TRAINING OBJECTIVES

FIELD TRAINING OFFICER [FTO] TRAINING PROGRAM/COURSE

TOPIC	OBJECTIVES
FTO Training Course OVERVIEW	**1. Examine the goals and training objectives of the agency's FTO Training Course.** **INSTRUCTIONAL POINTS:** 1.1. Discuss why it is important that each attendee meet each FTO training course objective. 1.2. Discuss the regulations established in COMAR 12.04.01.17 regarding the training of FTOs. 1.3. Discuss the regulations established in COMAR 12.04.01.17 regarding a law enforcement agency's Field Training and Evaluation Program (FTEP).
Training LIABILITY Issues	**2. Examine the liability issues that may impact a FTO.** **INSTRUCTIONAL POINTS:** 2.1 Provide several examples of FTO/trainee behavior that may create a potentially liability for the FTO, trainee and/or agency. **3. Examine the impact liability issues have on the Field Training Program.** **INSTRUCTIONAL POINTS:** 3.1 List at least two reasons why a law enforcement agency trains its personnel, especially its recruits. 3.2. Discuss the legal standard for training claims where a FTO and/or his/her agency may be held liable. 3.3. Differentiate the relationship between agency policy, training, supervision, and accountability in the development of training programs. 3.4 Explain the steps in the training documentation process and how proper training documentation affects potential liability. 3.5 Describe ways in which a FTO can appropriately respond to each potentially liable behavior/action.
CHALLENGES for the FTO	**4. Describe several challenges that a FTO could face during FTP.** **INSTRUCTIONAL POINTS:** 4.1. Examine how a FTO can respond to each of these challenges during FTP. 4.2. Discuss why it may be beneficial for a FTO to consider that each challenge is an opportunity to improve a trainee's worth to the agency.

ROLES, RESPONSIBILITIES and CORE COMPETENCIES of a FTO	**5. Examine the various roles that a FTO fills during FTP:** → trainer/coach; → evaluator; → mentor; → supervisor. **INSTRUCTIONAL POINTS:** 5.1. Discuss examples of how a FTO performs each role during FTEP. **6. Examine the core competencies needed by a FTO.** **INSTRUCTIONAL POINTS:** 6.1. Define the term "core competency." 6.2. Identify the "core competencies" of an effective FTO. 6.3. Provide an example of how each "core competency" applies to a FTO as: → trainer; → evaluator; → mentor; → supervisor. 6.4. Explain why an individual needs to possess and demonstrate the identified "core competencies" as a FTO. **7. Examine the responsibilities of a FTO during FTEP.** **INSTRUCTIONAL POINTS:** 7.1. Discuss ways in which a FTO will fulfill these responsibilities during FTEP. **8. Examine the role of FTO as a supervisor during FTEP.** **INSTRUCTIONAL POINTS:** 8.1. Define delegation. 8.2. Identify the steps of the delegation process. 8.3. Provide examples of how a FTO acts as a supervisor by delegating tasks to a trainee during FTEP. **9. Discuss the role of a FTO as "coach" during FTEP.** **INSTRUCTIONAL POINTS:** 9.1. Explain the technique of "coaching" as it pertains to law enforcement training. 9.2. Explain the impact of coaching on learning. 9.3. Identify skills a FTO must have to be an effective coach. 9.4. Prepare/present a one-to-five minute demonstration showing how a FTO would use "coaching" techniques to instruct a trainee including a trainee who is going through a comparative compliance FTEP.

Trainee ORIENTATION	**10. Examine the importance of the FTO conducting an orientation session for each trainee.** **INSTRUCTIONAL POINTS:** 10.1. Discuss the role of the Field Training Officer in the trainee FTEP orientation process. 10.2. Discuss the type of relationship that should exist between a FTO and trainee during FTP. 10.3. Explain the importance of developing rapport between the trainee and the FTO and provide several examples of how this rapport can be established. 10.4. Discuss the importance for a FTO to understand/appreciate/acknowledge the "mindset"/expectations/anxieties of a trainee as he/she enters an agency's FTEP. 10.5. Discuss several practical ways a FTO can help reduce a trainee's anxiety/nervousness in order for the trainee to perform to agency standards. 10.6. Discuss several issues that a recruit trainee may have to deal with as he/she transitions from an academic environment to the "real world" setting of street-level operations during FTEP. 10.7. Examine the reason it is important that a FTO establish and communicate clear expectations to the trainee at the beginning of FTEP. 10.8. Develop a list of FTO realistic expectations for a trainee to accomplish during FTEP. 10.9. Develop a list of expectations that a trainee may have for participating in an agency's FTEP. 10.10. Describe several practical ways that a FTO can help a trainee accept the demands and expectations of FTEP.
Trainee COUNSELING	**11. Examine the reasons why it is important to provide regular counseling to a trainee during FTP.** **INSTRUCTIONAL POINTS:** 11.1. Define both informal and formal counseling. 11.2. Discuss the connection between providing counseling to a trainee and a FTO's role as mentor. 11.3. Outline the indicators that a FTO may need to conduct a counseling session with a trainee. 11.4. By providing examples, determine what trainee behaviors may call for **informal** counseling and what behaviors require a **formal** counseling session. 11.5. By providing examples, compare informal counseling to formal counseling. 11.6. Demonstrate giving a counseling session to a trainee: → recruit (entry-level) trainee; → lateral entry/comparative compliance trainee.

Fundamentals of <u>EFFECTIVE COMMUNICATION</u>	**12. Examine the essential need for EFFECTIVE communication between a FTO and trainee during FTP.**
	<u>INSTRUCTIONAL POINTS:</u>
	12.1. Define the term **<u>EFFECTIVE</u>** communication.
	12.2. Discuss several barriers to effective communication.
	12.3. Explain the skills needed to provide effective communication.
	12.4. Demonstrate the use of effective communication techniques that can be used by a FTO with a trainee during various situations:
	    → when a trainee performs to agency standards;
	    → when a trainee fails to perform to agency standards;
	    → when a trainee compromises officer safety;
	    → when a trainee fails to treat a member of the community with respect, understanding, etc.
	12.5. Discuss the consequences for *ineffective* communication between a FTO and trainee.
	12.6. Examine ways to deal with an **<u>unresponsive</u>** trainee:
	    → recruit (entry level) trainee;
	    → lateral entry/comparative compliance trainee.

<u>ADULT LEARNING</u> PRINCIPLES and STYLES	**13. Examine the role of the FTO as a trainer.** **<u>INSTRUCTIONAL POINTS:</u>** 13.1. Identify several characteristics of an effective trainer. 13.2. Discuss the principles of adult learning. 13.3. Examine the different learner styles. 13.4. Explain several obstacles to the learning process. 13.5. Demonstrate ways in which adult learner principles can be applied to the FTO-trainee learning environment. 13.6. Discuss the consequences for failing to provide a trainee with effective training during FTEP.
<u>ETHICS</u> and INTEGRITY	**14. Discuss why it is important for a FTO to demonstrate ethical behavior/integrity to a trainee when acting as a FTO.** **<u>INSTRUCTIONAL POINTS:</u>** 14.1. Review the meaning of the terms ETHICS and INTEGRITY as they apply to a law enforcement officer. 14.2. Examine three ethical checks for law enforcement officers. 14.3. Examine several examples of how a FTO can demonstrate "ethical" behavior during FTEP. 14.4. Discuss an appropriate response if a FTO observes questionable behavior by a trainee during FTEP including behavior by a lateral entry/comparative compliance officer.

EMOTIONAL INTELLIGENCE	**15. Explain the importance of demonstrating emotional intelligence as a law enforcement officer and FTO.** **INSTRUCTIONAL POINTS:** 15.1. Define the term "emotional intelligence." 15.2. Discuss the four attributes of emotional intelligence. 15.3. Explain the five key skills used to improve emotional intelligence. 15.4. Discuss several examples of how a FTO can demonstrate "emotional intelligence" to a trainee. 15.5. Discuss how a FTO can evaluate the "emotional intelligence" of a trainee.

EVALUATING a Trainee	**16. Examine the importance of the job performance evaluation during FTP.**
	INSTRUCTIONAL POINTS:
	16.1. Define performance evaluation.
	16.2. Discuss the various types of performance evaluations typically used during FTEP, in particular Daily Observation Reports, End of Phase Reports and Final FTEP Report, etc.
	16.3. Discuss the need to be fair and "objective" when conducting a performance evaluation during FTEP.
	16.4. Examine the steps necessary for an FTO to provide a trainee with a fair and objective performance evaluation.
	16.5. Define performance "feedback."
	16.6. Examine the types of performance "feedback" that a FTO can give to a trainee during the course of a work day:
	    → positive feedback (reinforcement);
	    → negative feedback (correction).
	16.7. Discuss several ways in which a FTO can <u>effectively</u> provide a trainee with <u>meaningful</u> feedback during FTEP.
	16.8. Discuss various techniques that a FTO can use during FTEP to "test"/assess a trainee's knowledge/skills/abilities outside handling an actual call for service or other law enforcement/policing activity.
	16.9. Discuss the potential consequences when a FTO fails to give a trainee a fair and objective performance evaluation.
	16.10. Examine ways in which a FTO can effectively critique and, if necessary, correct the performance of a lateral entry or comparative compliance trainee.
	16.11. Discuss the role that trainee "attitude" plays in improving performance.
	16.12. Discuss the goals of "remedial" training.
	16.13. Discuss when "remedial" training is the best response for a trainee's inadequate performance.
	16.14. Discuss the various types of "remedial" training that may be available to a FTO.
	16.15. Discuss the benefits of simulations/quizzes/professional discussions involving the trainee during FTEP.
	16.16. Discuss a FTO's response when a trainee continues inadequate performance following "remedial" training.

DIVERSITY and GENERATIONAL DIFFERENCES in FTP	**17. Examine the importance for an FTO to understand diversity when training new officers.** **INSTRUCTIONAL POINTS:** 17.1. Review the meaning of the term "diversity:" → cultural; → ethnic; → socio-economic; → generational; etc. 17.2. Discuss the impact diversity issues may play during FTEP. 17.3. Discuss why it is important for a FTO to demonstrate tolerance and respect for different individuals during FTEP. 17.4. Discuss several "general" differences between generations, including stereotypes about each generation, that might exist between FTO and a trainee and why it is important to address them. 17.5. Discuss the issues that training and evaluating individuals from different generations may have on the effectiveness and success of FTEP. 17.6. Examine ways to respond to the generational differences during FTEP.