

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>		
<p>COURSE TITLE: Field Training Officer Program</p> <p>LESSON TITLE: Core Competencies of an FTO</p>		
<p>New or Revised Course <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</p> <p>Prepared By: Police Officer Tarsha Taru Date: February 17, 2021</p> <p>Academic Director Approval: Director Gary Cordner Date:</p>		
PARAMETERS	<p>Lesson hours: 1 hour</p> <p>Class size: 30</p> <p>Space needs: Classroom</p>	<p><input type="checkbox"/> Entry-level</p> <p><input type="checkbox"/> Continuing Education</p> <p><input checked="" type="checkbox"/> Other</p>
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)</p> <p>All students must meet MPCTC and departmental pre-qualification screening to take this course.</p>		
<p>LESSON HISTORY</p> <p>This lesson plan was derived from MPCTC field training officer program curriculum.</p>		
<p>PERFORMANCE OBJECTIVES</p> <ol style="list-style-type: none"> Students will identify and define the core competencies of an effective FTO through facilitated discussion to the satisfaction of the instructor. Given a case study, students will define and explain the importance of core competencies through a mind mapping exercise and collaborative group discussion 	<p>ASSESSMENT TECHNIQUE</p> <ol style="list-style-type: none"> Facilitated Discussion Mind Mapping, Case Study, and Collaborative Discussion 	

to the satisfaction of the instructor.	
<p align="center">COURSE DESCRIPTION</p> <p>This course will provide FTO's with information about core competencies and the importance that those competencies have in developing an Officer Trainee.</p>	
<p align="center">MPCTC/COMMISSION OBJECTIVES (if applicable)</p> <ol style="list-style-type: none"> 1. Identify and define the core competencies necessary for an FTO. (C-1) 2. Explain the importance of the core competencies the field training officers need to have in accordance with Departmental Policy 212 (C-5) 	
<p align="center">INSTRUCTOR MATERIALS</p> <p>Copy of this lesson plan PowerPoint presentation</p>	
<p align="center">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <p>Chart paper Markers Computer/laptop Video projector</p>	
<p align="center">STUDENT HANDOUTS</p> <p>15 copies of Appendix A – Core Competencies Matching Cards (sets cut out for groups of 2)</p>	
<p align="center">METHODS/TECHNIQUES</p> <p>Lecture PowerPoint Presentation Collaborative Group Discussion Mind Mapping Exercise Case Study Group Matching Exercise</p>	
<p align="center">REFERENCES</p> <p>2021 Field Training Plan 2021 Field Training Policy 212 Core Competencies Case Study https://www.youtube.com/watch?v=LPww5MmtmOs</p>	
<p align="center">GENERAL COMMENTS</p> <p>This Lesson plan is intended for use with experienced instructors. It is preferred that the instructor is a certified as a FTO and has a general instructor certification.</p>	

Lesson Plan Checklist (Part 1)

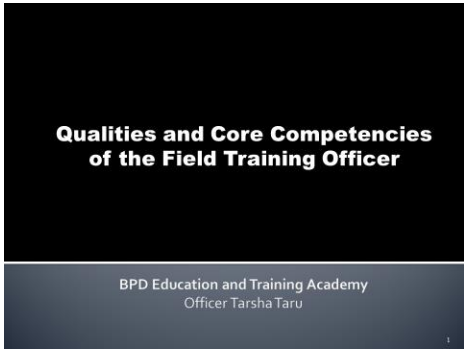
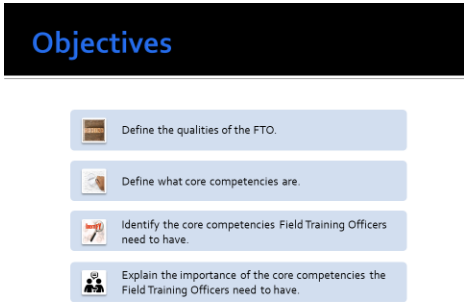
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.			X
5. References are 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	
Subject Matter Expert: Officer Tarsha Taru	Date: February 17, 2021		
Curriculum Specialist: Danalee Potter	Date: March 23, 2021		
Reviewing Supervisor: Sgt. Kara Gladden	Date:		
Reviewing Commander: Lt. Michael Brinn	Date:		

COURSE TITLE: Field Training Officer Program

LESSON TITLE: Core Competencies of the FTO

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Slide 1: SAY: We talked about the COMAR requirements, issues of training liability and the roles of and the Roles of an FTO, but what characteristic should and FTO have to be effective? We know what we want to see in an FTO but why are those things important? In this training session we will discuss what they are and why they are important.</p> <p>Slide 2: SAY: Let's take a look at the learning objectives for this block of instruction.</p> <ol style="list-style-type: none">1. Students will identify and define the core competencies of an effective FTO through facilitated discussion.2. Given a case study, students will define and explain the importance of core competencies through a mind mapping exercise and collaborative group discussion.	<p>Time: 15 minutes</p> <p>Slide 1:</p>  <p>Slide 2:</p>  <p>1</p> <p>2</p>

Slide 3:

SAY: Before we dive into our Department's Core Competencies, we're going to view a short case study that summarizes what Core Competencies are and why they are important.

As you view this case study, I want you to begin to think about what competencies you think you should possess as an FTO to ensure that you're meeting the Department's core mission and values.

Slide 4:

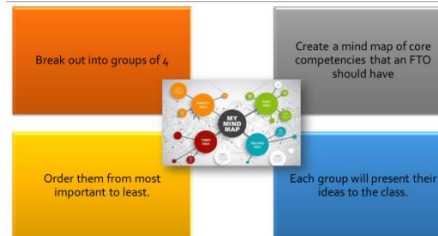
SAY: Now that you know what core competencies are, you will now break into groups and list them in a mind mapping exercise.

I'm going to break you into four groups. Using the chart paper and markers provided, each group will mind map the core competencies you feel an FTO should have.

SAY: Once you've created your list of core competencies, you will number them by importance by placing a number beside each characteristic on their

Slide 3:

To play the case study, click on the image on the slide.

Case Study**Slide 4:****Group Activity**

The facilitator should use chart paper to draw an example of a mind map.

Break the class into groups of 4 and Once time is up, have each

II. INSTRUCTIONAL INPUT (CONTENT)

Slide 5:

SAY: Before we get into the knowledge, skills, and abilities which comprise the FTO's core competencies, let's talk about the kind of person an FTO should be in order to successfully carry out their duties. These are the FTO's qualities as opposed to their core competencies.

ASK: How does a core competency differ from a quality?

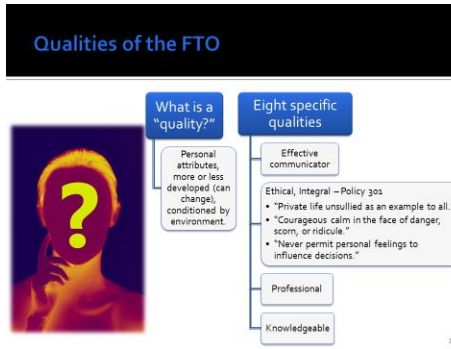
SAY: That's right. Qualities are traits naturally held by individuals in greater or lesser degrees, some of which may be well developed while others, not so much.

In contrast, core competencies are the knowledge, skills, and abilities required to succeed in one's job—in your case, as FTOs. Core competencies are acquired and refined through experience from previous jobs, professional development, formal education, and other such activities.

But that doesn't mean that we can't strive to become better in each of these areas with every day on the job. Even though we might consider "qualities" to be a more or less fixed part of one's personality, they are conditioned by our environment, the company we

Time: 45 minutes

Slide 5:



Desired Response:

Qualities are traits naturally held by individuals in greater or lesser degrees

keep, and our previous experiences with challenging situations.

SAY: An FTO must needs to be an effective communicator.

ASK: What does it mean to effectively communicate? Think back to the fundamentals of effective communication training you had earlier this week.

SAY: Remember, we're talking about qualities, which may be more or less developed in us. As a brief exercise, let's discuss some situations in which you had difficulty communicating something to a family member, peer, close friend, or a member of the public.

SAY: Share some examples with me please, as I list them on the chart up front.

ASK: How could you have done better?

Desired Response:

To utilize active listening, remain calm during moments of frustration, and be able to finesse your way through difficult patrol and training scenarios.

The facilitator should use chart paper to record different student responses

Possible Responses:

- Telling your boss you quit
- Being truthful about a lie you told
- Telling a friend something bad about them

Possible Responses:

- Showed more compassion
- Use active listening skills
- Be open and honest

Allow a few students to share what they learned

Look for a show of hands

ASK: Did you learn anything from the experience (whether successful or unsuccessful)?

ASK: For those of you that volunteered, raise your hand if you believe that you acted as an effective communicator?

SAY: The second quality an FTO should exhibit is ethical behavior. Ethics go hand in hand with integrity.

ASK: We've all heard the two terms thrown around together, right?

SAY: "Ethical behavior," "showing integrity," "doing the right thing." But, what do we mean by all of that?

ASK: Can anyone define "integrity" in particular? What does it mean to be "integral?"

SAY: Good. Integrity means to be "whole and undivided." An integral person is someone who is essential or fundamental. As someone who is integral, you are an essential part of something greater than yourself as an individual. It may be a new society or a new business environment. To show integrity is to stand steadfast to the norms of a particular culture, and do "the right thing" according to those norms.

SAY: In law enforcement, we have a very special set of norms defined by our ethics.

Look for acknowledgment

Desired Response:

- the quality of being honest and having strong moral principles; moral uprightness
- to be an integral person is to be "whole."

Possible Responses:

- Serve the community
- Safeguard lives and property
- Protect the innocent

ASK: Can anyone list some of the ethical principles of law enforcement?

SAY: Let's look at Policy 301, our code of ethics. I've taken some excerpts because the paragraph in the policy is long, but here are some of the conditions

1. "Private life unsullied as an example to all"
2. "Courageous calm in the face of danger, scorn, or ridicule"
3. "Never permit personal feelings, prejudices, political beliefs, animosities or friendships to influence my decisions"

Some of these conditions may make it seem like we're expected to be superhuman. But you're going to make mistakes as FTOs, so the important thing is that you strive to become more knowledgeable about BPD policies, our code of ethics, and demonstrate that in front of recruits. You may be the first role model a recruit ever sees following the academy. What kind of culture do you want to create for them?

I encourage all of you to sit down with Policy 301 and carefully read the paragraph in question. You need a strong frame of reference of our norms in order to truly understand what it means to be "ethical."

Professional

Third, an FTO should be professional. Again, refer to

the code of ethics for more clarity. But beyond that, a “professional” FTO is collaborative, and works with other FTOs and supervisors to ensure that the entire field training program succeeds. An FTO who is professional also maintains a superb appearance and demeanor, and develops a record for engaging in positive community interactions.

Knowledgeable

The fourth quality of the FTO requires that they be knowledgeable. Have you ever consulted a professional who wasn’t knowledgeable about what they do? Perhaps a real estate agent, doctor, lawyer, or investment advisor? What kind of impression did that have on you, and what was the result? [collect and discuss responses]. You probably didn’t end up working with them, they didn’t capture your business, and you certainly didn’t take them seriously. You lost trust in their process, and in field training, trust is one of the most important factors for success. You must know your BPD policies and procedures!

Slide 6:

SAY: An FTO is supposed to be “experienced,” right? After all, you’re providing trainees with their first experiences as a police officer. Yet there’s more to it than simply acquiring more hours doing different kinds of work.

Slide 6:

Qualities of the FTO (cont.)

- Eight specific qualities (cont.)
- Experienced
- Courageous
- Thorough, fair, and objective
- Committed



Desired Response:

- Having knowledge or skill in a particular field

ASK: What does it mean to be “experienced”?

SAY: For example, you are required to brief incoming FTOs on the particular learning style, strengths and weaknesses of a recruit. You also have the weekly FTO call, where your Field Training District Coordinators will discuss any problems that come up with your recruits. So, it’s just as important that you share experience as well as live it.

Other aspects of demonstrating experience include associating with quality role models and committing yourself to your own professional education. Know when to ask questions, and know where to go for answers. These are the marks of an experienced officer. As for Physical Courage, it’s pretty straightforward. It’s what we think of when it comes to policing.

ASK: Why is Physical Courage important?

SAY: However, there is also moral courage such as that required to protect a colleague or trainee’s professional career, or their health and wellness, or to simply speak up when you see counter-cultures that might violate our code of ethics emerging among colleagues. Courage can take both of these forms.

- Sharing what you know or have learned with others

Desired Response:

- It helps you intervene to protect life and resources
- It helps people and saves lives.

SAY: The next quality an FTO must have is to be thorough, fair, and objective. In order for field training to be effective, we need to ensure that our trainees are given the proper opportunities to demonstrate their skills. Much of this can become unfair if we, as FTOs, fail to set the goals and expectations for our recruits. How can a recruit do a good job if they aren't given a concrete deadline for learning something? How can they be expected to perform well if feedback takes several days to arrive and is less than thorough?

ASK: When should FTOs be providing feedback to their trainees?

SAY: FTO writing in reports and evaluations must not be "canned," generic, or conclusory—there's nothing worse than being treated as "another specimen in the laboratory" as a recruit. We are here to provide prompt, individualized feedback to trainees, and to communicate that feedback to incoming FTOs so that they are aware that their trainees are unique individuals with unique training needs.

SAY: The eighth and final quality of the FTO is commitment. It's easy to become jaded after several years in the patrol force, but as FTOs, we must

Desired Responses:

- at the end of each work shift
- during their biweekly (as in twice per week) meetings with recruits
- during any instances of remedial training

recognize that we're taking on a project for a whole new culture within the agency. It takes more effort, patience, and responsibility to serve as an FTO, which will help you come promotion time. But in the end, we're not in this for the extra \$40 per day. A committed FTO willingly accepts their role as a teacher, coach, and role model. They believe in the value of quality training, of setting the standard from the first day out of the academy. And ultimately, FTOs have a broader influence over the future direction of the agency as it transforms its relationships with the community.

Slide 7:

ASK: Now, let's re-cap! What are the eight qualities of the FTO?

Slide 7:

*Content on this slide is hidden.
Reveal content by clicking the
mouse, after students answer the
question*

Recap – Qualities of the FTO



Desired Response:

1. Effective communicator
2. Ethical, integral – Policy 301
3. Professional
4. Knowledgeable
5. Experienced
6. Courageous
7. Thorough, fair, objective

Slide 8:

ASK: What are Core Competencies

SAY: Core competencies identify the behaviors and

8.Committed
Click to reveal content

Slide 8:
*Content on the slide is hidden.
After students answer the
questions, click the mouse to reveal
the content*

What Are Core Competencies?



Desired Response:
Behaviors and skills that
employees should demonstrate to
carry out their agency's missions
and goals.

Click the slide to reveal the content

Slide 9:

skills that employees are expected to demonstrate to carry out the mission and goals of the agency.

Slide 9:

SAY: Let's dive deeper into the fourteen critical core competencies every FTO in here needs to lead by example with.

At your table groups are set of matching cards with competencies and descriptors. With your table group, take a moment to review the cards and match the competency with its correct description. We will review each of them together in about 5 minutes. You may begin.

SAY: Ok time's up. Let's start reviewing the competencies. We will start with **Initiative** and **Creativity**

ASK: What does initiative and creativity involve?

Core Competencies

Initiative and Creativity

Judgment

Cooperation/Teamwork

Quality of Work

Reliability



The facilitator should utilize the MBWA strategy to check in on group as they match up the competency cards.

Desired Response:

It involves planning work and carrying out tasks without detailed instruction, making constructive suggestions, preparing for problems or opportunities in advance, undertaking additional responsibilities, responding to situations as they arise with minimal supervision, creating a novel solution to problems, and evaluating new solutions to existing problems.

ASK: Why are initiative and creativity relevant for being an FTO?

SAY: Correct. We need you to be willing to accept the challenges of being an FTO and training new officers.

Next is **Judgement**. Judgement involves making sound decisions and basing those decision on fact rather than emotion. Using judgement means you analyze problems skillfully, as well as use logic to reach solutions.

SAY: An FTO who possesses the ability to stay objective and not let personal feelings or emotions affect decision making is important.

ASK: Why is it important?

SAY: Let's talk about **Cooperation** and **Teamwork**

ASK: What do you think these two competencies deal with?

Desired Response:

Every officer in training comes with their unique experiences, background, qualities and competencies, so as an FTO, you must be innovative and creative to provide the best possible training experience for all of your new officers.

Desired Response:

This can be important not only for enforcing laws or rules and regulations, but the way we deal with others.

SAY: When training new officers there is no reason to keep what you know a secret. You will be teaching these new officers, and it is not ok to go by the old mantra “I had to figure it out, so you will just have to figure it out on your own.”

If we ever hope to change things, we need to stop making new people figure it out as they go. We need to teach them principles and procedures from the very beginning of their careers.

SAY: Quality of Work involves maintaining a high-standards despite pressing deadlines, doing work right the first time, correcting your own errors, regularly producing accurate, thorough, professional work and maintaining high productivity.

Desired Responses:

- working together to get a job done
- responding positively to instructions and procedures
- working well with staff, co-workers, peers and supervisor
- sharing critical information with everyone involved
- helping to set a tone of cooperation within the work groups
- seeking opinions
- valuing working relationships
- facilitating discussion before the decision-making process is complete

When you demonstrate quality of work, you Produce an appropriate quantity of work, do not get bogged down with unnecessary details, you're able to manage and multi- task, and are able to prioritize work to ensure deadlines are met.

We want FTO's that are go-getters and are proactive not reactive officers.

ASK: Why do think BPD doesn't simply have retired on duty (ROD) officers training new officers?

SAY: Reliability is another core competency that we expect our FTO's to have.

ASK: What does is mean to be reliable?

Desired Response:

We don't want them passing on that negative attitude on to new officers.

Desired Responses:

- to be personally responsible
- complete work in a timely, consistent manner
- work the hours necessary to

SAY: Remember the saying, early is on time, and on time is late. Practice what you preach.

Slide 10:

SAY: Commitment to Safety means that an FTO understands, encourages, and carries out the principles of officer safety and takes personal responsibility for safety.

ASK: Why is Commitment to Safety a quality we expect our FTO's to have?

SAY: Support of Diversity is another core competency FTO have to possess.

ASK: What does it mean to possess Support of Diversity?

complete assigned work

- to be regularly present and punctual
- arriving prepared for work
- being committed to doing the best job possible
- keeps commitments.

Slide 10:

Core Competencies Cont'd



Desired Responses:

- Officer safety is paramount in our everyday life, and this needs to be reinforced and drilled into the new officer.
- We want FTO's that practice this daily and foster an environment of safety for everyone.

SAY: Our profession is diverse in many ways, including differences in officer's race, age, gender, and cultures. We need to accept these differences and understand that we can help and understanding not only others but ourselves as well.

SAY: Job Knowledge/ Technical Knowledge involves an FTO demonstrating knowledge of techniques, skills, equipment, procedures and assigned duty station. Having this competency also means that an FTO applies knowledge to identify issues and

Desired Responses:

- to treat all people with respect, including other officers, supervisor, citizens, arrestees, and inmates
- value diverse perspectives
- provide a supportive work environment for the multicultural workforce
- show sensitivity to individual differences
- treat others fairly without regard to race, sex, color, religion, or sexual orientation
- recognize differences as opportunities to learn and gain by working together
- value and encourage unique skills and talents and seeks and considers diverse perspectives and ideas.

internal problems, works to develop additional technical knowledge and skills, and seeks out training to improve knowledge, skills and abilities.

ASK: How does this competency support an FTO's responsibility for training new officers?

SAY: Communication is another competency that a good FTO needs to have.

ASK: What communication elements are involved in this competency?

Desired Response:

FTO's need to know their job function as well as the geographical areas in which they work and must possess the ability to pass this knowledge on to the new officer and other officers.

Desired Responses:

- writing and speaking effectively
- demonstrating openness and honesty
- listening well during meetings and feedback sessions
- explaining reasoning behind own decisions
- asking others for their

SAY: Communication is the key to being an FTO. An FTO needs to be able to be objective, specific, and tactful when delivering feedback to trainees. FTO's need to understand that new officers do not have technical terms and language commonly used in police agencies and need to have this information explained. We can't assume that they come to us with the understanding of terms and the language that is in our daily work environment and unique to our profession.

SAY: The core competency of **Customer Service** explains that a good FTO listens and responds effectively to citizens' questions, resolves citizens' problems to try and meet their satisfaction, uses a team approach when dealing with citizens, and commits to exceeding citizens expectations.

ASK: Why is it important for an FTO to have strong Customer Service?

- opinions and feedback
- asking questions to ensure understanding
- exercising a professional approach with others using all appropriate tools of communication
- using consideration and tact when offering feedback.

Desired Response:

It is important for us to remember that we are a representative of our agency, and our impression upon citizens arrestees, inmates and our fellow workers needs to be positive ones. FTO's need practice and

Slide 11:

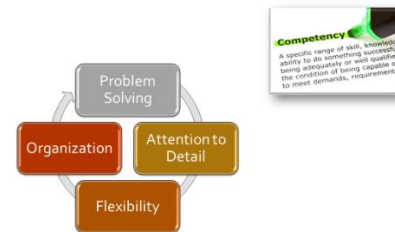
SAY: We are down to the final four Core Competencies. **Problem Solving, Attention to Detail, Flexibility, and Organization.**

ASK: What skills are encompass **Problem Solving?**

model this behavior so trainees learn by watching.

Slide 11:

Core Competencies Cont'd



Desired Responses:

- anticipating problems
- seeing how a problem and its solution will affect others
- gathering information before making decision
- weighing alternatives against objectives and arrives at a reasonable decision
- adapting well to changing priorities deadlines and directions
- working to eliminate all processes which does not add value

SAY: Problem solving skills are not easy to teach; but is essential to our profession. FTO's must continually foster and develop these skills within themselves and the trainee.

SAY: Attention to Detail explains that an FTO is alert in a high-risk environment, follows detailed procedures, ensures accuracy in documentation and data, concentrates on routine work details, and organizes and maintains a system of records.

ASK: What details will you be responsible for as an FTO?

SAY: Flexibility is another core competency where an FTO remains open minded and considers all information and options when making decisions, performs a wide variety of task and change, focuses quickly as demands change, manages transitions from task to task effectively, and adapts to varying needs.

ASK: Why is this competency important?

- being willing to take action, even under pressure, criticism or tight deadlines
- taking informed risk
- recognizing and accurately evaluating the sign of a problem
- analyzing current procedures for possible improvements
- notifying supervisors of problems in a timely matter

Desired Response:

Both written reports and details about the trainees and what, where, and how the trainees are performing.

SAY: The final core competency we will discuss today is **Organization**.

ASK: What organizational skills should a good FTO be able to do?

SAY: Good FTO's need to be able to work effectively and efficiently.

Desired Response

Because must remember that the trainee might have a new idea to an old problem, so we must be willing to listen to everyone (when possible) when making decisions.

Desired Responses:

- be able to manage multiple projects
- be able to determine project urgency in a practical way
- use goals to guide actions
- create detailed action plans
- organize and schedule task effectively

Slide 13:

SAY: As you begin your journey into the role of a Field Training Officer, remember to model these core competencies during your daily actions and patrol duties, and hold your trainee accountable for using them every day.

ASK: What questions do you have for me?

Core Competencies provide an essential framework for officers to conduct themselves, in a way that is befitting for both their trainee and the Department.

Slide 13:

Questions?



What questions do you have for me?

The facilitator should answer any questions posed by trainees.

APPENDIX A

Core Competencies Matching Exercise

Initiative and Creativity	planning work and carrying out task without detailed instruction, makes constructive suggestions, prepares for problems or opportunities in advance, undertakes additional responsibilities, responds to situations as they arise with minimal supervision, creates a novel solution to problems, and evaluates new solutions to existing problems.
Judgement	making sound decisions and basing those decision on fact rather than emotion. Using judgement means you analyze problems skillfully, as well as use logic to reach solutions
Cooperation/Teamwork	the ability to work cooperatively within diverse teams, work groups and across the organization to achieve group and organizational goals. It includes the desire and ability to understand

	and respond effectively to other people from diverse backgrounds with diverse views.
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Quality of Work	maintaining a high-standards despite pressing deadlines, doing work right the first time, correcting your own errors, regularly producing accurate, thorough, professional work and maintaining high productivity.
Communication	how people share ideas, knowledge, and information such as writing and speaking, demonstrating openness and honesty, listening well during meetings and feedback sessions, explaining reasoning behind own decisions, and asking others for their opinions and feedback
Customer Service	listening and responding effectively to questions, resolving problems, using a team approach when dealing with individuals, and committing to exceeding expectations
Problem Solving	the process of finding solutions to difficult or complex issues.

Reliability	the quality of being trustworthy or of performing consistently well.
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Commitment to Safety	to understand, encourage, and carry out the principles of safety and take personal responsibility for safety
Attention to Detail	to be alert in a high-risk environment, following detailed procedures, ensuring accuracy in documentation and data, concentrating on routine work details, and organizing and maintaining a system of records
Support of Diversity	creating an environment where all people can feel accepted and valued; the extent to which employees are valued, respected, accepted and encouraged to fully participate
Flexibility	remaining open minded and considering all information and options when making decisions, performing a wide variety of task and change, focusing quickly as demands change, managing transitions from task to task effectively, and adapting to varying needs

Organization	the act or process of arranging; ; the state or way of being; a group of people united for a common purpose
Job Knowledge/ Technical Knowledge	involves demonstrating knowledge of techniques, skills, equipment, procedures and assigned duty station AND applying knowledge to identify issues and internal problems, working to develop additional technical knowledge and skills, and seeking out training to improve knowledge, skills and abilities.