

<b>BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</b> <b>LESSON PLAN</b>	
<b>COURSE TITLE:</b> Field Training Officer Refresher School	
<b>LESSON TITLE:</b> Module 5: FTOs and Leadership	
<b>New or Revised Course</b> <span style="float: right;"><input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</span>	
<b>Prepared By:</b> Sgt. Kara Gladden <span style="float: right;"><b>Date:</b> November 2, 2021</span>	
<b>Academic Director Approval:</b> Director Gary Cordner <span style="float: right;"><b>Date:</b> 11-26-2021</span>	
<b>PARAMETERS</b>	Lesson hours: 1 hour <span style="float: right;"><input type="checkbox"/> Entry-level</span> Class size: 20 <span style="float: right;"><input type="checkbox"/> Continuing Education</span> Space needs: Classroom <span style="float: right;"><input checked="" type="checkbox"/> Other</span>
<b>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS</b> (if any) All students must be a current FTO.	
<b>LESSON HISTORY</b> This lesson is a refresher course from the FTO as Supervisor Training.	
<b>PERFORMANCE OBJECTIVES</b>	<b>ASSESSMENT TECHNIQUE</b>
1. Through facilitated discussion and lecture students will identify and explain leadership qualities specific to being an FTO to the satisfaction of the facilitator.  2. Given a scenario activity, students will analyze the actions of an FTO and list the leadership qualities demonstrated to the satisfaction of the facilitator.  3. Given an excerpt from the FTO Evaluation Form students will identify, explain, and classify specific leadership traits that exemplify FTO leadership traits to the satisfaction of the facilitator.	1. Facilitated Discussion and lecture  2. Scenario Activity  3. Group Activity

<p style="text-align: center;"><b>COURSE DESCRIPTION</b></p> <p>Within this course, FTO's will learn about qualities, core competencies, and roles of an effective leader and supervisor within the Field Training Officer program.</p>
<p style="text-align: center;"><b>MPCTC OBJECTIVES</b> (if applicable)</p> <p><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)</i></p> <p>N/A</p>
<p style="text-align: center;"><b>INSTRUCTOR MATERIALS</b></p> <p><i>FTOs and Leadership</i> lesson plan  <i>FTOs and Leadership</i> PowerPoint</p>
<p style="text-align: center;"><b>TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</b></p> <p>Chart paper, markers, computer/laptop, projector</p>
<p style="text-align: center;"><b>STUDENT HANDOUTS</b></p> <p>Appendix A - Matching activity cards (2 copies) 1 card of the set for each table group  Appendix B – Scenario #1 and #2 and Activity Sheets (Scenario #1 and Scenario #2) – 3 copies of the scenario summary for each table group and 3 copies of each activity (answer) sheet for each table group</p>
<p style="text-align: center;"><b>METHODS/TECHNIQUES</b></p> <p>Lecture, power point presentation, group discussion and mind mapping exercise</p>
<p style="text-align: center;"><b>REFERENCES</b></p> <ol style="list-style-type: none"> <li>1. South, Wayne. <u>Leadership Lessons I Learned as a Field Training Officer</u>. (April 7, 2021) Police 1. <a href="https://www.police1.com/chiefs-sheriffs/articles/leadership-lessons-i-learned-as-a-field-training-officer-UfOtawA51EhAxFA0/">https://www.police1.com/chiefs-sheriffs/articles/leadership-lessons-i-learned-as-a-field-training-officer-UfOtawA51EhAxFA0/</a> Retrieved November 2, 2021</li> <li>2. Case Study: The FTO Quarter Step. The FTO Quarter Step is a real life leadership action that quite literally forces a young officer to take the lead, step up, make decisions and learn on the fly. But it is also a metaphor for how we should all lead regardless of the occupation. As leaders it is our job to give our team the space necessary, to delegate and empower our people so they can step up, apply what you've taught them. If you never give them the opportunity and the room to grow, they never will. <a href="https://youtu.be/yyfd-1p1lnE">https://youtu.be/yyfd-1p1lnE</a> Retrieved, November 5, 2021.</li> </ol>

### **GENERAL COMMENTS**

This lesson plan is intended for use with experienced instructors. It is preferred that the instructor is certified as an FTO.

### Lesson Plan Checklist (Part 1)


Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.	X		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	X		
b. Videos underscore relevant training concepts.	X		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	X		
d. Videos portray individuals of diverse demographics in a positive light.	X		
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

### Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?			X
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?			X
17. Does the lesson reinforce peer intervention (EPIC)?			X
18. Does the lesson incorporate community policing principles?	X		
19. Does the lesson incorporate problem solving practices?			X
20. Does the lesson incorporate procedural justice principles?			X
21. Does the lesson incorporate fair & impartial policing principles?			X
22. Does the lesson reinforce de-escalation?			X
23. Does the lesson reinforce using most effective, least intrusive options?			X
24. Does the lesson have external partners involved in the development of training?			X
25. Does the lesson have external partners in the delivery of training?			X
<b>Subject Matter Expert:</b> Sgt. Kara Gladden	<b>Date:</b> 11-17-2021		
<b>Curriculum Specialist:</b> Danalee Potter	<b>Date:</b> 11-30-2021 12-29-2021 3-23-2021		
<b>Reviewing Supervisor:</b> Lt. Mike Brinn	<b>Date:</b>		
<b>Reviewing Commander:</b> Major Derek Loeffler	<b>Date:</b>		

**COURSE TITLE:** FTO Field Training Officer Refresher School

**LESSON TITLE:** Module 5 FTOs and Leadership

PRESENTATION GUIDE	FACILITATOR NOTES
<p><b>Slide 1</b> <b>I. ANTICIPATORY SET</b></p> <p><b>SAY:</b> Hello again. My name is...and I have been with the BPD for ...years. For several years when I was in patrol, I was also an FTO. For the next hour, we will be discussing-on FTOs and Leadership. During my time as an FTO...</p> <p><b>SAY:</b> For a few years now, and for some of you, just one year, you have been fully immersed in the FTO program as Field Training Officer, and the relationship and trust between an FTO and a trainee is built over time as the trainee learns they do not have to fear their FTO, but instead, they can work as a team. Once this occurs, an FTO becomes more productive as they feel safe identifying problems and offering solutions. This relationship and trust between these two people often lasts a lifetime.</p> <p>In a leadership role, the ability to trust and have an open mind is not always easy. However, leaders who do not possess these qualities can become micromanagers.</p> <p>Just as an FTO learns to trust that their trainee will do the right thing, a leader must trust those that they work with will do their jobs. Trusting an officer's abilities builds confidence and creates an environment they enjoy working in. Just as the FTO built trust with the trainee, once the leader establishes trust, they find themselves working with officers who are more productive, happier at work and seek solutions to problems that may arise.</p>	<p><b>Time:</b> (10 minutes)</p> <p><b>Slide 1</b></p>  <p><i>The instructor should introduce themselves, background, and experience as an FTO.</i></p>

### Slide 2 Group Activity

**SAY:** Before we get started, let's discuss what leadership means to you as an FTO. In your groups, I'd like for you to create a list with two columns; one labeled "What Leaders Should Be" and the other, "What Leaders Should Do" As we will discuss throughout this module of instruction, being an FTO who demonstrates leadership through their behavior and actions is essential for the success of all new officer trainees and the FTO Program. Please record your responses on the chart paper provided. You'll have approximately 5 minutes, and then we will share out. You may begin.

**SAY:** Ok, please choose a spokesperson for your group to share your ideas regarding What Leaders Should Be. Please choose 2 from the first list you created to share with the rest of the group.

**ASK:** What should leaders be?

### Slide 2



*The instructor should distribute chart paper and a couple of markers to each group.*

*The instructor should utilize the Management By Walking Around Strategy to check in on group discussions and provide any needed clarification.*

*The instructor should have a spokesperson from each group share 2 responses.*

#### **Possible Responses:**

- Self-motivated
- Care for others
- Self-awareness
- Passionate
- Resilient
- Accountable
- Supportive
- Integrity
- Ability to delegate
- Strong communication skills
- Influential
- Empathetic
- Courageous
- Innovative
- Honest
- Self-confident

**SAY:** These are all great qualities of what a leader should be; however, we should also keep in mind that the actions of a leader are just as essential. Again, I'll ask each spokesperson to share 2 of the items from their second list with the group.

**ASK:** What should leaders do?

**SAY:** Being a field training officer is more than just another role that you take on while in patrol. It's an identity and a lifestyle, and for most people on the force, it's also an opportunity to positively influence our new officers.

Being a successful field training officer requires exceptional leadership skills that allow individuals to navigate a bureaucratic minefield, connect with a wide range of demographics—both within the community and the policing agencies—and effectively serve the public.

As field training Officers, you're on a continuous learning curve that requires you to possess key character traits that are consistently developed and improved upon to ensure effective leadership. However, keep in mind that traits and characteristics aren't the most important keys to effective leadership. Rather, it's behavior – what the leader actually does, and how they do it.

*The instructor should have a spokesperson from each group share 2 responses.*

**Possible Responses:**

- Lead by Example
- Demonstrate Integrity
- Communicate Effectively
- Make Hard Decisions
- Recognize Success
- Empower Others
- Motivate and Inspire



## II. INSTRUCTIONAL INPUT (CONTENT)

### Slide 3

#### PERFORMANCE OBJECTIVES

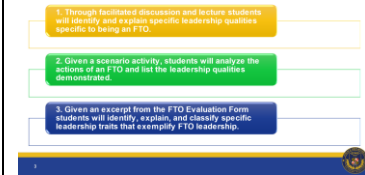
Throughout this course, we will cover the following objectives:

1. Through facilitated discussion and lecture students will identify and explain leadership qualities specific to being an FTO.
2. Given a scenario activity, students will analyze the actions of an FTO and list the leadership qualities demonstrated.
3. Given an excerpt from the FTO Evaluation Form students will identify, explain, and classify specific leadership traits that exemplify FTO leadership.

Time: ( 35 minutes)

### Slide 3

#### OBJECTIVES



### Slide 4

**SAY:** I'm going to ask you a question, and I would like for you to take a moment to reflect on your responses based upon your years of experience as an FTO.

**ASK:** What is a leader's primary function?

**SAY:** It is the primary function of a leader to guide and direct a group and motivate individuals to do their best in the achievement of desired goals. A leader should also build up confidence and enthusiasm with those they are working with.

At BPD, and particularly for the FTO, we look at leadership as encompassing certain roles, styles, qualities, and competencies. Let's take a closer look at each of these concepts:

- Roles are *organizational*: They explain how you fit into the entire agency structure, not just into your job at the district.
- Leadership styles are *intrinsic*, but deal with the way you tend to assign and monitor the work of others. Your personality determines your natural style of leadership, though you can learn others to help you in different situations.
- Qualities are *intrinsic* as well, but more malleable than leadership styles. Some of these you will develop over time, such as experience, or courage, or your understanding of ethics.

### Slide 4

#### CONCEPTUALIZING LEADERSHIP



#### Possible Responses:

- set the example
- motivate personnel
- direct personnel
- coach
- build teams
- identify and develop future leaders



**SAY:** Some general behaviors and characteristics of good leaders seem to be universal. They understand that situations will change and that they must remain flexible. Good leaders must have the ability to empower everyone in their organization and to treat others as they want to be treated. They are selfless and develop subordinates' traits of leadership. Lastly, good leaders have solid integrity to trust in their abilities, as well as those of their employees, to take ownership of a situation or problem.

But what about Field Training Officers? How are the leadership characteristics of an FTO slightly different, based on the role that they play?

**SAY:** In front of you is a card with one of the 5 characteristics of effective FTO Leaders. Take a moment to look over the statement and discuss what it means with your table group. As we go over each characteristic, I will ask your table group to provide examples. I will give you about 3 minutes to engage in this discussion. You may begin.



*Pass out one card to each table group from Appendix A. Give each group a few minutes to discuss the characteristic. Utilize the Management By Walking Around Strategy to listen to and facilitate the group discussions*

#### Slide 8

**SAY:** In a leadership role, the ability to trust and have an open mind is not always easy. However, leaders who do not possess these qualities can become micromanagers.

Just as a FTO learns to trust that their trainee will do the right thing, a leader must trust those that they work with will do their jobs. Relationships should be developed as one-on-one interactions as this helps to build trust between an FTO and their officer trainee. Trusting an FTO's abilities builds confidence and creates an environment they enjoy working in. Just as the FTO built trust with the trainee, once the leader establishes trust, they find themselves working with officers who are more productive, happier at work and seek solutions to problems that may arise.

**ASK:** What did you discuss with your table group as ways that you can establish trust with your trainee as you go through the Field Training Program with them?

**SAY:** A great deal of trust and responsibility go with this assignment, and each member of the Field Training Program must be willing to

#### Slide 8



#### Possible Responses:

- Transparency
- Open dialogue
- Having answers to questions or finding the answers

accept it. You establish trust by doing what you promised, being consistent, and walking the walk

**Slide 9**

**ASK:** When you went through field training, how many of you heard the phrase “it’s my way or the highway” OR were given the impression that your FTO’s way of doing things was the only right way?

**SAY:** Having an open mind and accepting there are various methods to accomplish a task is difficult at first. Most of us are very structured in the way we conduct business and it’s tough to stand by and watch someone complete a task differently than we would.

To be clear, we’re not talking about a trainee failing to follow law or BPD policy or procedure when completing a task. That needs to be corrected, of course. But we all know that within law and policy there can be different ways of handling things.

Remember, allowing your trainee to struggle and fail is an essential part of their training. You must allow them to think for themselves, use the resources available to them and make decisions on their own. This will instill the confidence and competence needed to be successful.

**ASK:** What did you discuss with your table group as ways that you can ensure that you do not fall into trap of thinking that your way is the only way, and how can you ensure that you’re providing your trainee with opportunities to do things on their own?

**SAY:** It is incumbent upon the FTO to work within acceptable limits, and to individualize a training approach for each trainee. Sufficient flexibility has been built into this Field Training Program so that the individual needs of the trainee officer and the organization can both be met. It is expected that the trainee has the necessary qualities to succeed and, with effective training, the majority of them will successfully complete the Field Training Program.

**Slide 9**



EFFECTIVE LEADERS KNOW THEIR WAY IS NOT THE ONLY WAY

*Look for a show of hands*

**Possible Responses:**

- Keeping an open mind
- Allowing trainee to express their concerns and address them objectively

#### Slide 10

**SAY:** Open-minded leaders are surrounded by officers who are smart, innovative and driven by a desire for excellence. However, having an open mind as a leader does not mean that a leader accepts every suggestion. What it does mean is that leaders do not let their decision-making abilities become clouded by assumptions. Being a leader who will listen to suggestions, implement them and give proper credit, conveys an attitude that filters to others.

Leaders who did not benefit from the lessons may find it difficult to have an open mind and trust their officers. Only when a leader practices self-reflection and acknowledges their weaknesses, strengths, flaws and biases will they be able to truly appreciate the skills of those they work with.

**ASK:** Please take a moment to share what your table group discussed in regard to self-reflection.

#### Slide 10

##### EFFECTIVE LEADERS PRACTICE SELF-REFLECTION



#### Possible Responses:

- Knowing that your way isn't the only way of doing things
- Keeping an open mind when it comes to trainee's decisions

#### Slide 11

**ASK:** What does it mean to show empathy?

**SAY:** When we joined BPD, we all started at the same place as a trainee. Having this shared experience coupled with our experiences in patrol has also given us a lot of the same doubts, questions and confidence issues that often plague new officers. Being able to understand this makes a better experience for everyone.

When you have the ability to put yourself in the shoes of your trainee, it allows you to objectively analyze a situation and respond appropriately. It also gives you the ability to empathize and communicate in a way

#### Slide 11



##### EFFECTIVE LEADERS DEMONSTRATE EMPATHY

#### Desired Response:

To demonstrate and share the feelings of another person

that makes sense to them. Additionally, listening to a trainee with empathy gives you the opportunity to have a two-way conversation with them and reduces the tension often associated with difficult conversations. This will give you the chance to turn a negative situation into a positive learning tool by analyzing it with an open mind and responding appropriately.

**ASK:** What did you discuss with your table group regarding how you can use empathy to provide support to your trainee?

**SAY:** As an FTO, you will often be placed into the situation where you become the problem-solving resource for your trainee. This may include a trainee's personal problems as well. Normally, the best way to accomplish this is through counseling.

FTOs must develop the skills to help trainees solve their own problems. By allowing them to discuss issues, and by gently guiding them through these issues, many of the trainee's problems can be solved. Empathy is an imperative FTO quality and one that will continue to build rapport and provide the ability to solve problems.

**Possible Responses:**

- Role reversal
- Active listening
- Restating the problem
- Recognizing emotions

**Slide 12**

**SAY:** Many FTOs, just as leaders, tend to want to compare their trainees to their best and former trainees. As an FTO, you must evaluate your trainee based on their individual abilities and not compare them to others. Because as leaders, we must be objective. Resisting the urge to compare one trainee to another, is done by considering each trainee's individual performance and evaluating them in a fair manner. In doing so, each FTO can objectively evaluate their trainee with an open mind, have trust in their abilities, and a degree of empathy, thus providing them with an acceptable application of the term minimum standard.

**ASK:** What did you discuss with your table group regarding demonstrating objectivity as you work with your trainee?

**SAY:** FTOs can be influenced by the opinions of training officers at the academy, other FTOs, and the opinions of their peers. As trainers we need to be consciously aware of what we're doing with the information we receive about trainees. Hearing that a trainee has a failure to recognize danger should be an opportunity to focus on remedial,

**Slide 12**



**Possible Responses:**

- Don't let your biases and personal feelings interfere with decisions

scenario and intensive training and not an excuse to write them off as a loss. FTO's should have a success-first attitude, bolstered by maintaining confidence in your trainees. Justice is synonymous with fairness. In your role of FTO, you must be objective and fair in your evaluations of your trainee's performance. Personal feelings are never a factor in a fair and objective performance evaluation. A good FTO is capable of impartiality.

### Slide 13 Group Activity – Scenario#1

**SAY:** You're now going to receive a scenario handout and activity sheet. What I'd like for you to do, is work with your table groups to read through the scenario, identify the relevant information and evaluate the FTO's leadership traits based on how the scenario was handled. There are some key points to pay close attention to in the scenario.

The FTO and his trainee responded to two calls for the same suspect who was loitering. The suspect had returned after being given a warning the first time and did not have identification. The trainee was advised that there were multiple ways to handle the call regarding how to ID suspect and what to do. In the end, the officer decided to arrest the suspect.

Using the checklist provided, you and your group will go through each of the key leadership characteristics and identify how the FTO demonstrated the characteristics by creating a bulleted list of information.

**ASK:** Does anyone have any questions?

**SAY:** Ok, you'll have about 5 minutes, you may begin.

### Slide 14 Scenario #1 Review

**SAY:** Ok time is up. Let's review scenario number one. Tell me how your group evaluated the FTO's leadership characteristics.

### Slide 13

#### SCENARIO #1 ACTIVITY

##### Loitering Scenario Key Points

- 2 calls for suspect loitering
- No ID
- Returned to location
- Multiple ways to handle call
- Alternative way to ID suspect
- Trainee's final decision
- Doesn't use alternative options to ID suspect
- Arrests suspect



*Pass out copies of Appendix B (scenario #1) and the activity sheet*

*The facilitator should answer any questions posted by students*

*The facilitator should utilize the Management By Walking Around Strategy to listen to and facilitate the group discussions. Answers any questions posed by students to ensure understanding of the scenario*

### Slide 14

#### SCENARIO #1 ACTIVITY

Leadership Characteristics	How the FTO Demonstrated the Characteristic(s)
Effective Leaders Learn to Trust	
Effective Leaders Know Their Way is Not The Only Way	
Effective Leaders Practice Self-Reflection	
Effective Leaders Demonstrate Empathy	
Effective Leaders Embrace Uncertainty	





for you to reflect on his terminology of the “Quarter Step” and how that aligns with our FTO Leadership Characteristics.

**ASK:** What are some key take-aways you got from this case study?

**SAY:** The case study showed us that the FTO Quarter Step is a real-life leadership action that quite literally forces a young officer to take the lead, step up, make decisions and learn on the fly. But it is also a metaphor for how we should all lead regardless of the occupation. As FTO leaders, it is our job to give our trainee the space necessary, to delegate and empower them so they can step up, apply what you’ve taught them. If you never give them the opportunity and the room to grow, they never will.

#### Slide 16 Group Activity – Scenario #2

**SAY:** You’re now going to receive another scenario handout and new activity sheet. You’re going to work with your table group to repeat the same steps you did for the first scenario by identifying the relevant information and evaluating the FTO’s leadership traits based on how the scenario was handled.

Again, there are some key points to pay close attention to in the scenario.

**SAY:** The FTO and his trainee are conducting a car stop for a broken brake light. The FTO allows the trainee to handle the car stop while being observed. The trainee fails to introduce himself, notify the driver that he’s being recorded, or properly request the license and registration. During the debrief, the FTO provides feedback and the trainee becomes argumentative.

Using the checklist provided, you and your group will go through each of the key leadership characteristics and identify how the FTO

#### CASE STUDY



**NOTE:** To play the case study, click on the image shown on the slide. If the image won’t work, the URL is in the slide notes

#### Possible Responses:

- Learn how to take a step back and allow your trainee to fail forward
- Empower trainees to take initiative
- Allow your trainee to take the lead
- Letting your trainee take the lead builds trust

#### Slide 16

##### SCENARIO #2 ACTIVITY

##### Car Stop Scenario Key Points

- Trainee handles call
- Does not introduce himself
- Does not follow tactics for safety
- Driver’s license is suspended
- Debrief occurs concluding the car stop
- FTO shares positives/negatives of car stop
- Trainee becomes argumentative with FTO



Pass out copies of Appendix B (scenario #2) and activity sheet

demonstrated the characteristics by creating a bulleted list of information.

**ASK:** Does anyone have any questions?

**SAY:** Ok, you'll have about 5 minutes, you may begin.

*The facilitator should answer any questions posted by students*

*The facilitator should utilize the Management By Walking Around Strategy to listen to and facilitate the group discussions. Answers any questions posed by students to ensure understanding of the scenario*

### **Slide 17 Scenario #2 Review**

**SAY:** Ok time is up. Let's review scenario number two. Tell me how your group evaluated the FTO's leadership characteristics.

**ASK:** How did the FTO demonstrate that effective leaders learn to trust?

**SAY:** Right! The FTO allowed this trainee to make the decisions to conduct the vehicle stop.

**ASK:** How did the FTO demonstrate that effective leaders know their way is not the only way?

### **Slide 17**

SCENARIO #2 ACTIVITY	
Leadership Characteristics	How You Would Demonstrate the Characteristic(s)
Effective Leaders Learn to Trust	
Effective Leaders Know Their Way Is Not The Only Way	
Effective Leaders Practice Self-Reflection	
Effective Leaders Demonstrate Empathy	
Effective Leaders Embrace Objectivity	

#### **Desired Responses:**

- The FTO allowed the trainee to make their own decisions during the stop. Failing Forward

#### **Desired Responses:**

- Letting the trainee decide what action to take after it was discovered that the driver's license was suspended.

**SAY:** The FTO allowed the trainee to decide what action to take after finding out the license was suspended instead of suggesting a preferred course of action.

**ASK:** What did the FTO do to demonstrate self-reflection?

**SAY:** Perfect! The FTO used the time driving back to the station to analyze and reflect the situation.

**ASK:** How did the FTO demonstrate empathy?

**SAY:** The FTO listened to what the trainee had to say without losing sight of the task at hand. The FTO even went as far as quoting policy to calm the situation and allow feedback.

**ASK:** What did the FTO do to embrace objectivity?

**SAY:** The FTO let the trainee speak their mind without interfering then responded back with correct facts and departmental policy.

**Desired Responses:**

- Took time to think about the traffic stop. Didn't address the trainee immediately.

**Desired Responses:**

- FTO did not lose their temper.

**Desired Responses:**

- FTO didn't allow personal thoughts and feelings to reflect in their response.

### III. REVIEW/EVALUATION/CLOSURE

#### Slide 18

**SAY:** Leadership for the Field Training Officer is about your ability to empower others and help them reach personal goals while working together to accomplish organizational goals. Good communication is vital as we explore how to interact with the trainee under both stressful and exhilarating circumstances. It is your responsibility as an FTO to know your trainee's communication styles as well as how to work with them under pressure without alienating them.

**ASK:** Why do you think it's important that you are not only a good FTO, but a leader too?

**Time:** (15 minutes)

#### Slide 18

**NOTE:** Content on this slide is hidden. Use the mouse to click and reveal when directed.



**Possible Responses:**

- To set a good example for the trainee
- To exemplify the mission and values of BPD

**Click mouse to reveal evaluation form with red arrow**

**SAY:** So, you may be wondering why your ability to be a leader is so important. Well, when a trainee completes the evaluation of their FTO, one of the key categories they will be asked about is your leadership skills.

*Click mouse to reveal zoomed in portion of evaluation form*

**SAY:** Take a look at what that category specifically states: As a leader and supervisor, the FTO shares responsibility, helps you develop professionally, establishes clear expectations, holds you accountable, models appropriate behavior, sets goals, and oversees daily work.

### Slide 19

**SAY:** Let's take this time to revisit the leadership characteristics we discussed earlier and see how they connect directly to BPD's expectations.

Place these evaluation points next to each category where they fit best. **Keep in mind, some of the evaluation points may fit in more than one category.**

- Shares responsibility
- Helps you develop professionally
- Establishes clear expectations
- Holds you accountable
- Models appropriate behavior
- Sets goals
- Oversees daily work.

**SAY:** I'll give you about 5 minutes to complete your charts. Don't forget that you may see that some of the evaluation points can be put into more than one category. You may begin.

### Slide 19

#### CONNECTING LEADERSHIP CHARACTERISTICS TO BPD'S FTO PROGRAM

Leadership Characteristics	FTO EVALUATION CONNECTION
Effective Leaders Learn to Trust	<div>Place these evaluation points next to each category where they fit best.</div> <ul style="list-style-type: none"> <li>• Shares responsibility</li> <li>• Helps you develop professionally</li> <li>• Establishes clear expectations</li> <li>• Holds you accountable</li> <li>• Models appropriate behavior</li> <li>• Sets goals</li> <li>• Oversees daily work.</li> </ul>
Effective Leaders Know Their Way Is Not The Only Way	
Effective Leaders Practice Self-Reflection	
Effective Leaders Demonstrate Empathy	
Effective Leaders Embrace Objectivity	

*Pass out copies of Appendix C (1 to each table group)*

### Slide 20

**SAY:** Let's start with the first characteristic "Effective Leaders Learn to Trust". As you identify the key points from the manual that you believed fit best with the FTO Leadership Characteristics, please take a moment to share your thoughts regarding why you placed them there.

**ASK:** What key points from the FTO Manual did you identify fit best with this?

**SAY:** Let's see if we had similar thoughts

- Shares responsibility

### Slide 20


**NOTE:** Content on this slide is hidden. Use the mouse to click and reveal when directed.

#### CONNECTING LEADERSHIP CHARACTERISTICS TO BPD'S FTO PROGRAM

Leadership Characteristics	FTO EVALUATION CONNECTION
Effective Leaders Learn to Trust	<ul style="list-style-type: none"> <li>• Shares responsibility</li> <li>• Helps you develop professionally</li> <li>• Establishes clear expectations</li> <li>• Holds you accountable</li> <li>• Models appropriate behavior</li> <li>• Sets goals</li> <li>• Oversees daily work.</li> </ul>
Effective Leaders Know Their Way Is Not The Only Way	<ul style="list-style-type: none"> <li>• Shares responsibility</li> <li>• Helps you develop professionally</li> <li>• Establishes clear expectations</li> <li>• Holds you accountable</li> <li>• Models appropriate behavior</li> <li>• Sets goals</li> <li>• Oversees daily work.</li> </ul>
Effective Leaders Practice Self-Reflection	<ul style="list-style-type: none"> <li>• Shares responsibility</li> <li>• Helps you develop professionally</li> <li>• Establishes clear expectations</li> <li>• Holds you accountable</li> <li>• Models appropriate behavior</li> <li>• Sets goals</li> <li>• Oversees daily work.</li> </ul>
Effective Leaders Demonstrate Empathy	<ul style="list-style-type: none"> <li>• Shares responsibility</li> <li>• Helps you develop professionally</li> <li>• Establishes clear expectations</li> <li>• Holds you accountable</li> <li>• Models appropriate behavior</li> <li>• Sets goals</li> <li>• Oversees daily work.</li> </ul>
Effective Leaders Embrace Objectivity	<ul style="list-style-type: none"> <li>• Shares responsibility</li> <li>• Helps you develop professionally</li> <li>• Establishes clear expectations</li> <li>• Holds you accountable</li> <li>• Models appropriate behavior</li> <li>• Sets goals</li> <li>• Oversees daily work.</li> </ul>

*Call on a few groups to share their answers*

<ul style="list-style-type: none"> <li>• Helps you develop professionally</li> <li>• Models appropriate behavior</li> <li>• Sets goals</li> <li>• Oversees daily work; the FTO cares about his/her position and makes an effort to observe and provide feedback to the officer trainee. If he/she did not oversee daily work, and stood by and just let the officer trainee do he/she wanted, trust would not be established</li> </ul> <p><b>ASK:</b> What key points from the FTO Manual did you identify fit best with “Effective Leaders Know Their Way is Not the Only Way”?</p> <p><b>SAY:</b> Let’s see if we had similar thoughts</p> <ul style="list-style-type: none"> <li>• Shares responsibility</li> <li>• Helps you develop professionally</li> <li>• Establishes clear expectations; these expectations make it known to the officer trainee that there is an established “rule of thumb”, while at the same time being flexible in regards to understanding that there is more than one way to meet those expectations</li> <li>• Holds you accountable; by holding them accountable, an FTO allows the officer trainee to make their own decisions while ensuring they can justify and/or explain why their decision follows BPD policy.</li> <li>• Oversees daily work; again, while overseeing the daily work of their officer trainee, he/she is constantly providing feedback and allowing the trainee to perform to his/her potential while not pigeon-holing their officer trainee to one way of doing things.</li> </ul> <p><b>ASK:</b> What key points from the FTO Manual did you identify fit best with “Effective Leaders Practice Self-Reflection”?</p> <p><b>SAY:</b> Let’s see if we had similar thoughts</p> <ul style="list-style-type: none"> <li>• Helps you develop professionally</li> <li>• Models appropriate behavior</li> <li>• Shares responsibility</li> </ul> <p><b>ASK:</b> What key points from the FTO Manual did you identify fit best with “Effective Leaders Demonstrate Empathy”?</p> <p><b>SAY:</b> Let’s see if we had similar thoughts</p> <ul style="list-style-type: none"> <li>• Shares responsibility</li> <li>• Helps you develop professionally</li> </ul>	<p><b>Click mouse to reveal first (top) box.</b></p> <p><i>Call on a few groups to share their answers</i></p> <p><b>Click mouse to reveal next box</b></p> <p><i>Call on a few groups to share their answers</i></p> <p><b>Click mouse to reveal next box</b></p> <p><i>Call on a few groups to share their answers</i></p>
--	--

<ul style="list-style-type: none"> <li>• Sets goals</li> </ul> <p><b>ASK:</b> What key points from the FTO Manual did you identify fit best with “Effective Leaders Embrace Objectivity”?</p> <p><b>SAY:</b> Let’s see if we had similar thoughts</p> <ul style="list-style-type: none"> <li>•</li> <li>• Establishes clear expectations</li> <li>• Holds you accountable</li> <li>• Sets goals</li> <li>• Oversees daily work</li> </ul> <p><b>SAY:</b> Being a certified FTO is not just about knowing the ins and outs of the job or the department but more importantly being a positive role model, mentor and leader. You must conduct yourself in a professional manner at all times, teach Department policy, and set an example by virtue of your knowledge, behavior, and appearance. And, as an FTO, you should remember that the new Officer will be a product of what is taught and of the behavior demonstrated.</p>	<p><b>Click mouse to reveal next box</b></p> <p><i>Call on a few groups to share their answers</i></p> <p><b>Click mouse to reveal next box</b></p>
<p><b>Slide 21</b></p> <p><b>ASK:</b> What questions do you have for me?</p>	<p><b>Slide 21</b></p>  <p><i>The facilitator should answer any questions posed.</i></p>

**APPENDIX A**  
*FTO Leadership Characteristics Discussion Cards Activity*  
*(Slide 7)*

**LEARNING TO TRUST**

**KNOWING YOUR WAY  
ISN'T THE ONLY WAY**

<b>PRACTICING SELF-REFLECTION</b>	<b>DEMONSTRATING EMPATHY</b>
<b>EMBRACING OBJECTIVITY</b>	

## **APPENDIX B – SCENARIO #1**

### ***FTO Leadership Characteristics Scenario Activity (Slide 13)***

A trainee and her FTO arrive to a call for loitering after a call from KGA came out from a store owner complaining that a man was sitting out front of his store where a “No Loitering” sign is posted. Upon arrival, the FTO advises the suspect, “Hey man, you can’t be here...” The suspect acknowledges and appears to walk away, at which time, the trainee and FTO leave.

They return to the location 15 minutes later after receiving a second call from KGA informing them that the suspect they spoke to earlier has returned. The FTO



explains to the trainee that there are multiple courses of actions the trainee can take, depending on further investigation (warning, citation, arrestable if meets standards, etc.) and advises the trainee to take the lead on handling the call and decide what course of action to take. The trainee asks the suspect for his ID and is informed by the suspect that he doesn't have ID. The trainee knows that, per the law, if the individual does not have an ID, he could be arrested. So, the trainee informs her FTO that she's going to arrest the suspect for loitering since he doesn't have identification.

The FTO reminds the trainee that although an arrest could be made, there are other ways she could go about identifying the suspect. The FTO continues to explain to the trainee that if she wanted to utilize one of the alternative options to identify the individual, she could do so. The FTO also explains to the trainee that just because she knows someone can be arrested, doesn't always mean that it's the best course of action. The FTO trusted the trainee, listened without negative feedback, repeated the answer back to the trainee, and was objective. The trainee proceeds to conduct an arrest of the suspect.

## **APPENDIX B– SCENARIO #2**

### ***FTO Leadership Characteristics Scenario Activity (Slide 16)***

An FTO and trainee conduct a car stop for a rear brake light being out, and the trainee is advised to proceed with the stop. The trainee approaches the vehicle and demands the driver's license and registration without properly introducing himself or asking the driver where they keep their license and registration before it's retrieved. The driver provides documentation and the trainee and FTO return to the patrol vehicle.

Upon further investigation, it is discovered that the driver's license is currently suspended, and the FTO allows the trainee to decide what course of action to take (issuance, allow someone else to pick up the vehicle, have vehicle towed). During the drive back to the station, the FTO takes time to internally reflect on what went well and what can be improved upon.

After the stop is completed and the FTO and his trainee return to the station, the FTO advises the trainee what he did well with the initial stop, and also explains to the trainee that he needs to identify himself and explain to the driver why they were stopped and that they were being recorded. For tactical purposes, the trainee is also advised that he should have asked the driver where their license and registration are kept before they began reaching for the information. The trainee begins to argue with the FTO that this is not what he was taught at the academy and proceeds to become argumentative. The FTO calmly assures the trainee that this is what he was taught by both the EVOC staff and academy staff, and that it is also part of the current Departmental Policy 824 regarding initial introductions during a car stop. The FTO explains that he understands this is the trainee's first car stop and that the trainee might be nervous with high adrenaline, which can often cause one to skip steps which are crucial for efficiency and safety.

## **APPENDIX B – SCENARIO #1 ANSWER SHEET**

### *FTO Leadership Characteristics Scenario Activity (Slide 14)*

<b>Leadership Characteristics</b>	<b>How the FTO Demonstrated the Characteristic</b>
Effective Leaders Learn to Trust	
Effective Leaders Know Their Way Is Not The Only Way	
Effective Leaders Practice Self-Reflection	
Effective Leaders Demonstrate Empathy	
Effective Leaders Embrace Objectivity	

**APPENDIX B – SCENARIO #2 ANSWER SHEET**  
*FTO Leadership Characteristics Scenario Activity (Slide 17)*

<b>Leadership Characteristics</b>	<b>How the FTO Demonstrated the Characteristic)</b>
Effective Leaders Learn to Trust	
Effective Leaders Know Their Way Is Not The Only Way	
Effective Leaders Practice Self-Reflection	
Effective Leaders Demonstrate Empathy	
Effective Leaders Embrace Objectivity	

**APPENDIX C**  
**LEADERSHIP QUALITIES AND THE FTO EVALUATION**  
**Activity (Slide 17)**

*Place these evaluation points next to each category where they fit best*

- Shares responsibility
- Helps you develop professionally
- Establishes clear expectations
- Holds you accountable
- Models appropriate behavior
- Sets goals
- Oversees daily work.

Leadership Characteristics	BPD'S FTO'S Evaluation Connection
Effective Leaders Learn to Trust	
Effective Leaders Know Their Way Is Not The Only Way	
Effective Leaders Practice Self-Reflection	
Effective Leaders Demonstrate Empathy	
Effective Leaders Embrace Objectivity	