

FIELD TRAINING OFFICER COURSE
BLOCK 3
EXPECTATIONS, FUNCTIONS, AND ROLES
OF THE FIELD TRAINING OFFICER (FTO)
General Course Outline

TOPIC OUTLINE	INSTRUCTIONAL CLUES
INTRODUCTION What does it take to make an FTO? It takes commitment, dedication, desire, and much more. There's no such thing as a perfect FTO A. EXPLAIN THE ATTRIBUTES OF A SUCCESSFUL FTO, WHICH MAY INCLUDE: 1. Effective communicator a. Uses active listening skills b. Remains calm c. Controls the situation 2. Ethical a. Demonstrates integrity b. Promotes character c. Displays professional values 3. Professional a. Works with other FTOs to help the whole program b. Appearance and demeanor 4. Knowledgeable a. Knows and stays current with the law b. Demonstrates knowledge through proper application 5. Experienced a. Broad experience base b. Associates with other quality role models c. Willing to ask questions d. Knows where to look for information 6. Courageous	

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a. Physical courage b. Moral courage 7. Fair a. Reviews training b. Communicates clearly c. Sets goals/expectations d. Objective evaluations e. Gives immediate feedback 8. Committed a. Understands training requires long hours b. Accepts responsibility of teaching c. Willing to mentor and nurture the trainee d. Has respect for training 9. Loyal a. Displays loyalty to the community b. Displays loyalty to the department 1) Its mission, vision, and values	
B. IDENTIFY AND EXPLAIN THE FUNCTIONS OR ROLES OF THE FTO, INCLUDING: 1. Role Model a. Leads by example b. Teaches by example c. Strong values 1) Personally 2) Professionally d. High level of integrity 2. Trainer/Teacher	

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a. Wants/Helps trainee to learn b. Accepts responsibility for progress of trainee c. Reinforces positive attributes & accomplishments d. Individualizes training/Breaks down information 1) Easily understood manner 2) Relative to trainee's skill level 3) Relative to trainee's learning style 3. Evaluator a. Makes honest, objective assessments of behavior and performance b. Provides feedback c. Makes decisions and forwards to supervisor 4. Supervisor a. First in the trainee's chain of command b. Oversees daily work c. Sets goals and objectives 5. Coach/Mentor/Counselor a. Allows for practice b. Provides hints and encouragement to motivate trainee c. Allows trainee to work through problems d. Answers questions e. Provides direction or assistance f. Knows when to inform supervisor 6. Leader a. Able to develop others/hold trainee accountable b. Shares responsibilities with trainee c. Develops/utilizes resources	

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d. Sets clear expectations in a positive environment e. Models appropriate behavior f. Able to act as a change agent C. DISCUSS THE KEY ELEMENTS FOR ESTABLISHING TRUST BETWEEN THE FTO AND THE TRAINEE, INCLUDING: 1. <u>T</u>ruth a. Established by integrity 2. <u>R</u>espect a. Gives personal worth 3. <u>U</u>nderstanding a. Shows compassion and empathy 4. <u>S</u>upport a. Provides strength and shows commitment 5. <u>T</u>eamwork a. Brings trainees into the organization D. DEMONSTRATE THE ABILITY TO ESTABLISH A MUTUALLY POSITIVE WORKING RELATIONSHIP BETWEEN THE TRAINEE AND FTO USING KNOWLEDGE OF THE TRAINEE’S EDUCATION, BACKGROUND, CULTURAL PERCEPTIONS, WORK HISTORY, ETC. 1. Develop rapport 2. Good interpersonal skills a. Open b. Responsive c. Approachable d. Supportive E. DISCUSS SOURCES OF STRESS THAT MAY AFFECT TRAINEE PERFORMANCE, INCLUDING:	

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1. Personal sources a. Family b. Friends/family's lack of understanding of the law enforcement "culture" c. Financial d. Wellness 2. Professional sources a. Expectations of trainee performance b. Administration c. Peer pressure d. Personal – "Failure is not an option" F. RECOGNIZE SYMPTOMS OF TRAINEE PSYCHOLOGICAL, PHYSICAL, AND EMOTIONAL STRESS 1. Impaired judgment a. Poor decisions b. Unable to make decisions 2. Deteriorating health a. Becomes sick easily b. Increase in sick leave use c. Muscle tics 3. Impatience with self and others G. IDENTIFY AVAILABLE METHODS AND RESOURCES TO MINIMIZE TRAINEE PSYCHOLOGICAL, PHYSICAL, AND EMOTIONAL STRESS 1. Employee Assistance Programs 2. Chaplains/Clergy 3. Psychologists 4. Mentoring program	

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5. Exercise/work-out plan H. CASE STUDY EXERCISE Student groups determined on Day One will discuss and address their trainee's written case study provided for this block of instruction.	