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Butorac, Peter (JUS)

From: Nie, Richard (JUS)
Sent: October 7, 2009 4:25 PM
To: Campbell, Ron (JUS); Kohen, Colleen (JUS); Salter, Peter (JUS); Butorac, Peter (JUS); Postma, Jason (JUS); Lee, Dave E. (JUS)
Subject: PC Jack evaluation draft
Attachments: Recruit Prob Eval(jack#9).doc; Recruit Prob Eval (Jack work improve #9).doc

Attached below are the first drafts I completed today of PC Jack's 9th month evaluation and work improvement plan.

Colleen - I am working days again tomorrow so if you have any suggestings prior to the teleconference I can add them into the plan. I followed the format for the work improvement plan that you have suggested in the past. The only difference here is that some of the categories are measureable in that we can fix them by assigning tasks and tracking results, and some are not as measureable. By that I mean that for the categories like Oral, Decisive Insight, Analytical Thinking, Resolution, Personal Accountability, Flexibility, and Respectful Relations I struggled a bit with what to write for the action steps. My gut feeling is that I can fix some of the categories, but others fall under the "you can't teach common sense" umbrella, and PC Jack needs to step up and accept some responsibility here. Anyway, let me know what you think,

Rich



PROBATIONARY CONSTABLE PERFORMANCE EVALUATION REPORT (PCS-066P)

Probationary Constable Category (select one):	<input checked="" type="checkbox"/> 4 th Class Constable, Probationary Status	Report Month: 9
	<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: 09/SEP/09 End: 09OCT09	
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

ATTITUDE TOWARDS LEARNING

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.

Specific example:

PC Jack has an obvious desire to learn and is willing to attempt any task given to him. He seeks input, direction, and advice on every task that he performs. His body language shows his disgust when he makes a mistake or has to be corrected on something and he appears overly frustrated. He 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. He also places blame on the situation or individuals involved rather than accepting ownership for his own mistakes.

On 10SEP09, PC Jack was completing a report from a stolen vehicle. He advised that he needed assistance locating the address as he had never been shown how to search for one before and link it properly. He was questioned as to how this was possible with eight months on the job as this would have been taught in Orillia or his first occurrence at detachment. He brought up another occurrence of his and showed the address which had not been entered correctly. He was explained how to correct it and he placed the blame on another officer for showing him the wrong way. It was apparent that he knew how to enter the address, but was checking to see if his new coach would show him something different. When confronted on this, he then advised that it was his mistake and he had been shown properly saying he was embarrassed and was not trying to be untruthful.

Does Not Meet Requirements

PROVINCIAL STATUTES

Able to identify, articulate and process applicable elements in Provincial Statutes.

Specific example:

PC Jack appears to have an adequate understanding of the Provincial Statutes that he has been observed dealing with this month. When questioned about types of offences and the elements required to prove them he has for the most part been able to discuss them and articulate why he may or may not have grounds to lay a charge. His hesitation lies with actually deciding to make a stop or not - this is discussed under traffic.

Meets Requirements

FEDERAL STATUTES

<p>Able to identify, articulate and process applicable elements in Federal Statutes.</p> <p>Specific example: As with Provincial Statutes, PC Jack appears to have a working knowledge of the offences that he has encountered this month. His difficulty lies with converting that book knowledge into practice on the road. He appears very hesitant with making the choice to proceed with an arrest or a charge. Of the situations that were encountered this month, there was only one that resulted in an arrest.</p> <p>On 23SEP09 he was dispatched to an unwanted person call. Upon arriving at the residence he began speaking with the complainant who had met PC Jack previously. The complainant was seeking advice on what options he had and also what he wanted the officers to do. After some time the complainant brought the unwanted person to the door. It was apparent quickly that due to his intoxicated state that he could not stay at the residence with the complainant. Up until the point that the suspect started to walk away from PC Jack, he made no indication as to how he was going to resolve the situation. As the suspect started to leave, the coach officer told PC Jack to arrest the male and he would be coming with police. At the time of the arrest, search, or transport to detachment, the male was never read his rights to counsel. When this was discussed afterwards with PC Jack, he advised that he didn't do it because he didn't think he had to for a Prevent Breach of Peace arrest, and then said it was because his coach pressured him to proceed quickly with the arrest. As the issue of forgetting rights to counsel and caution was raised in prior evaluations, it appears that this stills needs some correction as it happened on the first arrest with the new coach officer.</p>	<p>Does Not Meet Requirements</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 shows a complete understanding of the policies and procedures that are used each day. He categorizes every email he receives into folders and has memory sticks full of reports and procedural examples.</p> <p>On the stolen vehicle occurrence mentioned above, he searched police orders without difficulty to locate the necessary information to complete the call.</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 appears to be a very nervous driver and lacks confidence. He drives safely but causes concern with some of his habits. PC Jack relies heavily on his GPS unit. On more than once instance PC Jack has missed a turn going to a call because he has passed it before his GPS told him to turn. When approaching intersections, he will often slow to almost a complete stop even when the light is green. When questioned about this he advised that his father taught him to be safe. He often travels at approximately 10km/h below the posted speed limit, which creates long lines of traffic behind the cruiser and also confusion on the part of the public with what he is going to do. When patrolling, if his coach starts a conversation or begins to teach or correct a problem, he will immediately lift his foot off the gas and drive slow. His inability to multitask is also shown by the fact that he will not focus on the things around him if he is distracted by something like a conversation. PC Jack also completed a driving assessment this month which has required him to have some remedial work done.</p> <p>On 18SEP09 PC Jack was returning to his patrol zone from a call. He was involved in a discussion with his coach about the call when a youth on the sidewalk rode his bicycle out in</p>	<p>Does Not Meet Requirements</p>

<p>front of the cruiser. PC Jack had to brake and then observed the youth do a circle on the road in front of him and then proceed back onto the sidewalk. The youth had no helmet or light and it was also well after dark. When questioned as to why he didn't stop to speak with the youth, PC Jack advised that he wasn't thinking in a police officer mind set – he was told that he was working the full 12 hours and that he needs to be able to multitask – just because he is talking doesn't mean he can't stop to deal with an offence.</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 written 4 provincial offence notices during this time frame. According to RMS, for this month he had 21 calls for service of which 10 were reportable incidents. PC Jack is often content on staying at the detachment to complete paperwork. He has difficulty prioritizing his tasks to allow for more enforcement. He will get focused on one task or assignment and not be able to think about proactive things until he has the first completed. He is being taught to use the community policing offices to complete his work as opposed to wasting time by driving all the way back to the detachment after each call.</p>	<p>Does Not Meet Requirements</p>

<p>COMMUNICATION SKILLS</p>	<p>RATING</p>
<p>ORAL</p> <p>Questions and interviews others appropriately to gain information. Communicates ideas and concepts clearly, effectively and in a professional manner.</p> <p>Specific example: PC Jack is making concerted efforts to improve in this area. He speaks very slowly and methodically at calls so that the person he is speaking with understands what he is asking. He is professional and polite with individuals. He needs to work on sorting through the information he is given to ask more detailed questions to get the answers he needs. He attempts to use templates for questioning and follows a format. This covers the basic points but he misses relevant points pertinent to each individual case by doing this.</p> <p>On 18SEP09, PC Jack was sent to his first sudden death call. He was unable to gather basic information right at the beginning from the park owner to relay to the Sergeant who was on his way. The park owner had no idea what PC Jack was initially asking until his coach stepped in to clarify. It was explained to him how he needed to sort through all of the details to pinpoint the main details to relay to other officers so the call could be completed efficiently.</p>	<p>Does Not Meet Requirements</p>
<p>WRITTEN</p> <p>Expresses self clearly and concisely in writing. Documents information accurately in a timely manner and includes all necessary information that is required for reports</p>	<p>Meets Requirements</p>

<p>utilizing electronic forms such as RMS.</p> <p>Specific example: PC Jack writes very detailed occurrence reports for the calls he attends. Aside from some minor punctuation errors at times, he rarely lacks any of the required information for the reader. He does need to be more careful with his note taking as in some cases he has not recorded important details. This has been pointed out and will be monitored. A comment cannot be made on crown brief synopsis as no new ones were completed this month.</p>	
<p>LISTENING SKILLS</p> <p>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.</p> <p>Specific example: PC Jack is a very attentive listener and always confirms that he understands the conversation he is having, whether it is instruction or gathering details from a complainant. In this month, there have not been issues with him understanding or completing tasks as assigned.</p> <p>On 18SEP09 at a sudden death call PC Jack did very well at gathering the information he needed from a very distraught family member. He had to deal with someone who was upset and didn't quite understand all of the police procedures.</p>	<p>Meets Requirements</p>
<p>NON-VERBAL</p> <p>Uses appropriate body language, gestures, and demeanor; is aware of their effect on others.</p> <p>Specific example: PC Jack continues to learn how he can impact situations without even speaking. On the very first call he attended with his new coach he learned that something minor like talking to someone while wearing sunglasses can cause problems. He corrected the situation immediately and is more aware of these things.</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: PC Jack uses proper language and codes on the radio. His struggles involve the actual use of the radio. Though he continues to work at this, PC Jack seems to forget at times to update the dispatcher with what he is doing and where he is going. He also has trouble with listening to the radio when he is distracted by a conversation or task. His coach will remind him at times that he is being called and he hasn't heard because he is doing something else.</p> <p>On 18SEP09 PC Jack was dispatched to a collision and then was sent to a sudden death. PC Jack requested that another officer attend to do his first call. It was pointed out to him that if he had been listening to what his shift was doing, he would have realized that there were no other officers available as they all had their own calls already.</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</p>	<p>Meets Requirements</p>

<p>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: When out in the community, PC Jack has shown a willingness to participate in directed patrols when asked to do so by his supervisor. He needs to be encouraged as mentioned before to be more proactive and stay out in his community as opposed to going back to the detachment. He is also learning the benefit of knowing people in his zone and how they can help him when required.</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: PC Jack has a lot of difficulty in this area. He is very intelligent person and is extremely book smart. His struggle comes when he attempts to convert this book knowledge into practical use on the road. PC Jack attempts to fit every incident into a mold or proforma that he can follow in future calls. As long as the call plays out identical to the one he experienced before, he does a good job. When the situation changes, PC Jack runs into trouble as he attempts to do things from the way he has memorized before.</p> <p>On 19SEP09 PC Jack observed a pedestrian walking down the road carrying a cup. PC Jack's first reaction was to say that he thought the man was drunk. His reasoning was that it was at night and he was hiding a cup. He proceeded to stop the cruiser (half in a live lane with no emergency lights) and speak with the male. The male was going for a walk with his Tim Horton's coffee. PC Jack was very awkward with his approach and it caused the male to look at his coach officer for clarification as to why he was stopped. The male actually asked if he was doing something wrong. The minute he realized it was a coffee cup and the male wasn't intoxicated he should have changed his approach away from interrogation to a friendly chat, which is was unable to do.</p>	<p>Does Not Meet Requirements</p>
<p>ANALYTICAL THINKING</p> <p>Demonstrates logical cause and effect thinking; systematically identifies basic patterns or connections between situations, persons or events; identifies key elements in complex situations.</p> <p>Specific example: PC Jack does well at parts of this category, but in others he lacks. He is a very methodical and systematic thinker, and tries to make patterns and proformas to handle his calls. The problem lies in translating these to the individual situations he is dealing with. He has trouble connecting the dots or piecing together the key elements to develop a solution. He gets so focused on patterning himself after the way he did things before that he cannot adapt to the current set of circumstances.</p> <p>For example, in the incident mentioned earlier involving the youth on the bicycle, PC Jack would take the constructive criticism and take it to mean that he should stop every youth on a bicycle without a helmet and no light. He has trouble deciphering between what procedures are set in stone and which ones are flexible. In this example, PC Jack was reminded that the</p>	<p>Does Not Meet Requirements</p>

<p>instruction did not mean to stop every single youth on a bike now, that heading to an alarm call would take precedence over something like that.</p>	
<p>RESOLUTION</p> <p>Selects the most effective problem-solving strategy and (when appropriate) implements this strategy involving the community.</p> <p>Specific example: PC Jack has trouble determining what is the most appropriate solution to a problem he faces. He either states that he does not know what to do and waits to be told, or he shows a lack of confidence in trusting his decision is correct.</p> <p>At a stand by keep the peace call on 15SEP09 PC Jack was unable to reach either the complainant or the homeowner at the time of the call. He decided to attend the residence and determined that no one was home. He then proceeded to call the dispatcher and have her call the complainant to attend and gather her belongings. The coach officer stopped this and asked PC Jack why he would have someone come to get there belongings alone without being able to ensure they didn't take the homeowners property. He blamed his lack of judgement on other officers he worked with saying he thought he had seen them do that before at a stand by. When he was asked to explain the circumstances of that call, it was clear that it was not a similar incident and he agreed that the details were different.</p>	<p>Does Not Meet Requirements</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 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 doing the best he can given the circumstances. He is willing to participate in things like RIDE checks and tries to stay positive. He understands that he has work to do to improve in several areas and has been willing to attempt to correct these areas. He needs to continue to work at staying out of the detachment and working in his zone, not only to improve his enforcement totals but to remain visible for the community.</p>	<p>Meets Requirements</p>
<p>PERSONAL ACCOUNTABILITY</p> <p>Takes responsibility for one's own actions and consequences and willingly deals with</p>	<p>Does Not Meet Requirements</p>

<p>any identified performance deficiencies.</p> <p>Specific example: In contrast to saying that he is making attempts to improve, PC Jack shows no ability to accept responsibility for his actions. He will work at improving the deficiencies, but he never will accept that it is his fault - he will always blame his issues on another officer or individual.</p> <p>From the first day with his new coach officer, it was evident that this was going to be a problem area. PC Jack requested help with completing a vehicle record search on MTO. He advised that he had never done this before, which was a surprise given he was at the 8 month mark on the road. He was shown where to locate the form and advised to attempt to fill in the blanks. He then brought it back for review and there were two minor errors pointed out. Upon hearing this, PC Jack advised that when another officer showed him before how to do the form that he said it was okay the way he had done it. PC Jack was advised immediately that answer shopping was one of his problem areas and it would not be tolerated. He was advised that he could not set up his coach or other officers by asking questions that he already knew the answers to just to point out that he had been taught differently. He was also told that lying and blaming other officers was unacceptable. PC Jack apologized and said it wouldn't happen again.</p> <p>Since that day, it has been daily that something will come up where PC Jack attempts to ask questions that he already knows the answer to. On 19SEP09 he asked his coach how to sign a ticket because he didn't know the correct way to sign. He advised on 15SEP09 that he did not know how to start off his notebook as he had never been taught. It was explained in both instances to him that it couldn't be true that he hadn't been shown these basic tasks. It was pointed out again that it was clear that he was not being truthful just to see if this coach officer would give a different answer so that he could blame the other officer. He was told that his coach officer was not going to play games with him and PC Jack smiled. It was apparent that PC Jack knew that his coach officer had figured out what he was attempting to do.</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: 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 Problem solving skills.</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 has difficulty under stressful situations. He is very good at staying focused on one specific task, but he has trouble adapting to multiple things. When he is confronted with more than one task at once, his decision-making tends to break down and other things falter such as his driving.</p> <p>On 09SEP09 at the start of shift PC Jack was advised of a pending threats call. He was asked to call the dispatcher for details. Upon returning to his coach, he advised that there were three calls outstanding and he had taken details on a stolen vehicle. He was advised to call back and get all three call details, and then prioritize which one to deal with first. He returned to advise that the threats call was not in his zone. It was explained how with only three day shift officers working for the first hour of the day, he would be taking calls in every zone. After 45 minutes he still had not contacted the complainant for the threats call which was obviously the most important call.</p>	<p>Does Not Meet Requirements</p>

INTERPERSONAL ATTRIBUTES**RATING****INTEGRITY**

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.

Specific example:

Meets Requirements

RESPECTFUL RELATIONS

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.

Specific example:

PC Jack 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. Unfortunately, he has not gained the trust of his coworkers with his decision to answer shop. As mentioned previously, PC Jack continually asks questions that he appears to know the answers to already. It appears that he is well aware of the fact that he is doing this as he has chuckled sometimes when his coach officer has pointed it out to him. He respects the skills and expertise of his partners, however has shown that he will blame another officer rather than admit a mistake.

Does Not Meet Requirements

SELF-CONFIDENCE

Believes in one's abilities, understands one's own strengths and limitations; able to receive constructive criticism while maintaining professionalism.

Specific example:

PC Jack does not show a lot of confidence in doing his job. When accepting criticism he often goes quiet and appears angry. He then takes time to formulate a response which always entails placing the blame on another officer for causing his error. He has been encouraged to trust his instincts in making decisions instead of solely relying on his coach for the answers.

On 02OCT09 at a family dispute call, PC Jack got to a point in the investigation that it was clear that he did not know what to advise that complainant. Instead of admitting to the complainant that he didn't know what to do, he continued to attempt to resolve things by given answers that were not correct. He ultimately stopped himself by directing the complainant to talk to his coach instead because he was the more senior officer. It was explained to him that people appreciate the fact that some of us are learning a job and that honesty works best in gaining the public's trust.

Does Not Meet Requirements

TEAM WORK

Works effectively with others towards a common purpose while putting the group's goals ahead of personal achievement.

Specific example:

PC Jack has been a willing participant in shift RIDE checks. Though quiet in nature, he appears to get along well with the other members of his shift.

Meets Requirements

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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: PC Jack is aware that everyone comes from a different background with different opinions. He does not let these things affect his decisions or communications with the public.</p>	<p>Meets Requirements</p>
<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.</p>	<p>Meets Requirements</p>
<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>	<p>Meets Requirements</p>

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:

Employee's Signature:

Date:

Coach Officer Comments:

Coach Officer's Signature (Performance has been observed that supports the rating assigned for each category):

Date:

Accountable Supervisor's Comments (Mandatory):

Accountable Supervisor:

Accountable Supervisor's Signature:

Date:

Detachment Commander

Comments (Mandatory):

Detachment Commander:

Detachment Commander's Signature:

Date:

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:

- 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.

PROBATIONARY CONSTABLE WORK IMPROVEMENT PLAN

This plan is designed to assist the supervisor in addressing employee performance problems. The objective of this plan is to correct identified work performance deficiencies or behaviour problems in order to elicit an acceptable level of work performance and meet the requirements for Probationary Constable.

This plan will be initiated when the PCS 066P indicates:

- DOES NOT MEET REQUIREMENTS in any category, or
- NO BASIS FOR RATING for the same category for two consecutive months.

Note: Career Development Bureau shall be consulted regarding any evaluation for which a WORK IMPROVEMENT PLAN has been implemented.

Probationary Constable: Badge:	PC Michael JACK 12690	Accountable Supervisor: Badge:	Sgt. Peter Butorac 6901
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DESCRIPTION OF DEFICIENCIES THAT REQUIRE IMPROVEMENT TO "MEET" WORK PERFORMANCE STANDARDS

- (1) Attitude Towards Learning - Able to re-evaluate personal opinions, judgements and assumptions based on new information and experiences; able to learn from mistakes and accept disappointments as well as successes.
- (2) Federal Statutes - Able to identify, articulate and process applicable elements in Federal Statutes
- (3) Police Vehicle Operation - 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.
- (4) Traffic Enforcement - 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.
- (5) Oral - Questions and interviews others appropriately to gain information. Communicates ideas and concepts clearly, effectively and in a professional manner.
- (6) Radio Communications - Uses appropriate and respectful language when utilizing the communications system, communicates effectively, uses 10 codes.
- (7) Decisive Insight - Uses knowledge and training to effectively problem solve situations and make the best decision at the most appropriate time.
- (8) Analytical Thinking - Demonstrates logical cause and effect thinking; systematically identifies basic patterns or connections between situations, person or events; identifies key elements in complex situations.
- (9) Resolution - Selects the most effective problem-solving strategy and (when appropriate) implements this strategy involving the community.
- (10) Personal Accountability - Takes responsibility for one's own actions and consequences and willingly deals with any identified performance deficiencies.
- (11) Flexibility - Adapts to a variety of changing situations, individuals and groups.
- (12) Respectful Relations - 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.
- (13) Self-Confidence - Believes in one's abilities, understands one's own strengths and limitations; able to receive constructive criticism while maintaining professionalism.

PROBATIONARY CONSTABLE WORK IMPROVEMENT PLAN

Coach Officer's Comments:	
Coach Officer's Signature:	Date:
Probationary Constable's Comments:	
Probationary Constable's Signature:	Date:

ACTIONS/STEPS TAKEN TO CORRECT PERFORMANCE DEFICIENCIES: (specify time frame to compete)

To be completed by Accountable Supervisor

- (1) Attitude Towards Learning - PC Jack can work towards meeting standards in this category by accepting ownership and responsibility for his mistakes. He has the desire to learn, he just needs to focus on correction not blame. This will continue to be addressed by the coach officer whenever it occurs and corrected immediately.
- (2) Federal Statutes - PC Jack will need to invest some of his time in studying the elements of criminal offences and his arrest authorities and procedures. At each call for service that provides the opportunity, these elements will be discussed to ensure that PC Jack is aware of the circumstances and what options are available. While enroute to calls, he and his coach are already developing a game plan of how to handle the call based on dispatch information alone.
- (3) Police Vehicle Operation - PC Jack will be completing remedial driver training with Sgt. Kent Taylor of GHQ.
- (4) Traffic Enforcement - Use directed patrol boards to assign PC Jack to specific enforcement areas for one hour each day. This will allow him to go to a known problem area where he will ensure that each shift he comes away with some positive enforcement. To be completed daily and documented through DAR. If unable to complete due to calls for service PC Jack can document this and report to his coach for the next evaluation period.
- (5) Oral - PC Jack will need to focus more closely on hearing exactly what things are being said by the people he is speaking with. This will flow directly from his increased knowledge of Federal and Provincial Statutes as he will learn what questions to ask to help complete his investigation. When time permits, he can plan ahead and tell his coach officer what things he will be asking at the calls and what he plans to do with the information. He needs to avoid memorizing steps and listening to the information given to him through his questions.
- (6) Radio Communications - PC Jack will be monitored closely to ensure that he advises the dispatcher of every stop that he makes and what he is doing. It will continue to be pointed out to him by his coach officer if he ever misses hearing the radio.
- (7) Decisive Insight - PC Jack needs to make his best efforts at using common sense. Role playing ahead of time prior to attending calls can assist in this somewhat, and he will continue to be steered away from attempting to memorize calls and locations.
- (8) Analytical Thinking - As mentioned in the Oral category, as he improves with his knowledge of Federal Statutes, it flows that his thinking will improve as well. He will continue to discuss his thoughts and ideas with his coach officer when possible and avoid asking for the answer from his coach officer.
- (9) Resolution - PC Jack will continue to be forced to make decisions at calls. When he often shys away from making the decision and asks for the answer, he will be made to think on his own and develop a plan. Again, when time permits, these plans will be reviewed before and after the calls to determine their effectiveness.
- (10) Personal Accountability - No specific action step other than observing that other tasks are completed. It flows that if attempts are made to correct the problems and the steps are completed than the accountability will meet requirements.

PROBATIONARY CONSTABLE WORK IMPROVEMENT PLAN

(11) Flexibility - As the fall months are slower than the summer, PC Jack will have an opportunity again at a slower pace to show he can multitask. He will have discussions with his coach officer about calls for service each day and why he chooses to do one over the other. He will also be asked to start each day with a plan of what he wants to accomplish.

(12) Respectful Relations - PC Jack has to commit to himself that he will not answers shop and not blame others for his mistakes. He needs to commit to accepting responsibility for his actions. Once this is done, he will gain the trust of those he has spurned in the past.

(13) Self-Confidence - PC Jack will have to continue to just trust his own instincts. He needs to gain confidence in order for most of the other areas to show improvement. He is trying hard not to fail, and as a result is hesitant to make mistakes. This is a natural part of learning and he needs to accept that he will make errors, but they can be corrected with work.

Comments mandatory at all levels

Accountable Supervisor's Comments:

Accountable Supervisor's
Signature:

Date:

Probationary Constable's
Signature:

Date:

Detachment Commander's Comments:

Detachment Commander's
Signature:

Date:

Regional Commander's (or designate) Comments:

Regional Commander's (or designate)
Signature:

Date:

RESULTS ACHIEVED

To be completed by Accountable Supervisor

(1) Listening Skills - PC Jack has followed all directions as assigned by his new coach officer and Sergeant.

(2) Follow-Up Orientation - PC Jack has not shown any concerns in this area. He appears to keep his work up to date.

(3) Planning & Organizing - PC Jack is very organized individual. The concerns identified with prioritizing calls is discussed under Flexibility and Problem Solving.

(4) Provincial Statutes - PC Jack appears to have a good working knowledge in this area, no issues observed this past month.

PROBATIONARY CONSTABLE WORK IMPROVEMENT PLAN

- (5) Self-Awareness - PC Jack did not display and concerns in this area and is aware of individual backgrounds.
- (6) Teamwork - PC Jack has worked well with the members of his shift and participates in RIDE checks.
- (7) Written - PC Jack writes effective reports - no new crown brief synopsis were observed this past month.
- (8) Department - PC Jack has been observed control his emotions appropriately on any calls or situations he has been involved with.

Standards "met" have been indicated in the **RESULTS ACHIEVED** area. Standards that have not been "met" will continue to be documented in the next month's improvement plan.

Probationary Constable's Signature:	Date:
Accountable Supervisor's Signature:	Date:
Detachment Commander's Comments (mandatory):	
Detachment Commander's Signature:	Date:
Regional Commander's (or designate) Comments:	
Regional Commander's (or designate) Signature:	Date:

Butorac, Peter (JUS)

From: Nie, Richard (JUS)
Sent: September 25, 2009 1:39 AM
To: Flindall, Robert (JUS)
Cc: Butorac, Peter (JUS)
Subject: Jack

Rob - I proof read everything and only found one thing (you probably don't have the electronic version of the actual evaluation anyways so Filman will have to fix this). The evaluation by the rating and the comments shows Federal Statutes as Meets Requirements. The WIP shows it as a deficiency with a plan (which by the way I totally agree with). So, what that means is this:

1. the category for Federal Statutes needs to be changed on the actual evaluation to Does Not Meet so it matches with the WIP (I was going to delete it off the WIP so it matched but on some examples you say "see #2 and #7 so I couldn't do that). Filman will also need to amend his comments as well to support the Does Not Meet - he can probably copy what you wrote in the WIP

2. The category for Department was rated Does Not Meet but it was not on the WIP. I decided to just go ahead and write it in myself on the WIP (this is where the leaf tickets come in) so we could give it all to Jack tonight.

The originals are in your tray for signing by everyone. I would expect that Jack will refuse to sign again until he drafts his response.

Hope it all makes sense,

Rich.

14

Butorac, Peter (JUS)

From: Nie, Richard (JUS)
Sent: September 20, 2009 3:25 AM
To: Butorac, Peter (JUS)
Subject: PC Jack's 8mth evaluation

Pete - I was just reviewing the 8mth evaluation (09AUG-09SEP) for PC Jack that was in my diary slot from the Inspector. I wanted to read it over prior to disclosing it as requested and I found the following.

There are 17 categories that show Does Not Meet Requirements, up from only 10 categories the month before. The problem is that when you look at the Work Improvement Plan, it only addresses 10 of the 17 issues, and it needs to address all 17. Also, Federal Statutes shows as Meets Requirements on the evaluation, which is a category change from the evaluation before. If this is the case, it needs to show up under the Results Achieved category on the Work Improvement Plan. It currently shows up as an item that still needs a Work Improvement Plan, which doesn't match with the evaluation.

I have no problem giving him the evaluation but I thought it would be better to have everything done properly given the circumstances. I will keep it until you let me know, Rich.

持X

P [REDACTED]
 [REDACTED]
 [REDACTED]
 2 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]
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 [REDACTED]
 [REDACTED]

1424



M.R.J. (Ron) CAMPBELL
 Staff Sergeant
 Detachment Commander
 West Parry Sound Detachment
 ONTARIO PROVINCIAL POLICE

7 Bay Street
 Parry Sound, Ontario
 P2A 1S4

Tel: (705) 746-41
 Fax: (705) 746-91
 ron.campbell@ontario

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[REDACTED]

1450 Quarterly Review
 Sgt Flinnall

1515 Teleconference with
 Colleen Kohler
 Ron Nic, A/Sgt
 Flinnall & myself
 Discussion on issue
 or be fixed
 George

- ① - Not proposed
- too late now
- english w 3es
 language

1540 M. Stevens - joined
 conference summary
 or matters
 Cat John Prowse

12 Nov 09



[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

1515 [REDACTED]
(20)
[REDACTED]
[REDACTED]

Thursday 12 Nov 09
2745 [REDACTED]
[REDACTED]
- 3 [REDACTED] + 102

[REDACTED]
[REDACTED]
0805 [REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

1200 [REDACTED]
230 [REDACTED]
1240 Dick Nie - Neel
Does Mike come up
Asks if Neel has
other coach than
Dick. Asks why
- heard rumours work
thru - go coach
will result in a fine

250 Staff Flight
107 [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] 75



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Staff Sergeant
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West Parry Sound Detachment
ONTARIO PROVINCIAL POLICE

7 Bay Street
Parry Sound, Ontario
P2A 1S4

Tel: (705) 746-4;
Fax: (705) 746-9;
ron.campbell@ontario

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12 Nov 09



Dismissed
 1546- Rob Flinnall brought forward concern that he has F.A. member concerned about his rental state
 Dick Wile - Cst
 Jack H. R. checked on my F.A. about president of your club
 H.S. perspective
 If more references to F.A. & being inappropriate as of violation
 If not have to wait Due Diligence via PSB investigation

12 NOV 09



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 ONTARIO PROVINCIAL POLICE

7 Bay Street
 Parry Sound, Ontario
 P2A 1S4

Tel: (705) 746-41
 Fax: (705) 746-97
 ron.campbell@ontario

OPP 24 Hour Police Service 1-888-310-1122 • www.opp.ca

[REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]

1630. Off Duty

Friday 13 Nov 09

0730. [REDACTED]
 [REDACTED]
 [REDACTED]

0740 [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]

0945 [REDACTED]

1200 [REDACTED]
 230 [REDACTED]

0115
0840

2554

1030

127

1340

1302

1315

1432

1501

[REDACTED]

FAX - last contact
was in chawville

[REDACTED]



M.R.J. (Ron) CAMPBELL
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ONTARIO PROVINCIAL POLICE

7 Bay Street
Parry Sound, Ontario
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Fax: (705) 746-9;
ron.campbell@ontario

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