

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION

LESSON PLAN

COURSE TITLE: Field Training Officer Program

LESSON TITLE: FTO as a Supervisor

New or Revised Course

☐ **New**

☒ **Revised**

Prepared By: Sgt. Kara Gladden

Date: March 23, 2021

Academic Director Approval: Director Gary Cordner

Date:

PARAMETERS

Lesson hours: 1 hour, 20 mins

☐ Entry-level

Class size: 30

☐ Continuing Education

Space needs: Classroom

☒ Other

STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)

All students must meet MPCTC and departmental pre-q-ualification screening to take this course.

LESSON HISTORY

This lesson plan was derived from the MPCTC Field Training Officer program.

PERFORMANCE OBJECTIVES

1. Through facilitated discussion, students will explain the 4 general roles of the FTO and how they work in synergy to produce a better leader to the satisfaction of the facilitator.
2. Through facilitated discussion, students will identify and explain the five styles of leadership to the satisfaction of the facilitator.
3. Given a partner matching activity, students will indicate their prior knowledge and/or

ASSESSMENT TECHNIQUE

1. Facilitated Discussion
2. Facilitated Discussion

<p>preconceptions of the five styles of leadership.</p> <p>4. Given a group activity, students will list the 8 personal qualities of the FTO and explain how they can inform leadership to the satisfaction of the facilitator.</p> <p>5. Through facilitated discussion, students will be able to define the 9 core competencies of the FTO, to the satisfaction of the facilitator.</p> <p>6. Given a cumulative exam, students will apply learned content and demonstrated proficiency with a score of 70% or higher.</p>	<p>3. Partner Matching Activity</p> <p>4. Group Activity</p> <p>5. Facilitated Discussion</p> <p>6. Cumulative Written Exam</p>
<p style="text-align: center;">COURSE DESCRIPTION</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;">MPCTC OBJECTIVES (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;">INSTRUCTOR MATERIALS</p> <p>FTO as Supervisor lesson plan FTO as Supervisor PowerPoint</p>	
<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <p>Chart paper, markers, computer/laptop, projector</p>	
<p style="text-align: center;">STUDENT HANDOUTS</p> <p>Appendix A - Matching activity cards</p>	
<p style="text-align: center;">METHODS/TECHNIQUES</p> <p>Lecture, power point presentation, group discussion and mind mapping exercise</p>	

<p style="text-align: center;">REFERENCES</p> <p style="text-align: center;">2021 Field Training Plan and 2021 Field Training Policy 212</p>
<p style="text-align: center;">GENERAL COMMENTS</p> <p>This lesson plan is intended for use with experienced instructors. It is preferred that the instructor is certified as an FTO.</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: Sgt. Kara Gladden	Date: 3-23-21		
Curriculum Specialist: Dawn Peake	Date: 4-5-21		
Reviewing Supervisor: Sgt. Kara Gladden	Date:		
Reviewing Commander: Lt. Michael Brinn	Date:		

COURSE TITLE: Field Training Officer Program

LESSON TITLE: FTO as a Supervisor

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>For all practical purposes, a field-training officer functions as the “supervisor” of a field trainee. Just as first-line supervisors are responsible for the performance and behavior of the personnel assigned to their unit/shift, an FTO is responsible for the performance of his/her assigned trainee. Many of the skill sets and core competencies needed to be an effective first-line supervisor are the same as those necessary to be an effective FTO.</p>	<p>Time: (10 minutes)</p> <p><i>The instructor should introduce self, background, and experience as an FTO.</i></p> <p>Slide 1</p>  <p>Slide 1 shows the Baltimore Police Department logo, which is a circular seal with 'POLICE DEPARTMENT' at the top, 'BALTIMORE' in the center, and 'MARTIN LUTHER KING, JR.' at the bottom. Below the logo, it says 'BPD FIELD TRAINING OFFICER SCHOOL' and 'FTO: Supervisor & Leader'.</p>
<p>GROUP ACTIVITY</p> <p>Before we get started, let’s discuss characteristics of an effective supervisor. In your groups, create either a mind-map (<i>web organizer</i>) or list of characteristics you think are essential for a supervisor. Record your responses on the chart paper provided. You’ll have approximately 5 minutes and then we will share.</p> <p>ASK: What characteristics are essential to be an effective supervisor?</p> <p>EXPLAIN: Successful FTOs who are later promoted to first-line supervisory positions often discover that the experience that they gained while performing the duties of an FTO provided them with invaluable insight and</p>	<p>Slide 2</p>  <p>Slide 2 features a graphic of several white puzzle pieces with one red puzzle piece in the center. Above the puzzle pieces, the text reads 'WHAT CHARACTERISTICS ARE ESSENTIAL TO BE AN EFFECTIVE SUPERVISOR?'. Below the graphic is a small Baltimore Police Department logo.</p> <p><i>The instructor should distribute chart paper and a couple of markers to each group.</i></p> <p><i>The instructor should have a spokesperson from each group share their responses.</i></p> <p>Desired Responses:</p> <ul style="list-style-type: none">● lead● monitor/oversee● motivate● counsel● evaluate● problem-solve● direct/guide and

understanding of what it means to be responsible for another individual's performance and behavior.

In reality, being an effective and successful FTO often translates into being an effective and successful first-line supervisor.

Becoming an FTO is not just a way of earning some extra income and gaining the satisfaction of having trained the next generation of police. It is leadership development, a way to understand the overall supervisory role at BPD, and a pathway to promotion.

BPD supervisors play a very unique role compared to those at other agencies.

In terms of responsibilities, there is considerable overlap between, say, what a sergeant does and what a lieutenant does. Other agencies may have corporals to separate these two ranks, to make sure that their job responsibilities are clear and that there is no intrusion between roles. But at BPD, our supervisors are *holistic leaders* skilled in many aspects of management, able to make decisions in the absence of a superior, or when circumstances are ambiguous or the information available is incomplete.

Being a supervisor at BPD teaches you to function in these challenging environments, and it's one of the best ways to prepare for higher supervisory roles later in your careers.

- train/coach/mentor
- supervisory styles
- core competencies
- delegation

II. INSTRUCTIONAL INPUT (CONTENT)

PERFORMANCE OBJECTIVES

Throughout this course, we will cover the following objectives:

- Explain the 4 general roles of the FTO and how they work in synergy to produce a better leader.
- Describe and discuss the five main styles of leadership, how they intersect, and identify them in video clips.
- List the 8 personal qualities of the FTO and explain how they can inform leadership.
- Describe the 9 core competencies of the FTO.

Time: (45 minutes total)

Slide 3



CONCEPTUALIZING LEADERSHIP AT BPD

As we begin this training on the FTO as supervisor, we're going to run into some very human areas of behavior. Researchers have been wrestling with the concepts of management and supervision for decades, and they often reach different conclusions on the best methods and types of people who make good supervisors.

At BPD, and particularly for the FTO, we look at it this way:

- 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.
- Competencies are *job-related*: they explain what you are expected to do on the job with your trainees.

That said, remember that there is fluidity to these concepts. You will notice, for instance, how certain qualities inform a leadership style, or how certain competencies require you to have a stronger footing in X style of leadership.

NOTE FOR THIS SECTION (SLIDES 5 – 9)

For each slide/role, the instructor should pause after introducing the role and ask the following questions:

- 1) Why is this role important? Why are these attributes important for a supervisor?
- 2) Have any of you had a supervisor who exemplified these qualities?
- 3) Why are these qualities important? What would happen to recruits if this role wasn't correctly fulfilled?

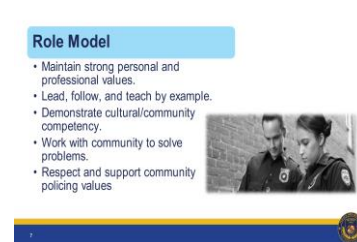
Roles of the FTO

As we discussed in the group activity, as an FTO, you have many roles and responsibilities. We're now going to dive deeper into four of those roles: the roles of a FTO as Role Model, Teacher and Mentor, Evaluator and Counselor, and Leader and Supervisor.

Slide 5**Role Model**

FTO's are role models who:

- Maintain strong personal and professional values.
- Lead, follow, and teach by example.
- Demonstrate cultural/community competency.
- Work with community to solve problems.
- Respect and support community policing values

Slide 6**Teacher & Mentor**

As a teacher and mentor, an FTO...




- Does not consider the recruit to be a "workload-reducer."
- Accepts responsibility for recruit progress.
- Reinforces positive attributes and accomplishments of recruits.
- Recognizes and leverages learning styles.
- Supports recruits, provides direction, reports problems.

Slide 7**Evaluator & Counselor**

FTO's as evaluators and counselors...

- Make objective assessments.
- Provide feedback on strengths/weaknesses.
- Allow recruit to practice, problem-solve.
- Communicate *regularly* with FTDS/C.
- Make decisions during training.

Slide 8

<p>Leader & Supervisor</p> <p>As a leader and supervisor, and FTO...</p> <ul style="list-style-type: none"> • Shares responsibility for recruit progress. • Holds recruits accountable. • Leverages resources: remedial training, adult learning methods. • Models appropriate behavior. • Serves as direct supervisor, oversees daily work. 	<p>Slide 9</p>  <p>Leader & Supervisor</p> <ul style="list-style-type: none"> • Shares responsibility for recruit progress. • Holds recruits accountable. • Leverages resources: remedial training, adult learning methods. • Models appropriate behavior. • Serves as direct supervisor, oversees daily work.
<p>[Transition Slide]</p>	<p>Slide 10</p>  <p>LEADERSHIP STYLES</p>
<p>Leadership</p> <p>So, now that we have an understanding of the general roles of the FTO, we can move on to the concept of leadership in particular.</p> <p>ASK: What is a leader? How would you define one?</p> <p>In reality, there is no one way to lead people, but as you may have learned in course elsewhere, there are five general leadership styles:</p> <ul style="list-style-type: none"> • Charismatic • Transactional • Laissez-faire • Transformational • Servant <p>PARTNER MATCHING ACTIVITY</p> <p>Before we discuss each of the leadership styles, you and a partner are going to be given 18 matching cards. The yellow cards are the five styles. The green cards are a description of each style, and the blue cards represent</p>	<p>Slide 11</p>  <p>We know about leadership. Why the "coach"?</p> <p>LEADERSHIP</p> <p>5 Leadership Styles</p> <ul style="list-style-type: none"> • Charismatic 4 • Transactional 5 • Laissez-faire 1 • Transformational 2 • Servant 3

Expected Responses

- Someone who takes initiative.
- Someone who knows how to delegate.
- Someone who fulfills all of the roles of the FTO.

Desired Response

- Someone who tends to have a particular style of managing people

traits associated with a given style. The numbers on the green cards are NOT in the order of the leadership styles listed on this slide!

You and your partner will have about 3-5 minutes to correctly match each style with both its definition and any associated traits.

Let's review.

(Click to reveal the answers on the slide. Correct numbers will appear next to the leadership style.)

AFTER THE ACTIVITY

SAY: It's interesting to see everyone's interpretation of the five leadership styles. Now, we will go into more detail about the characteristics of each one. Just as each of you had your own interpretation here, you will notice that leadership styles often have overlapping characteristics. That is because—as I have said—leadership is an amalgam of traits. There is no “one size fits all” model.

That said, research shows that individuals do tend to have a dominant style, so it's important to understand them. Let's dive in.

towards organizational goals (see note below).

Allow the class to collect their thoughts on how to define a leader. Then, introduce the five leadership styles and proceed to the activity.

The activity is designed to test students' preconceived notions of leadership—how they see leadership before learning about it here. They won't necessarily provide the desired response. The point is to emphasize that though there are five leadership styles, these are fluid classifications.

The instructor should distribute the yellow and green matching cards to each partner group. If needed, this activity can be done with 3, but no more than 3.

Give approximately 3-5 minutes for students to match the style with the definition.

Click to reveal the correct responses on this slide. (Each green card is labeled with a number.)

Charismatic Leadership

ASK: Can anyone tell me who this is in the picture? He's not police. There's a hint in the background, if you can see it. He's a very outspoken, sometimes controversial executive from the private sector.

EXPLAIN: Yes, it's Elon Musk.

ASK: Putting our opinions of him aside, would you consider him a charismatic leader? Why or why not?

EXPLAIN: The man is transforming many areas of society, from how we use our cars (Tesla) to how we pay for things

Slide 12



Desired Response:

- Elon Musk

(PayPal). He even manages a space travel company, SpaceX – and he believes in all of it.

The logic behind this is that Musk is an innovator focused on deep fundamental, aspirational changes similar to those we seek to achieve in policing. We can go back to the standard police-at-the-podium image if we want to be more “traditional.”

Charismatic leadership is about confidence, aspirational goals, and passionate communication. The charismatic leader truly believes that each of their team members plays an integral role in the change driving their organization forward. When they speak, they do so from the heart, with the conviction that the way we do policing can and will revitalize Baltimore City into an attractive place to live, do business, and raise a family. The charismatic leader also seeks to connect the values, temperament, and unique abilities of each recruit to the mission of the organization. This is known as “person-organization values fit.” The charismatic leader also has the finesse to set goals that appeal to a recruit’s particular learning style, strengths, and disposition. Finally, the charismatic leader aims to change behavior: not in a manipulative way, but in a way that challenges the recruit to develop better habits and surpass themselves.

Desired Response:

- Responses may vary.
- Look for those relating to vision, mission, and change.

Instructor Notes:

The instructor should use these notes as a supplement, if additional explanation is required.

Charismatic leadership is about confidence, aspirational goals, and passionate communication. The charismatic leader:

- Believes that each of their team members plays an integral role in the change driving their organization forward.
- Speak from the heart, with the conviction that the way we do policing can and will revitalize Baltimore City into an attractive place to live, do business, and raise a family.
- Connects the values, temperament, and unique abilities of each recruit to the mission of the organization (this is known as “person-organization values fit”).
- Sets goals that appeal to a recruit’s particular learning style, strengths, and disposition.
- Aims to change behavior.

Transactional Leadership

What people might refer to colloquially as “positive or negative reinforcement.” Part of your job as supervisors is to ensure that your recruits become certified police officers. To achieve that, there are certain requirements they simply have to meet. These requirements are standardized. They might not enjoy meeting every one of them, but in the end, they have to be done.

Slide 13

TRANSACTIONAL LEADERSHIP

Commonly known as “positive/negative reinforcement.”

Usually more standardized goals, less individualized.

Emphasizes self-awareness of faults and strengths.

Helps support the overall apparatus of field training through documentation, identification.



Response to Question

In field training, transactional leadership comes in at the level of the DOR. Transactional leaders develop a mutually agreed set of goals (i.e. – the requirements of the DOR) with their team, which they then structure around deadlines and an incentive structure. If team members meet their goals, they are rewarded. If they fail to meet them, they face negative feedback and remediation.

The goals in transactional environments are not as individualized as they might be under charismatic leadership, but as BPD supervisors, transactional leadership can help you navigate the art of the “give and take” which is often necessary when managing subordinates.

ASK: In what kind of environment might you encounter a transactional leader? Have you ever had a supervisor with this sort of style?

Examples of transactional leaders include those in professional sports (coaches and trainers) and the military (for example, General Norman Schwarzkopf). They are common in sectors with strict operational necessities and heavy reliance on statistical outcomes (sales, manufacturing, etc.).

Famous Transactional Leader

Henry Ford, who created the 8-hour workday based on the demands of manufacturing output, and structured worker benefits according to compliance with goals and available manpower.

Laissez-Faire Leadership

This style of leadership . . .

- Allows the employee(s) to determine what needs to be done and how it needs to be done with limited or no supervisory input.
- Is **mistakenly** attributed to supervisors who have abdicated their supervisory responsibility and allow their employees to do as they please.
Laissez-faire leadership is not the same as a failure to supervise or supervisory neglect.
- Relies upon and is intended to improve the self-management, critical thinking, and autonomous decision-making of subordinates.
- When done correctly, is a form of delegating authority and judgment to others. Clear expectations must be set as to the areas/moments in which a supervisor will/will not intervene.

(Click to reveal.)

It is most appropriately used when:

- FTO is totally confident in trainee’s ability.
- When dealing with a repeat situation.
- During the final stage of FTO program.

Slide 14

Laissez-faire Leadership

Allows the employee(s) to determine what needs to be done and how it needs to be done with limited or no supervisory input.

At times, this style can lead to supervisors allowing their employees to do as they please.

When used correctly, it should be more of a form of “Delegation of Authority”.

• FTO is totally confident in trainee’s ability.
• When dealing with a repeat situation.
• During the final stage of FTO program.

Famous Laissez-Faire Leader

Warren Buffet, who believes that selecting the right talent on the front end should be followed by confidence in that talent’s skills and abilities.

ASK: Can anyone think of an example of a famous laissez-faire leader? Where might you encounter one?

(Click to reveal a photo of Warren Buffet as an example).

Transformational Leadership

ASK: Does anyone recognize this youngster? Probably most famous for the recent GameStop phenomenon in the stock market? How has he been a transformational leader? (See “Famous Transformational Leader”).

Transformational leadership may seem similar to charismatic leadership, but differs slightly. The founding principle of transformational leadership is commitment to a **broader social goal**, not just an organizational one.

Transformational leaders:

- Identify impediments to the desired culture change.
- Assign action items to individuals based on their unique skill sets.
- Generate trust from their subordinates by confiding in their unique skill sets to change the world for the better.

ASK: Can you think of reasons why we might want to be transformational leaders at BPD? What kinds of improvements are we trying to make to our culture?

SAY: So, the lesson here is about recognizing talents and empowerment. As supervisors, it’s your job to point these out to your trainees and other supervisors who may interact with them. If we know what a subordinate is good at, we know where to employ them to solve problems and which tasks they would be best for.

Servant Leadership

ASK: Would you believe me if I told you that I knew a leader, the president of an entire nation, who served 27 years in prison prior to being elected? Who am I referring to?

(Click to reveal photo of Nelson Mandela).

Slide 15



Famous Transformational Leader

Vlad Tenev, founder of the stock trading app Robinhood, which has unlocked access to the financial markets for millions of modest households that were previously barred from them by fees/commissions.

Expected/Desired Responses

If students fail to identify the points below, be sure to highlight them.

- Greater accountability
- Community trust, stronger relations
- A better city to live/work in
- Fair and constitutional policing

Slide 16



Servant leaders **don't prioritize their own needs, but the needs of others**, of their subordinates. In practice, this means the following:

- Recognizing the needs of your subordinates. For example: work/life balance, compensation, medical conditions, challenging financial situations.
- Being human and making sacrifices as an example of expectations.
- Including subordinates in decision-making.

RECAP

In short, you could describe the 5 leadership styles as:

- Charismatic: Encourages
- Transactional: Structures
- Laissez-faire: Has Confidence
- Transformational: Aspires
- Servant: Sacrifices

Ideally, a good supervisor uses many or all of these styles depending on the situation and what relationship exists between the supervisor and their employees.

Famous Servant Leaders

Nelson Mandela, lawyer and civil rights activist who literally lived what he was denouncing, having been imprisoned for 27 years prior to ending apartheid and being elected president of South Africa.

Mahatma Ghandi, famous for his hunger strikes in protest of British colonialism in India during the 1940s.

GROUP ACTIVITY – LEADERSHIP STYLES

Instructions are straightforward and can be read by the instructor from the slide. Students will observe three video clips, then comment on the leadership styles/elements they observe in each, and reach a conclusion on the dominant style.

Clip 1 – Transactional leadership (sub-style: servant)

- Though building the bridge may be helping the enemy, Col. Nicholson considers it a fair trade for the welfare of his men.
- To an extent (not visible in this particular clip), Col. Nicholson is “serving” under the command of his Japanese captor, Col. Saito. Nicholson sacrifices his national loyalties as an example to his men of how any army should function.

NOTE: Students may contribute additional insight to each video. Leverage that during your discussion.

Slides 17 - 18

EXERCISE: LEADERSHIP STYLES

- Instructions: Separate into groups of three, with one member acting as a spokesperson. After watching each of these clips, write down the elements of leadership that you notice in each.
- Try and reach a conclusion on each character:
 - If you had to place them into one category, which would it be? Why?
 - Do you see any drawbacks to the style they apply to the situation?
- Three minutes to analyze each clip.

READY?



Time: 25 Minutes

Separate the students into groups of three. After viewing each clip, try to guide them to the “correct” answers and reasoning on the left-hand column.

Remind them, however, that leadership styles are rarely distinct and one-dimensional, as they will discover while analyzing the clips. The answers to the left are guides for the instructor, who should utilize student input to further enrich the discussion.

Clip II – Transformational leadership (sub-style: charismatic)

- Though severe in telling workers to go home, Mr. Ford makes it clear that the primary driver of the Ford business is an idea for changing the world. Without ideas, the business stops, as he implies by halting the assembly line.
- Mr. Ford demonstrates passion and emotion while speaking, so he is also charismatic—perhaps a bit too charismatic (e.g. – “You don’t belong at Ford.”).

Clip III – Laissez-faire leadership (sub-style: transactional)

- John Tuld operates in a democratic way, allowing his employees to speak and each present their view on the problem. He confides in their abilities and collects information in this way before making a decision. John Tuld literally “let’s them do.”
- Tuld is also fairly transactional in the way he delegates authority and tasks near the end of the clip.

NOTE: Though the last clip is longer, it is important to go through it, as laissez-faire leadership is often the most misunderstood or elusive type of leadership.

PRIMING ACTIVITY – PERSONAL QUALITIES

On the right side of this slide, you’ll see a list of 8 personal qualities of the FTO.

I am going to assign each group a trait. In your groups, discuss your assigned trait.

- What does it mean to you as an FTO?
- How can you effectively apply it as an FTO?

Be prepared to share. Each group will be responsible for sharing with the group when their trait is shown on the PowerPoint. One of you should record brief notes for your group. You’ll have about 2 minutes to discuss and about a minute to share.

Time: 10 minutes




Slide 19

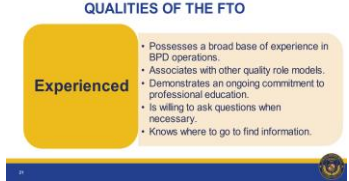

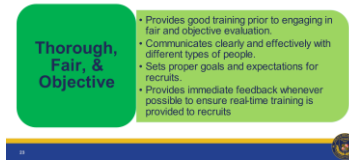
The instructor should assign each of the traits to either a group of 3 or 4. If necessary, this can also be done in pairs to ensure each trait is discussed.

Provide about 2 minutes for discussion. The instructor should facilitate around to each group while they discuss.

Each group should have a minute to share. The instructor should be mindful of the time and be clear about only having 1 minute.

The instructor should use the next 7 slides as a “GUIDE” only. Allow the first group to

<p>Now that your group has had time discuss, let's share out.</p>	<p><i>share, and then “click” to reveal desired responses.</i></p>
<p>Effective Communicator An effective communicator...</p> <ul style="list-style-type: none"> • Uses active listening skills. • Remains calm. • Is able to control both patrol and training situations. • Gives clear and understandable directions. 	<p>Slide 20</p> <p>QUALITIES OF THE FTO</p>  <p><i>The next 7 slides should be used to facilitate each group. Show the slide, allow the group to share, then click to reveal. Repeat for the 7 slides.</i></p> <p><i>Group that was assigned should share. Click to reveal.</i></p>
<p>Ethical An FTO who is ethical...</p> <ul style="list-style-type: none"> • Demonstrates integrity, at all times. • Promotes good character. • Displays professional values. • Always complies with BPD policies and procedures. • Grounds policing efforts in constitutional and - biased- free policing. 	<p>Slide 21</p> <p><i>Group that was assigned should share. Click to reveal.</i></p> <p>QUALITIES OF THE FTO</p> 
<p>Professional & Knowledgeable A professional FTO...</p> <ul style="list-style-type: none"> • Works with other FTOs and FTO program personnel to help the entire program succeed. • Maintains a professional appearance and demeanor. • Has a record of engaging in professional and positive community interactions and collaborations. <p>A knowledgeable FTO...</p>	<p>Slide 22</p> <p><i>Group that was assigned should share. Click to reveal.</i></p> <p>QUALITIES OF THE FTO</p> 

<ul style="list-style-type: none"> • Maintains a working knowledge of current laws and BPD policy. • Demonstrates an ability to apply knowledge properly. 	
<p>Experienced An experienced FTO...</p> <ul style="list-style-type: none"> • Possesses a broad base of experience in BPD operations. • Associates with other quality role models. • Demonstrates an ongoing commitment to professional education. • Is willing to ask questions when necessary. <p>Knows where to go to find information.</p>	<p>Slide 23 <i>Group that was assigned should share.</i> <i>Click to reveal.</i></p> 
<p>Courageous A courageous FTO...</p> <ul style="list-style-type: none"> • Possesses moral courage, with a willingness to call out inappropriate behavior on the part of other department employees. • Possesses physical courage, with a willingness to confront those who are harming others or present a threat to officers. • 	<p>Slide 24 <i>Group that was assigned should share.</i> <i>Click to reveal.</i></p> 
<p>Thorough, Fair, & Objective An FTO who is thorough, fair, and objective...</p> <ul style="list-style-type: none"> • Provides good training prior to engaging in fair and objective evaluation. • Communicates clearly and effectively with different types of people. • Sets proper goals and expectations for recruits. • Provides immediate feedback whenever possible to ensure real-time training is provided to recruits. 	<p>Slide 25 <i>Group that was assigned should share.</i> <i>Click to reveal.</i></p> 
<p>Committed A committed FTO...</p> <ul style="list-style-type: none"> • Understands that serving as an FTO requires more effort and takes more time than serving as a solo patrol officer. 	<p>Slide 26 <i>Group that was assigned should share.</i> <i>Click to reveal.</i></p>

- Willingly accepts responsibility for teaching and training recruits.
- Willingly coaches, mentors, and nurtures each recruit.
- Respects the value of training.

Recognizes the importance of enthusiastically endorsing the new direction the department to provide policing services in Baltimore.

QUALITIES OF THE FTO

Committed

- Understands that serving as an FTO requires more effort and takes more time than serving as a solo patrol officer.
- Willingly accepts responsibility for teaching and training recruits.
- Willingly coaches, mentors, and nurtures each recruit.
- Respects the value of training.
- Recognizes the importance of enthusiastically endorsing the new direction the department to provide policing services in Baltimore.

CASE STUDY: *Any Given Sunday* (Al Pacino, 1999)

(1) ASK: Let's come full circle. First, leadership style: what kind of leadership style does Al Pacino have in this scene?

The answer is pretty obvious, and we have to admit that in American culture, we tend to prize these kinds of leaders in particular. **But remember that this is just an example, and that leadership is complicated. Not everyone is charismatic. Not everyone can be laissez-faire.** The important thing to remember is that sometimes, different elements of leadership are appropriate for certain situations.

(2) ASK: How do you know that Al Pacino is a charismatic leader? What does he say that makes this evident?

(3) ASK: Now, let's consider the eight qualities we just discussed. Which qualities does Al Pacino possess? It's okay if you don't think he possesses all of them.

Effective Communicator: By the end of his speech, Pacino's team is rallying with great emotion. He has obviously communicated his message, as evidenced by the team's behavior.

Ethical: Pacino shows that he's human by admitting that he has made mistakes in life. This not only shows sympathy, but morality, as someone who admits to mistakes adheres to some paradigm of right and wrong.

Committed: **[Ask the class]** I think that Pacino is committed. He uses hyperbole (exaggeration: winning/losing is life/death) to make his point. He shows that he's interested in mentoring and coaching the team by relating his old age to their relative youth. Remember

Slide 27

ANY GIVEN SUNDAY (1999)

<https://www.youtube.com/watch?v=f1C6b2Wd8HM>



Run time: 4:31

<https://www.youtube.com/watch?v=f1C6b2Wd8HM>

Before playing the video, tell the students to write down the eight qualities just discussed in their notepads (alternatively, write them on the board, if available).

Next, play the video in its entirety. Once finished, refer to the prompts on the left to initiate a discussion. It will begin with leadership style, but shift into the qualities after we refresh that topic.

Desired Responses (Questions 1 & 2)

- Al Pacino is a charismatic leader in this scene.
- He speaks with passion and conviction.
- He admits shortcomings, confesses to the players.

the sacrificial leader? Well, Pacino sort of “sacrifices” himself here by telling the players that they can do better than he did, that his time is past, but theirs isn’t.

Pursue the ensuing discussion with the class. Students may have additional thoughts and insights on how the rest of the qualities are displayed.

- He acknowledges his limitations (“I can’t do it for you. I’m too old.”)
- He explains that without “each inch” contributed by each member of the team, the organization can’t move forward.
- He recognizes the willpower and value of each person as part of the whole. He expresses his belief in their ability.

9 Core Competencies of the FTO

These are the 9 Core Competencies of the FTO:

- Lead
- Communicate
- Motivate
- Develop Personnel
- Problem-Solve
- Evaluate
- Counsel
- Discipline
- Manage Conflict

Lead

ASK: What does leadership look like as an FTO?

Communicate

The ability to effectively exchange, share and understand necessary information with others is essential when communicating.

ASK: As FTO’s, what does effective communication look like?

Slide 28

Time: (10 minutes)



Desired Responses:

- Influencing, persuading, and/or inspiring others to fulfill their full potential, and in some cases, to do more than they believed was possible.

Desired Responses:

- uses effective oral and written communication skills
- is able to establish and communicate performance expectations and standards that are clear to trainee;
- is able to ACTIVELY listen to trainee
- is able provide objective, meaningful feedback to trainee

Motivate

Motivation is the ability to influence or encourage others to act/perform/change behavior by offering them an incentive (*something of value*) in order to work towards and achieve a common goal.

A motivational FTO...

(*Select a few that have not been mentioned thus far in the training.*)

- develops and maintains professional relationships with trainee
- provides positive feedback when warranted
- encourages the professional growth of trainees by answering their questions and inquiries
- supports the mission, values, and vision of the agency
- celebrates the success of trainees
- understands and addresses the anxiety the anxiety that trainees may feel when placed in a “new” situation
- is able to deal with/encourage trainees who may be reluctant to attempt “new” or different tasks
- recognizes and attempts to mitigate factors that cause workplace stress

Develop Personnel

- understands the impact that cultural, ethnic and generational differences play when communicating with trainees
- is able to question trainees and critique their performance without belittling them
- is able to give clear, concrete, and complete instructions to trainees even during critical events
- considers questions as legitimate attempts to gain knowledge and not as a challenge to authority
- understands both the agency’s administrative and operational reporting systems

The instructor should only mention a few on the list. Choosing which ones should be based on what has not been discussed so far. If all have been mentioned, touch on 2 and move on.

When developing personnel, it shows your ability to prepare others to satisfactorily complete a current or future work assignment through coaching, training, and mentoring.

An FTO who develops personnel...

(Select a few that have not been mentioned thus far in the training.)

- is willing to consult with trainees and obtain their opinion
- practices delegation
- coaches and mentors trainees
- identifies and addresses the training needs of trainees
- develops an effective work team
- encourages the professional growth of trainees by answering their questions
- challenges trainees to excel

Problem-Solve

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

ASK: What about problem-solving and decision-making? What should an FTO be able to do?

EXPLAIN: Being a problem-solver means you have the ability to recognize and identify problems, make decisions, initiate actions to solve them and evaluate the results.

The instructor should only mention a few on the list. Choosing which ones should be based on what has not been discussed so far. If all have been mentioned, touch on 2 and move on.

Desired Responses:

- is able to objectively, and logically, analyze a situation in order to define a problem accurately and develop a solution
- willing to seek assistance of others in order to understand and solve a problem
- uses a logical, step-by-step approach to address problems
- is able to analyze/evaluate the solutions trainees develop
- understands the legal, social, and professional constraints under which the organization functions
- develops and communicates a cohesive plan of action to trainees involved in the situation

Evaluate

With your group, discuss the following...

ASK: What should an FTO look for and be able to do when evaluating a trainee?

EXPLAIN: An evaluator has the ability to assess the performance, achievements, and behavior of others against established work standards/expectations and determine when and what type of action is necessary to improve their performance.

Let's talk for a minute about what evaluating is and "isn't". The evaluation process is a tool that is only effective if used correctly. There are several common performance evaluation errors an FTO should be aware of to ensure objective and consistent ratings. Performance evaluation errors will diminish the effectiveness of the program and the morale of its participants. Methods that focus on traits rather than behavior suffer from numerous shortcomings and inevitably result in rating error.

Quality Evaluations

Evaluations of high quality are...

- Understood and accepted by the trainee, even if the trainee is not in agreement with the evaluation.
- A basis for future training plans, if needed.
- Indicative of a trainee's strengths and weaknesses.
- Supportive of greater professional understanding between the FTO and trainee.

- is mentally and professionally prepared to make difficult decisions in a timely manner
- sets and meets deadlines

Desired Responses:

- is able to identify and measure the strengths and
- weaknesses of self and trainees
- sets priorities for self and trainees
- sets and communicates clear performance expectations and standards
- objectively measures work performance and work product against those standards
- takes corrective action for unacceptable or sub-standard performance
- is able to objectively assess the results of a work plan
- understands the need for and implements quality control for work performance

Move ahead to next 2 slides - Deeper dive into Evaluation.

Slide 29

QUALITY EVALUATIONS

Understood and accepted by the trainee, even if the trainee is not in agreement with the evaluation.

A basis for future training plans, if needed.

Indicative of a trainee's strengths and weaknesses.

Supportive of greater professional understanding between the FTO and trainee.



Common Evaluation Errors

These are the common evaluation errors...

- Leniency
- Personal Bias
- Central Tendency
- Error of Related Traits
- Event Bias
- "No Rooke Ever Gets a 5"
- Not Enough Improvement
- "Room to Grow" Theory
- Averaging Scores

ASK: Which of the following errors stick out to you? What do they mean to you as an FTO?

Slide 30



Desired Responses:

- Answers may vary, but descriptions of the chosen errors should mirror the descriptions below.
- *Example:* Personal bias could cause an FTO to rate a trainee based on their own personal feelings. We should strive to be objective, rating based on observation/performance.

***Use the following explanations to enhance understanding, as necessary, based on student responses. It is not necessary to repeat what students have already shared.*

The instructor should review errors not discussed by students.

- **Leniency** - occurs when the rater assigns scores higher than those that are deserved. In an FTO program, this often occurs because the FTO introduces the variable of "experience" or the amount of time the trainee has spent in the program.
- **Personal Bias** - occurs when the rater allows personal feelings about the employee to affect the ratings.

	<ul style="list-style-type: none"> ● Central Tendency - is seen when the rater routinely "bunches" scores toward the center of the rating scale. This error is often present using the numeric scale that requires written comments for scores of 1, 2, 4, and 5. Some FTOs will assign scores of 3 routinely to avoid the "mandatory" reporting rule. ● Error of Related Traits - happens when the rater gives the same rating to traits that they consider related in some way. The value of rating each trait separately is lost and the overall rating loses specificity. ● Event Bias - comes into play when one or two traits (or a particular behavior) dominate the appraisal. The rater may evaluate all remaining traits based on the dominant trait or performance. ● "No Rookie Ever Gets a 5" - This is a misconception! The rating should be based on real-life experiences and not reflect artificial standards. While it may be difficult for many trainees to perform at a Superior level in a number of categories, that score could be attainable for some. ● Not Enough Improvement - improvement to get a higher score is a judgment that an FTO may make when the trainee's performance is slightly better than that described as "needs improvement" performance in the SEGs. ● "Room to Grow" Theory - This theory has been around for a long time, too long as a matter of fact. The evaluator, wanting to "motivate" the trainee to work
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Getting back to the Core Competencies . . .

Counsel

An FTO as counselor has the ability to assist others through the use of a purposeful conversation in an understanding atmosphere, in order to:

- clarify a situation
- help them come to terms with some new experience
- see a problem or difficulty more clearly
- face a problem with less anxiety and tension, and/or make a decision

With your group, discuss the following...

ASK: How would you help a trainee who is experiencing anxiety, tension, or difficulty making a decision?

Discipline

When it comes to discipline, an FTO should be able to control one's own behavior and emotions, especially during a "critical" incident; the ability to direct and control the behavior of others.

ASK: How can this be done?

EXPLAIN: An FTO should take corrective action when an employee's behavior does not meet the standards established by an organization's rules and/or code of conduct.

harder, assigns a score less than what the trainee deserves.

- **Averaging Scores** - has no place in an evaluation system! FTOs who assign a score based on an average of the trainee's performance for the day have not selected a score that is accurate nor indicative of the true nature of the performance.

Slide 28 (Reprojected)




Desired Responses:

- sharing "bad" news honestly and compassionately
- recognizing and attempting to mitigate factors that cause workplace stress
- not imposing opinions on trainees but allows them to develop their own perspective and direction

Desired Responses:

- by instilling in them the positive values of the organization
- by reinforcing their commitment to an ethical standard of personal and professional behavior
- by preparing them to act in accordance with the

<ul style="list-style-type: none"> ● understands the need for and practices personal self-control ● communicates the importance of self-control to trainees through personal example ● recognizes the value of the organization's rules and regulations <p>When managing conflicts, an FTO should assist with settling disagreements or disputes.</p>	<p>organization's policies, procedures, and operating guidelines both during routine situations and during a crisis.</p> <ul style="list-style-type: none"> ● appreciate that a trainee may experience conflict between lessons learned during entry-level training and application of those lessons in the field; knows how to respond to this conflict ● recognize the signs that there may be a "personality" conflict between self and trainee and knows how to respond if a conflict develops and can instruct the trainee in alternate methods of "dispute" resolution
<p>II. EVALUATION/CLOSURE</p> <p>As you can see once again, you will have a lot of responsibilities as an FTO. You will need to be at your best at all times, and practice all of the leadership traits.</p> <p>By the nature of their assignment, FTOs must demonstrate LEADERSHIP. Not only does the field trainee who is assigned to an FTO expect that his/her FTO is a leader, but the organization should demand it. The task of training, coaching, mentoring, and evaluating a new employee requires that an FTO demonstrate behavior that reflects all of the traits that a leader should possess as well as the principles that guide a leader.</p> <p>In order to develop the rapport and trust that is necessary to help a new employee transition from an entry-level academy to the "real" world, an FTO must display those leadership characteristics and apply those leadership principles that set them apart from other employees of the organization.</p> <p>ASK: What questions do you have for me?</p>	<p>Slide 31 Time: (5 minutes)</p>  <p><i>The instructor should answer as many questions as time allows.</i></p>

APPENDIX A
Matching Cards for Partner Activity (Slide 10)

Charismatic	<p style="text-align: center;">4</p> <ul style="list-style-type: none">• Believes that each of their team members plays an integral role in the change driving their organization forward.• Speaks from the heart, with the conviction that the way we do policing can and will revitalize Baltimore City into an attractive place to live, do business, and raise a family.• Connects the values, temperament, and unique abilities of each recruit to the mission of the organization (“person-organization values fit”).
Transactional	<p style="text-align: center;">5</p> <ul style="list-style-type: none">• Develops a mutually agreed set of goals with their team, which they then structure around deadlines.• Incentive structures.• If team members meet their goals, they are rewarded. If they fail to meet them, they face negative feedback and remediation.

Laissez-Faire

1

- Is **mistakenly** attributed to supervisors who have abdicated their supervisory responsibility and allow their employees to do as they please.
- Relies upon and is intended to improve the self-management, critical thinking, and autonomous decision-making of subordinates.
- When done correctly, is a form of delegating authority and judgment to others. Clear expectations must be set as to the areas/moments in which a supervisor will/will not intervene.

Transformational

2

Committed to a broader social goal, not just an organizational one.

- Identifies impediments to the desired culture change.
- Assigns action items to individuals based on their unique skill sets.
- Generates trust from their subordinates by confiding in their unique skill sets to change the world for the better.

Servant

3

Do not prioritize their own needs, but the needs of others, of their subordinates. In practice, this means the following:

- Recognizing the needs of your subordinates. For example: work/life balance, compensation, medical conditions, challenging financial situations.
- Being human and making sacrifices as an example of expectations.
- Including subordinates in decision-making.

Democratic

Self-sacrificing

Idealistic

Methodical

Passionate

Deadline-driven

Empowers employees

Assures a place for everyone