sheet and two traffic complaints were minor tasks, and that he wasn't doing them at the same time, he just needed to prioritize them – he said it was impossible and that he couldn't be expected to start assessing and formulating a plan for one thing and then have to switch to another – he was told to take a breather and start over. He said he had no idea what to do so he and his coach sorted out what he had heard with the traffic complaints. His coach then called back to dispatch to confirm and there were more details that he had left out. It was explained to him about why he has difficulties listening, hearing, etc because he only gave partial information to his coach. It was explained to him that if he can't handle more than one thing at a time than to tell his coach and he will make

Does Not Meet Requirements

<p>sure that he is only given one thing to do until he can handle more</p>	
<p>FOLLOW-UP ORIENTATION</p> <p>Conducts appropriate follow-up as required to complete a thorough investigation.</p> <p>Specific example: PC Jack does well in this regard and attempts to complete his reports the instant that his call is complete. He always approaches his coach before each shift with a list of things he needs to do or is working on.</p>	<p>Meets Requirements</p>

LEADERSHIP ATTRIBUTES	RATING
<p>INITIATIVE</p> <p>Tries to make a positive difference, improve outcomes and effectively manage problems.</p> <p>Specific example: PC Jack is making his best effort to stay positive in his present situation. He still has a strong desire to learn and often comes to work on days off to complete tasks so he does not fall behind.</p>	<p>Meets Requirements</p>
<p>PERSONAL ACCOUNTABILITY</p> <p>Takes responsibility for one's own actions and consequences and willingly deals with any identified performance deficiencies.</p> <p>Specific example: PC Jack willingly admits to having problem areas and understands the identified concerns. He has shifted somewhat in his approach in that instead of placing blame on another officer, he suggests his problems arise from the circumstances he is placed into. If a problem is detected or questioned, he will now say it is due to being forced to think when he is tired or not feeling well. If he has several things to do at once he will say that he can't be expected to do three things at once and that is why things fall apart.</p>	<p>Does Not Meet Requirements</p>
<p>PLANNING & ORGANIZING</p> <p>Sets priorities, co-ordinates and schedules each task in a logical manner while exercising time management skills.</p> <p>Specific example: The comments from last month still apply - when it comes to paperwork and follow-up, PC Jack is very organized and looks after his task list appropriately. In regards to calls for service, PC Jack has trouble prioritizing his calls - this is commented on under Flexibility and Resolution.</p>	<p>Meets Requirements</p>

<p>FLEXIBILITY</p> <p>Adapts to a variety of changing situations, individuals and groups.</p> <p>Specific example: PC Jack struggles the minute the situation becomes stressful. Given a template to follow, he does well at completing one task at a time. When asked to multitask, everything falls apart.</p> <p>On 27OCT09 there was a call on the radio where night shift was looking for a stolen vehicle – PC Folz advised he had two people under arrest at Airport Road by the train tracks – PC Jack was advised of the information and he told his coach he had heard. He did not appear to be in any type of hurry to assist his coworkers – PC Jack was told by his coach they would be attending and PC Pitts confirmed he was leaving at the same time. His coach had to repeat the location to PC Jack three times prior to even leaving the parking lot. He was encouraged to move faster so he could help his partners and all it did was slow him down. He appeared very confused and could not deal with the lack of information on the call – he wanted more details than just “go there to help the officers”. As the pressure was increased, his stress increased, and everything just slowed down. Since he did not have a detailed set of facts to start off with, it caused PC Jack to become confused, frustrated, and upset over what to do with the call.</p>	<p>Does Not Meet Requirements</p>
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INTERPERSONAL ATTRIBUTES	RATING
<p>INTEGRITY</p> <p>Demonstrates courage of convictions and ethical standards as set out in The Promise of the OPP. Protects the rights of all persons (inclusive of victims, accused persons and marginalized persons) consistent with the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code.</p> <p>Specific example:</p>	<p>Meets Requirements</p>
<p>RESPECTFUL RELATIONS</p> <p>Exercises the skill and willingness to react sensitively; to be empathic, compassionate and sincere. Recognizes the positive contributions of others; demonstrates trust in others by acknowledging their strengths, skills and expertise.</p> <p>Specific example: PC Jack still has the first part of this category covered well. He is polite and cooperative and has the ability to be compassionate to those in need. He has made an effort to avoid answer shopping and deals almost exclusively with his coach unless instructed otherwise. He biggest challenge this month has been with information sharing. On two different occasions he got into situations involving Sergeants and his coach in which he did not give complete information to the Sergeant to make an informed decision.</p> <p>On 21OCT09 PC Jack started early and was working in the office. Near the end of the day a collision came in and the dayshift Sergeant asked PC Jack to attend as he was available. He neglected to inform the Sergeant that he was not to attend calls alone. When discovered by his coach and discussed with the Sergeant, a lack of trust developed again from the lack of full disclosure.</p>	<p>Does Not Meet Requirements</p>

<p>SELF-CONFIDENCE</p> <p>Believes in one's abilities, understands one's own strengths and limitations; able to receive constructive criticism while maintaining professionalism.</p> <p>Specific example: PC Jack still shows limited confidence with what he is doing both at calls and at the office. He is constantly encouraged to make a decision instead of relying on others to give him the answers. He has trouble with this though because he is afraid of making a mistake.</p> <p>In the example discussed under Resolution, PC Jack lost his composure and got to the point that he told his coach that he did not know what to do. Until he was told to relax and start the day over fresh, he was unable to begin anything as he was too overwhelmed with prioritizing his calls.</p>	Does Not Meet Requirements
<p>TEAM WORK</p> <p>Works effectively with others towards a common purpose while putting the group's goals ahead of personal achievement.</p> <p>Specific example: PC Jack has not had any issues working with the members of his platoon. He remains very quiet and for the most part deals only with his coach officer.</p>	Meets Requirements

PERSONAL IMPACT	RATING
<p>SELF-AWARENESS</p> <p>Recognizes and manages personal biases, assumptions and stereotypes that can influence actions, communication, relationships, judgments and decisions.</p> <p>Specific example:</p>	Meets Requirements
<p>DEPORTMENT</p> <p>Controls emotions, especially when provoked or when facing opposition or hostility. Takes constructive action, deals with situations while maintaining professionalism.</p> <p>Specific example: Other than going quiet at times during instruction, PC Jack has not shown any instances where he has not been able to control his emotions with the public.</p>	Meets Requirements
<p>APPEARANCE</p> <p>Projects a positive and professional image; maintains uniform and equipment.</p> <p>Specific example: PC Jack always maintains his uniform and equipment in top condition.</p>	Meets Requirements

COMMENTS AND SIGNATURES

Evaluation Meeting

- I have met and discussed my performance with my coach officer or my accountable supervisor.
- I have reviewed and discussed with my coach officer or my supervisor, my responsibilities under the policy on Safe Storage and Handling of Firearms.
- I have reviewed and discussed with my coach officer, or my supervisor, my performance in relation to my responsibilities under the Professionalism, and Workplace Discrimination and Harassment Prevention policies.

Employee's Comments: *SEE ATTACHED*

Employee's Signature: *[Signature]* Date: *18 NOV 09*

Coach Officer Comments: *DUE TO THE NUMBER OF CATEGORIES THAT STILL REQUIRE IMPROVEMENT, I AM NOT RECOMMENDING PC JACK FOR PERMANENT STATUS AT THIS TIME.*

Coach Officer's Signature (Performance has been observed that supports the rating assigned for each category): *[Signature] #10517* Date: *10 NOV 09*

Accountable Supervisor's Comments (Mandatory): *PC Jack is overburdened. The # of number of categories requires improvement. He has been given ample opportunity to address this. He is trying but I cannot support permanency at present.*

Accountable Supervisor: *[Signature]* Accountable Supervisor's Signature: *[Signature]* Date: *13 NOV 09*

Detachment Commander

Comments (Mandatory):
 This member still requires a lot of instruction and direction when he should have reached a point of some independence. Constable JACK'S inability to multi-task and his confusion is very concerning when there are more than one thing to do. I have reviewed his work-improvement plan and the examples in this report and concur with the comments. I do not recommend him for permanent status at this time.

Detachment Commander: *CAMPBELL MRS* Detachment Commander's Signature: *[Signature]* Date: *10 Nov 09*

Instructions:
 At the conclusion of each evaluation period:

- Forward the completed and signed ORIGINAL document to Region/Bureau for signatures and tracking purposes.

Regional Commander (or designate)		
Comments (Mandatory)		
Regional Commander (or designate):	Regional Commander's (or designate) Signature:	Date:
Instructions: At the conclusion of the evaluation period: <ul style="list-style-type: none">• Return a signed COPY of completed document to the member.• Forward the completed and signed ORIGINAL document to Career Development Bureau for tracking purposes.		

Personal information on this form is collected under the authority of Sec. 17(2) of the Police Services Act, R.S.O. 1990, and will be used for the purpose of evaluating your job performance with the Ontario Provincial Police.