

<p align="center"><b>BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</b></p> <p align="center"><b>LESSON PLAN</b></p>		
<p><b>COURSE TITLE:</b> Field Training Officer Program</p> <p><b>LESSON TITLE:</b> Trainee Counseling</p>		
<p><b>New or Revised Course</b> <span style="float: right;"><input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</span></p> <p><b>Prepared By:</b> Police Officer Tarsha Taru  Richard Duvall-BPD <span style="float: right;"><b>Date:</b> 03/17/2021</span>  Charles Lewis MPCTC <span style="float: right;">08/30/2021</span></p> <p><b>Academic Director Approval:</b> Director Gary Cordner <span style="float: right;"><b>Date:</b></span></p>		
<b>PARAMETERS</b>	Lesson hours: 120 minutes Class size: 25-30 Space needs: Classroom	<input type="checkbox"/> Entry-level <input type="checkbox"/> Continuing Education <input checked="" type="checkbox"/> Other
<p><b>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS</b> (if any) All attendees must have completed a minimum of 2 years as a Police Officer.</p>		
<p><b>LESSON HISTORY</b> (previous versions, titles if applicable) This lesson plan was adopted from the MPCTC FTO curriculum.</p>		
<p><b>PERFORMANCE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Through facilitated discussion, students will define and explain effective trainee counseling, to the satisfaction of the instructor</li> <li>Through facilitated discussion and a practical exercise, students will compare informal and formal counseling, to the satisfaction of the instructor.</li> </ol>		<p><b>ASSESSMENT TECHNIQUE</b></p> <ol style="list-style-type: none"> <li>Facilitated Discussion</li> <li>Facilitated Discussion &amp; Practical Exercise</li> </ol>

3. Given a group activity, students will determine the indicators of when a counseling session may be needed, to the satisfaction of the facilitator.  4. Given a role-playing exercise, students will utilize effective counseling skills, to the satisfaction of the instructor.  5. Given a practical exercise, students will appropriately document the counseling session, to the satisfaction of the facilitator.  6. Given a cumulative written exam, students will apply learned content and score a 70% or higher to demonstrate proficiency.	3. Group Activity  4. Role-Playing Exercise  5. Practical Exercise  6. Cumulative Written Exam
<p style="text-align: center;"><b>MPCTC OBJECTIVES</b> (if applicable)  <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> 1. Define counseling. (C-1)  2. Compare informal counseling to formal counseling. (C-2)  3. Demonstrate a counseling session. (C-3)  4. Outline the indicators of when a counseling session may be needed. (C-4)	
<p style="text-align: center;"><b>INSTRUCTOR MATERIALS</b></p> PowerPoint, lesson plan, computer/laptop, projector	
<p style="text-align: center;"><b>TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</b></p> Computer/ laptop, projector, power point	
<p style="text-align: center;"><b>STUDENT HANDOUTS</b></p> FTO Reference Manual 18A Practical Exercise 18B Practical Exercise	

<p><b>METHODS/TECHNIQUES</b></p> <p>Facilitated discussion, lecture, practical exercise, role-playing scenario, and written exam</p>
<p><b>REFERENCES</b></p> <p>FTO 2021 Training Plan</p> <p>FTO Policy</p>
<p><b>GENERAL COMMENTS</b></p> <p>This lesson is intended for use in the FTO Program. The instructor should have experience as an FTO. Participants in this course must have completed a minimum of 2 years as a police officer.</p>

### 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> Officer Tarsha Taru	<b>Date:</b> 3-17-21, 8-30-21		
<b>Curriculum Specialist:</b> Dawn Peake	<b>Date:</b> 3-30-21, 8-30-21		
<b>Reviewing Supervisor:</b> Sgt. Kara Gladden	<b>Date:</b>		
<b>Reviewing Commander:</b> Lt. Michael Brinn	<b>Date:</b> 9-1-21		

**COURSE TITLE:** Field Training Officer Program

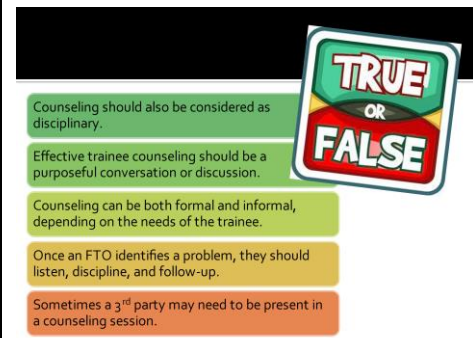
**LESSON TITLE:** Trainee Counseling

PRESENTATION GUIDE	FACILITATOR NOTES
<p><b>I. ANTICIPATORY SET</b></p> <p><b>Slide 1</b></p> <p>Welcome to “Trainee Counseling”. My name is _____ and I have _____ years with the Baltimore City Police Department. In this course, we will discuss the importance of trainee counseling.</p> <p><b>ASK:</b> What is trainee counseling? What is trainee counseling “NOT”?</p> <p><b>EXPLAIN:</b> FTOs frequently find themselves “counseling” field trainees. In fact, they may find that they have to counsel them several times in a given work-day. At such times, counseling may be informal and take the form of providing simple directions about how to complete a task or providing feedback after trainees have completed an assignment or after they have handled a situation.</p> <p>Other times, it may be formal and take place in a highly-structured environment such as when a field trainee is given a formal evaluation by the FTO. In any case, counseling a field trainee requires that an FTO employ effective communication skills, including using a great deal of sensitivity.</p>	<p><b>Time 5 min</b></p> <p><i>The instructor should introduce self and experiences as an FTO and with POTs.</i></p> <p><b>Slide 1</b></p>  <p><b>Desired Responses:</b></p> <ul style="list-style-type: none"><li>● Trainee counseling is a purposeful conversation and/or discussion. It is a positive technique, providing guidance to field trainees.</li><li>● Trainee counseling is NOT part of a disciplinary process and should not be seen in a negative light.</li></ul>

### Slide 2 True or False?

Take a minute to respond to the following statements as true or false, based on your experiences, etc. Number your paper from 1 to 5. We'll review answers at the conclusion of this lesson.

### Slide 2



Counseling should also be considered as disciplinary.

Effective trainee counseling should be a purposeful conversation or discussion.

Counseling can be both formal and informal, depending on the needs of the trainee.

Once an FTO identifies a problem, they should listen, discipline, and follow-up.

Sometimes a 3<sup>rd</sup> party may need to be present in a counseling session.

*For the True/False activity, the instructor could have participants use a page from their manual or distribute a post-it note to each.*

*Students should keep their post-it notes on their desks for the conclusion of the lesson.*

## II. INSTRUCTIONAL INPUT (CONTENT)

### Slide 3

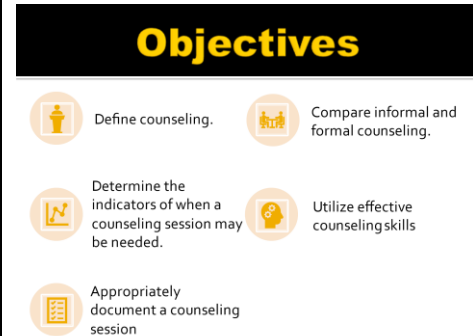
Throughout this training, we will focus on the following objectives:

- Define counseling.
- Compare informal and formal counseling.
- Determine the indicators of when a counseling session may be needed.
- Utilize effective counseling skills
- Appropriately document a counseling session

Since counseling plays such a pivotal and crucial role in a field training program, it will be discussed at length in this portion of this training program. Counseling as used in this program is **NOT** part of the disciplinary process nor should it be seen in a negative light. As will be seen with its definition, counseling is a **POSITIVE** technique that is intended to provide guidance and direction to a field trainee.

**Time:** 50 minutes

### Slide 3



## Objectives

- Define counseling.
- Compare informal and formal counseling.
- Determine the indicators of when a counseling session may be needed.
- Utilize effective counseling skills
- Appropriately document a counseling session

#### Slide 4 Counseling Defined

Counseling in general is defined as the attempt to ASSIST someone through the use of a PURPOSEFUL CONVERSATION or DISCUSSION, in an understanding atmosphere.

**EXPLAIN:** counseling is simple a conversation that provides support and feed back to your trainee. Try capitalizing on strengths by always starting the conversation with what performance areas the trainee did well in. Then focusing your conversation on the areas that need improvement. Offering solutions in weaker performance areas. Counseling is not criticism.

With the person next to you, discuss the following...

**ASK:** How does a purposeful and constructive conversation to assist and support or discussion help a field trainee? Think about what they gain from the counseling.

**EXPLAIN:** Counseling sessions can assist a field trainee... (*Review any that were not discussed.*)

- clarify a situation
- help the individual come to terms with some new experience
- see a problem or difficulty more clearly and objectively
- face a problem with less anxiety and tension
- make a decision
- change or modify his/her behavior so that it conforms to established standards

#### Slide 4

**COUNSELING is defined as:**

The attempt to ASSIST someone using...

PURPOSEFUL CONVERSATION

DISCUSSION

in an understanding atmosphere.

*The instructor should allow about 1-2 minutes for partners to discuss and then invite participants to share with the group.*

#### Desired Responses:

- clarify a situation
- help the individual come to terms with some new experience
- see a problem or difficulty more clearly and objectively
- face a problem with less anxiety and tension
- make a decision
- change or modify his/her behavior so that it conforms to established standards



### Slide 5 Counseling

Effective counseling...

- Incorporates the problem-solving process into a personnel management issue
- Is a positive and constructive supervisory tool
- Is often the most direct and most efficient means to have a positive impact on the performance or behavior of an employee
- When conducted in a formal manner, it is different than providing feedback or coaching to an employee.

Such counseling can be documented in the form of a “contract” between the employee and the FTO outlining performance expectations, the steps to be taken to meet those expectations and the consequences for failure. This example is considered a formal counseling session.

### Slide 5

#### COUNSELING:

Incorporates the problem-solving process

Positive and Constructive

Most direct and most efficient means to have an impact

**Formal** is different than providing feedback or coaching

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### Slide 6 Counseling

Counseling focuses on:

- a specific incident(s)
- a particular aspect of an employee’s performance that has been identified needing improvement

AND/OR

- the employee’s overall work performance or behavior, including attitude, judgment, work ethic, etc.

### Slide 6

#### Counseling focuses on:

a specific incident(s)

a particular aspect of an employee’s performance

the employee’s overall work performance or behavior

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### Slide 7 Formal vs. Informal

We’re going to take a minute to discuss the difference between formal and informal counseling and when each is appropriate and/or necessary.

### Slide 7

#### FORMAL vs. INFORMAL

##### Formal

- Documented with action plan for corrective measure:



##### Informal

- Frequently occurs as feedback and/or coaching



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(Click to reveal appropriate responses.)

**Desired Responses:**

<p><b>ASK:</b> What is the difference between formal and informal counseling?</p> <p><b>ASK:</b> How do you know when to conduct a formal and when a more informal approach may be needed?</p> <p><b>EXPLAIN:</b> In an FTO program much of the counseling that occurs is <u>informal</u> and takes the form of advice given to a trainee by his/her FTO. It often takes place during informal conversations between an FTO and a field trainee in which an FTO shares his/her experience or insight into a situation with the trainee. While in many cases these counseling sessions are undocumented, that does not mean that they are less significant or have less of an impact on the development of the trainee. On the contrary, these informal exchanges frequently are the catalyst for improved performance.</p> <p>BPD's FTO program requires that an FTO debrief his/her trainee at the end of each shift by providing the trainee with an assessment of his/her performance/behavior.</p>	<ul style="list-style-type: none"> <li>• Formal – documented with action plan for corrective measures</li> <li>• Informal – frequently occurs as feedback and/or coaching, not documented like a formal counseling session</li> </ul> <p><b>Desired Responses:</b></p> <ul style="list-style-type: none"> <li>• Formal – necessary to document, perhaps there's a more serious behavior and/or a persistent behavior, despite informal feedback</li> <li>• Informal – necessary for improvement or polishing of a skill, quick fix, general coaching of expectations and/or protocols, takes the form of advice</li> </ul>
<p><b>Slide 8 Formal Counseling</b></p> <p>Just because the counseling session is formal, doesn't mean you are not coaching or providing feedback. Your documentation of your feed back to your trainee is considered a formal counseling session. Remember</p>	<p><b>Slide 8</b></p>

from the previous lesson that when coaching your trainee, you want to assist the trainee with generating results/improvements with their performance or behavior. So, stating the desired outcome and providing examples through demonstration, patience, and encouragement are examples of coaching.

**ASK:** How would you describe what feedback is? What about coaching?

**EXPLAIN:** Formal counseling frequently occurs as one of the following when the exchange between an FTO and trainee is documented:

#### Feedback

- letting employees know how they are doing
- identifying performance or behavior problems
- making clear expectations for future performance

#### Coaching

- identifying a performance/behavior problem
- demonstrating correct behavior or performance
- discussing an issue/problem/situation that is confronting an individual and suggesting alternative approaches to dealing with the situation.

#### Slide 9 Formal Counseling Sessions are intended to...

FTO formal counseling sessions are intended to:

- communicate an FTO's observations/concerns about a trainee's

## Feedback & Coaching

### Feedback

- Letting employees know how they are doing
- Identifying performance or behavior problems
- Making clear expectations for future performance

### Coaching

- Identifying a performance or behavior problem
- Demonstrating correct behavior or performance
- Discussing an issue/problem/situation and suggesting alternative approaches

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#### Desired Responses:

- Feedback - letting employees know how they are doing, identifying performance or behavior problems, making clear expectations for future performance
- Coaching - identifying a performance/behavior problem, demonstrating correct behavior or performance, discussing an issue/problem/situation that is confronting an individual and suggesting alternative approaches to dealing with the situation

#### Slide 9

<p>performance/behavior/judgment directly to the trainee</p> <ul style="list-style-type: none"> <li>• determine, if possible, the cause of the trainee's actions</li> <li>• identify avenues for improvement and/or development</li> <li>• improve the trainee's performance</li> <li>• discuss any issues/misgivings/problems that a trainee may be experiencing that have not been demonstrated during his/her performance in the field</li> <li>• answer any questions a trainee may have concerning the organization, the FTO program or other professional issues including relationships with family, friends, etc.</li> <li>• provide the trainee with an opportunity to explore career or professional opportunities within the organization</li> </ul> <p>Counseling is the technique most often used during an FTO program to correct performance or behavior problems. Using face-to-face communication between an FTO and the field trainee, counseling employs the steps of the problem-solving model to identify a performance or behavior problem and to develop a solution to it.</p>	<p><b>Formal Counseling Sessions are intended to:</b></p> <ul style="list-style-type: none"> <li>Communicate an FTO's observations / concerns</li> <li>Determine the cause of the trainee's actions</li> <li>Identify ways to improve</li> <li>Discuss any issues / misgivings / problems</li> <li>Answer any questions a trainee may have</li> <li>Explore career or professional opportunities</li> </ul> <p>6</p>
<p><b>Slide 10 FTO's and Trainees</b></p> <p>Even in a highly structured FTO program, there is always the potential for conflict/misunderstanding between an FTO and a trainee.</p> <p><b>Scenario:</b> Your Trainee has been assigned to you for 3 weeks. You work the same area every day. However, most of this time with your trainee you have been coaching them on how to get around post. But being three weeks in you want to test the trainee's ability to get around post while patrolling and answering calls for service. Usually you only allow the trainee to drive for a total of 4 hour per shift but today you are have them driving for 6 hrs. You break the news to your trainee after roll call and your trainee expresses that they don't want to, because they are not confident in their knowledge of the area. Your trainee sits in the</p>	<p><b>Slide 10</b></p> <p><b>FTO &amp; Trainees</b></p> <p>What are some issues that could cause misunderstandings or conflicts between FTO's and trainees?</p> <ul style="list-style-type: none"> <li>Nature of the issue to be discussed</li> <li>Personality of the trainee</li> <li>Personality of the FTO</li> <li>Relationship that has been</li> <li>Potential consequences...if the problem is not resolved</li> </ul> <p>9</p> <p><i>The instructor should allow groups to discuss for approximately 1-2 minutes and then invite participants to share with class.</i></p> <p><i>(Click to reveal responses on slide.)</i></p>

<p>passage seat and refuses to drive. What do you do next?</p> <p>Discuss how you will resolve this conflict with your trainee.</p> <p>With your group, discuss the following...</p> <p><b>ASK:</b> What are some issues that could cause misunderstandings or conflicts between FTO's and trainees?</p> <p><b>EXPLAIN:</b> As you discussed in your groups, the success of an FTO's counseling effort may very well hinge on how one or more of the following impacts the situation:</p> <ul style="list-style-type: none"> <li>• the nature of the issue to be discussed</li> <li>• the personality of the trainee</li> <li>• the personality of the FTO</li> <li>• the relationship that has been developed between the two and the level of TRUST that exists between the two</li> <li>• the potential consequences to the organization, the FTO and the trainee if the problem is not resolved.</li> </ul> <p>FTOs should view a counseling session as a problem-solving exercise rather than as an opportunity to scold, intimidate or threaten a trainee.</p> <p>While an FTO is obligated to advise a trainee of the possible consequences for failing to improve performance or modify behavior (<i>including attitude or work ethic</i>), he/she should understand that the discussion of the possible consequences for failing to change should be seen as a footnote in a discussion that is intended to resolve a problem unless the trainee totally rejects the FTO's call to improve.</p>	<p><b>Desired Responses:</b></p> <ul style="list-style-type: none"> <li>• Nature of the issue to be discussed – might be uncomfortable, yet necessary</li> <li>• Personality clashes</li> <li>• Level of trust between the two</li> <li>• Consequences that could come to the organization if the problem is not resolved</li> </ul>
<p><b>Slide 11 The FTO Counselor...</b></p> <p>During a formal counseling session, once an FTO has brought the performance/behavior issue to the trainee's attention, the FTO, in his/her role as Counselor:</p>	<p><b>Slide 11</b></p>

- Listens
- Limits
- Refers

**ASK:** How would you explain each of these? What role do they have in counseling?

### Listens

- uses active listening skills
- encourages and/or prompts the trainee to talk about the performance/behavior that is being discussed and **explore why that behavior is occurring** (*Ex: lack of training, lack of confidence, lack of understanding, over-aggressiveness, etc.*)
- encourages the trainee to **PROBLEM SOLVE** by examining why the behavior occurred and by identifying and considering alternative approaches that can be used to deal with the situation
- By listening, an FTO can help the employee develop a specific plan of action for future action.

### Limits

- limits his/her comments to observed behavior and the adjustments that need to be made to change or correct that behavior
- recognizes and acknowledges the fact that the trainee may need assistance to deal with the problem that may be affecting their performance/behavior:
  - remedial training
  - coaching
  - more detailed retraining
  - encouragement and confidence

### Refers

- provides personal and professional support to the employee in the form of encouragement and training assistance

## The FTO Counselor...



Listens



Limits

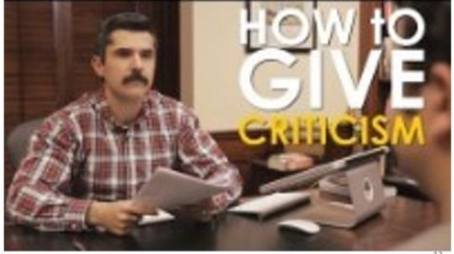


Refers

### Desired Responses:

- *Refer to bulleted items in left column of lesson plan.*

*The instructor should explain how an FTO counselor listens, limits, and refers as needed and based on the discussion had by students.*

<ul style="list-style-type: none"> <li>utilizes agency training resources to provide assistance to the trainee</li> </ul>	
<p><b>Slide 12 CASE STUDY: Constructive Criticism</b>          We're going to take a look at a case study discussing how to give constructive criticism in 6 steps. While viewing, think about how you can provide constructive criticism to your trainee.</p> <p><b>ASK:</b> What are some take-aways for you on how to give constructive criticism to your trainee?</p>	<p><b>Slide 12</b></p> <p><b>Case Study: Constructive Criticism</b></p>  <p><i>Run time: 4 mins, 56 secs</i>  <a href="https://www.youtube.com/embed/TeVTCnU7chU">https://www.youtube.com/embed/TeVTCnU7chU</a></p> <p><b>Possible Responses:</b></p> <ul style="list-style-type: none"> <li>Sometimes criticism can be difficult to give, but it's important to remember that they need to hear it. Not only will it help them improve, it could save their job or life.</li> <li>Have your own emotions in check so that the message is received and the trainee is open to hearing the feedback.</li> </ul>
<p><b>Slide 13 <u>Formal</u> COUNSELING should be:</b></p>	<p><b>Slide 13</b> (<i>Time: 5 minutes</i>)</p>

Understanding how to conduct a counseling session is critical to the success of the effort. If trainees believe that they are being treated unfairly or that an effort is being made to embarrass them, “put them in their place” or to show them that they are “stupid” then all of the counseling, coaching and remedial training efforts of the FTOs will fail. Counseling sessions can be firm and to-the-point without being belittling to the trainee.

Success lies in using the proper techniques. Formal counseling should be:

- Timely
- Private
- Without Distractions
- Positive & Constructive
- Professional
- Prepared
- Direct & Candid

**GROUP ACTIVITY:** Each group will be assigned one of the techniques listed. Your task is to explain what it means when it comes to counseling. Please keep responses to a few words. Be prepared to share. You have 3 minutes to discuss.

*(Use notes below to facilitate discussion.)*

#### **Timely**

- Occur as soon as possible after the incident has occurred or the behavior has been observed
- Delay or inaction may be perceived by the trainee as tacit approval of that behavior.

#### **Conducted in Private**

**ASK:** When would a third-party possibly need to be present during a private counseling session?

**EXPLAIN:** Depending on the circumstances or the nature of the issue to be discussed, an FTO may determine that there is a specific reason to have a third-party present during a counseling session. In the event that this should occur, the FTO should explain to the trainee the reason for the third party’s presence. In the event that the third party is required to comment during the session, his/her comments should be

**Formal  
counseling  
should be...**

Timely

Private

Without  
Distractions

Positive &  
Constructive

Professional

Prepared

Direct & Candid

11

*The instructor should assign one of the techniques listed on the slide to either groups of students or partners, depending on class size. Allow approximately 3 minutes to discuss and then share with class.*

*The instructor should use the notes in the left column to add on to student responses.*

#### **Desired Responses:**

- A third party may have witnessed the trainee’s /behavior when an FTO was not present.



specifically directed to the performance / behavior being discussed. The timing and extent of their input should be determined by the FTO.

- Interruptions or interjections by third parties during counseling sessions should not detract from the effort by the FTO and trainee to address the issue and resolve the problem.

**Conducted without Distractions or Interruptions**

- Telephone calls, radio transmissions or similar interruptions should be limited to emergency situations

**Positive & Constructive**

- Feedback should also be positive. What are they doing right?
- Suggestions for how to improve

**Conducted with a Professional Demeanor**


- Even if the trainee becomes upset during the session. The FTO should control the tone of the session.

**Be Prepared for the Meeting**

- Review the performance/behavior/judgment issue that will be discussed with the trainee
- Develop and define the objective(s) for the meeting prior to initiating the counseling
- State the objective(s) to the trainee at the beginning of the session.

**Direct & Candid**

- Review the facts of the performance, behavior, or judgment to be discussed with the trainee
- Describe, in specific terms the trainee behavior or performance that is causing concern or needs to be improved
- Avoid judgmental language, (e.g. “*You don’t take your job seriously.*”)
- Don’t use broad generalities or exaggerations, (e.g. “*You always do…….*”) Generalized statements can be readily disputed by the

<p>trainee. Generalities put individuals on the defensive and can often be the catalyst for an argument</p>	
<p><b>Slide 14 Formal Counseling</b>  When formally counseling, you must also...  <b>Explain the agency's standards</b> and expectations in regard to the behavior or performance being discussed.</p> <ul style="list-style-type: none"> <li>• Be specific and clear. If necessary, quote the applicable standard, rule or regulation, policy or procedure. Have a copy available to give to the trainee if necessary.</li> </ul> <p><b>Allow the trainee to comment</b> on the behavior being discussed and the reason he/she believes it occurred.</p> <ul style="list-style-type: none"> <li>• Keep an open mind.</li> <li>• Listen to the trainee if he/she offers an explanation for his/her behavior. Your observations as an FTO may have been incorrect or the reason for the trainee's behavior or performance may be legitimate, plausible, or reasonable/understandable given the circumstances laid out by the trainee.</li> <li>• His/her explanation may affect an FTO's judgment about the behavior or conduct.</li> <li>• FTOs do <u>not</u> have to accept a trainee's explanation, rationale or justification for why the behavior has occurred. *The behavior occurred → the trainee admitted that it occurred → the behavior was in conflict with agency standards and needs to be corrected.*</li> </ul> <p><b>Focus on the trainee's behavior</b> not the trainee's "character" or "morality" unless they are the specific issues to be addressed.</p> <p><b>ASK:</b> What should you do if a trainee initially displays a defensive or hostile response to your observations?</p>	<p><b>Slide 14</b></p>  <p><b>When formally counseling, you must also...</b></p> <ul style="list-style-type: none"> <li>Explain what the agency's standards are</li> <li>Allow the trainee to comment</li> <li>Focus on the trainee's behavior</li> <li>Agree on a solution or response</li> <li>Obtain a commitment from the trainee</li> <li>Document the counseling session</li> <li>Follow-up</li> </ul> <p><b>Desired Responses:</b></p> <ul style="list-style-type: none"> <li>• A trainee may initially display a defensive, hostile, or abusive response to an FTO's observations; this reaction may be a temporary reaction to poor performance review. Give the trainee some time to</li> </ul>

The goal of the counseling session is to solve the performance or behavior problem. **Agree on a solution or response.**

**ASK:** How might a trainee use emotional responses to obtain sympathy?

**EXPLAIN:** While FTO's can express an understanding and empathy for the circumstances that the trainee has described, they cannot allow the trainee to continue to use those issues as an excuse for continued unacceptable performance.

- The FTO should consider that this may be the first time that the trainee has been confronted with this behavior or performance problem. Likewise, this may be the first time that any one in a supervisory capacity has taken an interest in the trainee's work performance or behavior.
- Consider that the trainee may not be aware of the consequences for his/her action, including the possibility that, if left uncorrected, the behavior or performance can lead to

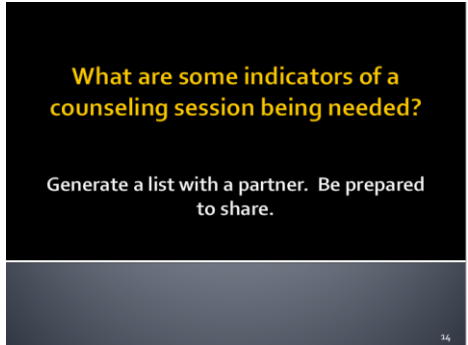
adjust their perspective.

- Use "I messages" to communicate.
- FTOs can counteract a hostile or defensive response by maintaining control of their emotions and refocusing the trainee's attention on the behavior or performance issues once the trainee's immediate emotional response has occurred. By simply stating, "I understand that you are upset (*angry, embarrassed, etc.*) but how can we resolve this problem?" may refocus the employee's attention on the behavior to be addressed.

**Desired Responses:**

- Emotional responses or attempts to obtain sympathy from an FTO or "hard luck" stories are tactics that some trainees may use in an attempt to deflect personal responsibility from themselves. Could be personal or work-related stories for why they are struggling to perform.

<p>termination or may have an impact on future career opportunities.</p> <p><b>Obtain a commitment from the trainee</b> to change the behavior or improve the performance.</p> <p><b>Document the counseling session.</b></p> <ul style="list-style-type: none"> <li>• FTO programs require extensive documentation by the FTO about the trainee's performance and behavior, including any counseling that takes place. Documentation of counseling is incorporated into the trainee's performance evaluation reports that are completed on regular basis by his/her FTO.</li> </ul> <p>We'll discuss what this process looks like in a minute.</p> <p>Lastly, <b>Follow-up.</b></p> <ul style="list-style-type: none"> <li>• Obviously, the purpose of the FTO program is to extend the training of entry level employees and to prepare them for work by themselves in the field. Any noted performance/behavior deficiency must be followed up by some form of remedial training/action to ensure that the problem behavior/performance has been corrected.</li> <li>• Follow up reports or notations of corrective action should appear in future trainee evaluation reports.</li> </ul>	
<p><b>Slide 15 Counseling Documentation</b></p> <p>An FTO should document any extraordinary events or training needs on an administrative report submitted to their supervision and the district coordinator.</p> <ul style="list-style-type: none"> <li>• Identify the specific corrective action that will be taken and establish a definitive timetable for in which the corrective action will take place and results evaluated.</li> <li>• The FTO documentation should indicate that the trainee has committed to the necessary performance/behavior change and that this commitment to change is: <ul style="list-style-type: none"> <li>- Clear</li> </ul> </li> </ul>	<p><b>Slide 15</b></p> <p><b>Counseling Documentation</b></p> <ul style="list-style-type: none"> <li>✓ Document any extraordinary events or training needs on an Administrative Report</li> <li>✓ Identify specific corrective actions</li> <li>✓ Commitment to change is clear, specific, and unequivocal</li> <li>✓ Document any "informal" counseling sessions in the trainee's Performance Evaluation Report <ul style="list-style-type: none"> <li>- Date of session</li> <li>- Behavior and/or performance discussed (<i>trainee's explanation/solution / plan, intentions, follow up</i>)</li> </ul> </li> <li>✓ Complete BPD Remedial Training form along with 95 Form to document formal remedial training</li> </ul> <p>13</p>

<ul style="list-style-type: none"> <li>- Specific</li> <li>- Unequivocal</li> </ul> <p>In instances where an FTO informally counsels a trainee, he/she should note that informal counseling in the trainee's performance evaluation report. Documentation of informal counseling does not have to be as extensive or detailed as formal counseling.</p> <p>Whenever an FTO documents a formal counseling session, his/her report should contain, at a minimum:</p> <ul style="list-style-type: none"> <li>• The date of the counseling session</li> <li>• The behavior/performance that was discussed: <ul style="list-style-type: none"> <li>• summary of the trainee's explanation, if any</li> <li>• the solution/plan of action, including remedial training</li> <li>• statement of trainee's intention to change</li> <li>• necessary follow-up activity</li> </ul> </li> </ul> <p>Completing the BPD Remedial Training form along with an administrative report (form 95) will document the <b>formal</b> remedial training. Completing ALL facets of the Remedial Training report will ensure proper documentation of the required training.</p>	
<p><b>Slide 16 Partner Activity:</b> With a partner, discuss the following question and make a list: What are some indicators of a counseling session being needed? Think about behaviors and attitudes that could be exhibited by a field trainee.</p> <p>Let's review what your group discussed.</p>	<p><b>Slide 16</b></p>  <p><i>The instructor should direct students to use a sheet of paper to generate their list.</i></p> <p><i>Allow approximately 2 minutes for partners to discuss, then share out as a group.</i></p> <p><b>Desired Responses:</b></p>

**ASK:** What are some indicators of a counseling session being needed?

- Negative attitude
- Work related errors
- Inability to finish assignments
- Tasks take longer to complete
- Inattention to duty
- Missed deadlines
- Poor decision-making
- Difficulty recalling instructions
- Overreaction to criticism
- Physical appearance
- Irritability
- Fatigue

**Slide 17 Indicators Counseling May be Needed:**

Just as veteran employees may indicate by their performance or behavior that they are in need of supervisory counseling, there are a number of indicators that an FTO can look for to determine if a trainee needs formal counseling. Counseling should not occur simply because an FTO believes that a trainee “needs a good talking to.” It needs to be founded on a trainee’s observed performance or behavior.

The following list includes a number of warning signs that may indicate that a trainee’s performance/behavior is problematic and that an FTO may need to counsel the trainee.

These indicators will be discussed in more detail during the segment of this training program that deals with the performance evaluation process.

Each indicator should be supported by an observed or otherwise documented behavior. Some/many of these you and your partner already mentioned.

This list is not intended to be all inclusive: (*Only explain those that require more explanation from the partner activity.*)


**Slide 17**



*The instructor should only explain the indicators in the left column of the lesson plan that may require more explanation from the partner activity and/or indicators not mentioned.*

*For each one discussed, the instructor should ask, “What would \_\_\_\_ look like?” (Ex: What would a negative attitude look and sound like?)*

<p><b>Negative attitude:</b></p> <ul style="list-style-type: none"> <li>• inappropriate/insensitive comments</li> <li>• complaints from the public or co-workers</li> <li>• complaints about working conditions, assignments, etc.</li> <li>• withdrawal or distancing self from co-workers</li> <li>• gossips about others</li> </ul> <p><b>Work related errors:</b></p> <ul style="list-style-type: none"> <li>• incomplete reports/paperwork</li> <li>• spelling, grammar, punctuation errors, etc.</li> <li>• inappropriate form use</li> </ul> <p><b>Inability to finish assignments:</b></p> <ul style="list-style-type: none"> <li>• lack of knowledge of law, agency policy etc.</li> </ul> <p><b>Tasks take longer than usual to complete:</b></p> <ul style="list-style-type: none"> <li>• lack of knowledge</li> <li>• lack of confidence and/or timidity</li> </ul> <p><b>Inattention to duty – difficulty focusing on work tasks:</b></p> <ul style="list-style-type: none"> <li>• missed radio transmissions</li> <li>• preoccupation with personal or nonwork-related issues</li> <li>• officer safety mistakes</li> </ul> <p><b>Missed deadlines:</b></p> <ul style="list-style-type: none"> <li>• missed appointments such as court, etc.</li> </ul>	
<p><b>Slide 18 Other Indicators</b></p> <p>Some other indicators of the need for a counseling session include the following...</p> <p><b>Poor decision-making:</b></p> <ul style="list-style-type: none"> <li>• poor judgment</li> <li>• inability to apply the problem-solving model</li> </ul>	<p><b>Slide 18</b></p>

<ul style="list-style-type: none"> <li>overwhelmed when confronted with new situations</li> </ul> <p><b>Difficulty recalling instructions:</b></p> <ul style="list-style-type: none"> <li>repeats the same mistake</li> <li>inability to understand feedback</li> <li>inability to translate feedback to action</li> </ul> <p><b>Overreaction to real or imagined criticism:</b></p> <ul style="list-style-type: none"> <li>overly defensive when given feedback</li> <li>blame shifting/rationalization about mistakes</li> </ul> <p><b>Physical appearance that fails to meet agency standards:</b></p> <ul style="list-style-type: none"> <li>uniform appearance</li> <li>personal hygiene</li> </ul> <p><b>Irritability:</b></p> <ul style="list-style-type: none"> <li>wide mood swings</li> <li>unexpected emotional outbursts</li> <li>anger</li> <li>defensiveness</li> <li>withdrawal</li> </ul> <p><b>Fatigue:</b></p> <ul style="list-style-type: none"> <li>complains about physical nature of job, (<i>i.e. traffic direction, crowd control, crime scene control, etc.</i>)</li> <li>complains about lack of breaks for lunch or personal relief or required or obligated overtime</li> <li>inattention especially to officer safety issues</li> </ul>	<p><b>Other Indicators of the Need for Counseling...</b></p>  <ul style="list-style-type: none"> <li>Poor decision-making</li> <li>Difficulty recalling instructions</li> <li>Overreaction to criticism</li> <li>Physical appearance</li> <li>Irritability</li> <li>Fatigue</li> </ul> <p>16</p>
<p><b>Slide 19 Consequences for Failing to Counsel</b></p> <p>As has been repeatedly pointed out during this training program, the purpose for conducting an FTO program is to prepare entry-level employees to function by themselves in the field. Part of this preparation is to correct problematic performance.</p>	<p><b>Slide 19</b></p>



Failure to correct deficient performance/behavior will leave the agency vulnerable to possible civil litigation such as:

- Negative retention
- Failure to train
- Failure to discipline
- Failure to supervise

Likewise, an agency is susceptible to equal employment complaints if all trainees are not provided with an equal opportunity to matriculate through its entry level training programs or if there are allegations that some trainees were given preferential treatment.

Documenting trainee performance and behavior, and any counseling that takes place to address trainee deficiencies lessens the likelihood that such complaints will be successful.

With careful documentation by FTOs, trainees with performance/behavioral problems will find it difficult to prove that they have not been given the requisite opportunity to improve their performance.

#### Consequences for Failing to Counsel

Negative retention

Failure to train

Failure to discipline

Failure to supervise

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*The instructor should only explain the indicators that may require more explanation from the partner activity and/or indicators not mentioned.*

*For each one discussed, the instructor should ask, "What would \_\_\_\_\_ look like?" (Ex: What would a negative attitude look and sound like?)*

#### Slide 20 Break

Let's take a break. When you return, we will engage in both a role-playing and practical exercise.

#### Slide 20



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*The instructor should state how many minutes for the break and the time to return.*

### Slide 21 Practical Exercise (18A)

In this practical exercise, you will engage in a role-playing activity. You will be partnered with the officer next to you. *(Assign as needed.)*

Half of you will play the role of FTO and the rest of you will play the role of the POT. Then, we'll switch. In a minute, I'll ask all the POTs to meet with me for a minute to review their role.

Each FTO is expected to complete the DOR form. *(Direct students to the DOR form in their resources.)*

**Time:** (20 minutes)

### Slide 21

#### Role-Playing Practical Exercise

##### FTOs:

- Provide critique of POT
- Identify POT's actions and reactions
- Document on DOR
- Attempt to resolve the conflict

##### POTs:

- Respond as directed by the instructor

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*The instructor should pair students. Each will have the opportunity to be the POT and FTO.*

*The students will play the roles of FTO and POT. Disperse them around the room for as much privacy as possible. The students will exchange roles as FTO/POT during the next cycle.*

*Pull the POT role players aside and instruct them to be difficult during the critique.*

**First group will be:** confrontational, argumentative, questioning FTOs skill level and/or ability to teach/coach, and states the last FTO said I was ready for the road.

**Second group will be:** complacent, only hearing the criticism and displays negative attitude about completing field training. They are easily distracted by cell phones, other conversations, etc.

*Make sure the FTO is documenting all pertinent information. After each critique group, have the class reconvene to discuss:*

	<ol style="list-style-type: none"> <li>1. <i>How the critique went, was it successful?</i></li> <li>2. <i>Identify POT's actions and reactions.</i></li> <li>3. <i>Did they document well?</i></li> <li>4. <i>How did they overcome the conflict?</i></li> </ol> <p><i>Repeat the exercise with the second group and reconvene and discuss same four topics.</i></p> <p><i>The class should learn from each other how to identify and overcome conflicts during POT counseling.</i></p> <p><i>The discussion must meet the expectations of the instructor.</i></p>				
<p><b>Slide 22 Practical Exercise – Part II (18B)</b> Let's look at your completed DOR form from the Evaluation Practical.</p> <p>You will now complete the Remedial Training Form. Here are your directions:</p> <ul style="list-style-type: none"> <li>• Identify at least 1 category/topic from the DOR to implement remedial training.</li> <li>• Complete all necessary blocks on the form.</li> <li>• Use SMART goals to guide you.</li> <li>• Generate report to be submitted.</li> </ul> <p>Let's review SMART goals for a minute. The form must be completed using SMART goals:</p> <ul style="list-style-type: none"> <li>• <b>Specific</b> – The use of categories will assist with limiting the scope of training goals</li> <li>• <b>Measurable</b> – The results have to be measured to determine if the trainee has progressed in their training goals</li> <li>• <b>Attainable</b> – The training goal must be attainable in relation to the skills, abilities, and time afforded the POT.</li> </ul>	<p><b>Time: (25-30 minutes)</b> <b>Slide 22</b></p> <div data-bbox="971 1037 1435 1373"> <p><b>Practical Exercise – PART II</b></p> <table border="1"> <thead> <tr> <th>Remedial Training Form</th> <th>SMART Goals</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Identify at least 1 category/topic from the DOR to implement remedial training.</li> <li>Complete all necessary blocks.</li> <li>Use SMART goals.</li> <li>Generate report to be submitted.</li> </ul> </td> <td> <p><b>S</b> <b>Specific</b> – The use of categories will assist with limiting the scope of training goals.</p> <p><b>M</b> <b>Measurable</b> – The results have to be measured to determine if the trainee has progressed in their training goals.</p> <p><b>A</b> <b>Attainable</b> – The training goal must be attainable in relation to the skills, abilities, and time afforded the POT.</p> <p><b>R</b> <b>Realistic</b> – The goal and expected training must be realistic to patrol functions the POT should achieve.</p> <p><b>T</b> <b>Time Bound</b> – The time frame for completion must be clear and definitive.</p> </td> </tr> </tbody> </table> </div> <p><i>Once all have completed the practical exercise, the instructor should review the form with the class and discuss positive and negative examples of submitted forms.</i></p>	Remedial Training Form	SMART Goals	<ul style="list-style-type: none"> <li>Identify at least 1 category/topic from the DOR to implement remedial training.</li> <li>Complete all necessary blocks.</li> <li>Use SMART goals.</li> <li>Generate report to be submitted.</li> </ul>	<p><b>S</b> <b>Specific</b> – The use of categories will assist with limiting the scope of training goals.</p> <p><b>M</b> <b>Measurable</b> – The results have to be measured to determine if the trainee has progressed in their training goals.</p> <p><b>A</b> <b>Attainable</b> – The training goal must be attainable in relation to the skills, abilities, and time afforded the POT.</p> <p><b>R</b> <b>Realistic</b> – The goal and expected training must be realistic to patrol functions the POT should achieve.</p> <p><b>T</b> <b>Time Bound</b> – The time frame for completion must be clear and definitive.</p>
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- **Realistic** – The goal and expected training must be realistic to patrol functions the POT should achieve.
- **Time Bound** – The time frame for completion must be clear and definitive.

You should use the remedial plan sample and FTO manual for reference in completing training plan. Each report will be turned in to me for review, comment, and verification of successful completion. The remedial training plan will remain in your training file for the FTO school.

### III. REVIEW/EVALUATION/CLOSURE


#### Slide 23 Let's Review

We're going to take a look back at the True/False statements from the beginning of this lesson. Do not make any changes to your original responses, however, I want you to either put a check by the ones you still believe to be correct. For the ones you want to change, put the adjusted response next to your original response.

I'm going to read each one, and as a class you'll raise your hands if you think it's true and give a thumbs down if you think it's false.

**Time:** (5-10 minutes)

#### Slide 23



**Let's Review**

Counseling should also be considered as disciplinary.	F
Effective trainee counseling should be a purposeful conversation or discussion.	T
Counseling can be both formal and informal, depending on the needs of the trainee.	T
Once an FTO identifies a problem, they should listen, discipline, and follow-up.	F
Sometimes a 3 <sup>rd</sup> party may need to be present in a counseling session.	T

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*The instructor should read each one, wait for student responses, and then reveal the correct answer.*

*As needed, the instructor should make the false statements true by stating the correct information.*

- *Counseling should NOT be considered as disciplinary.*
- *Once an FTO identifies a problem, they should listen, limit, and refer.*

### Slide 24 Questions?

**ASK:** What questions do you have for me?

### Slide 24



*The instructor should answer as many questions as time allows.*

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