

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

TOPIC OUTLINE	INSTRUCTIONAL CLUES
<p><b>INTRODUCTION</b></p> <p>What does it take to make an FTO?</p> <p style="padding-left: 40px;">It takes commitment, dedication, desire, and much more.</p> <p style="padding-left: 40px;">There's no such thing as a perfect FTO</p> <p><b>A. EXPLAIN THE ATTRIBUTES OF A SUCCESSFUL FTO, WHICH MAY INCLUDE:</b></p> <ol style="list-style-type: none"> <li>1. Effective communicator           <ol style="list-style-type: none"> <li>a. Uses active listening skills</li> <li>b. Remains calm</li> <li>c. Controls the situation</li> </ol> </li> <li>2. Ethical           <ol style="list-style-type: none"> <li>a. Demonstrates integrity</li> <li>b. Promotes character</li> <li>c. Displays professional values</li> </ol> </li> <li>3. Professional           <ol style="list-style-type: none"> <li>a. Works with other FTOs to help the whole program</li> <li>b. Appearance and demeanor</li> </ol> </li> <li>4. Knowledgeable           <ol style="list-style-type: none"> <li>a. Knows and stays current with the law</li> <li>b. Demonstrates knowledge through proper application</li> </ol> </li> <li>5. Experienced           <ol style="list-style-type: none"> <li>a. Broad experience base</li> <li>b. Associates with other quality role models</li> <li>c. Willing to ask questions</li> <li>d. Knows where to look for information</li> </ol> </li> <li>6. Courageous</li> </ol>	

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<ul style="list-style-type: none"> <li>a. Physical courage</li> <li>b. Moral courage</li> </ul> <p>7. Fair</p> <ul style="list-style-type: none"> <li>a. Reviews training</li> <li>b. Communicates clearly</li> <li>c. Sets goals/expectations</li> <li>d. Objective evaluations</li> <li>e. Gives immediate feedback</li> </ul> <p>8. Committed</p> <ul style="list-style-type: none"> <li>a. Understands training requires long hours</li> <li>b. Accepts responsibility of teaching</li> <li>c. Willing to mentor and nurture the trainee</li> <li>d. Has respect for training</li> </ul> <p>9. Loyal</p> <ul style="list-style-type: none"> <li>a. Displays loyalty to the community</li> <li>b. Displays loyalty to the department <ul style="list-style-type: none"> <li>1) Its mission, vision, and values</li> </ul> </li> </ul> <p><b>B. IDENTIFY AND EXPLAIN THE FUNCTIONS OR ROLES OF THE FTO, INCLUDING:</b></p> <p>1. Role Model</p> <ul style="list-style-type: none"> <li>a. Leads by example</li> <li>b. Teaches by example</li> <li>c. Strong values <ul style="list-style-type: none"> <li>1) Personally</li> <li>2) Professionally</li> </ul> </li> <li>d. High level of integrity</li> </ul> <p>2. Trainer/Teacher</p>	

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<ul style="list-style-type: none"> <li>a. Wants/Helps trainee to learn</li> <li>b. Accepts responsibility for progress of trainee</li> <li>c. Reinforces positive attributes &amp; accomplishments</li> <li>d. Individualizes training/Breaks down information               <ul style="list-style-type: none"> <li>1) Easily understood manner</li> <li>2) Relative to trainee's skill level</li> <li>3) Relative to trainee's learning style</li> </ul> </li> </ul> <p>3. Evaluator</p> <ul style="list-style-type: none"> <li>a. Makes honest, objective assessments of behavior and performance</li> <li>b. Provides feedback</li> <li>c. Makes decisions and forwards to supervisor</li> </ul> <p>4. Supervisor</p> <ul style="list-style-type: none"> <li>a. First in the trainee's chain of command</li> <li>b. Oversees daily work</li> <li>c. Sets goals and objectives</li> </ul> <p>5. Coach/Mentor/Counselor</p> <ul style="list-style-type: none"> <li>a. Allows for practice</li> <li>b. Provides hints and encouragement to motivate trainee</li> <li>c. Allows trainee to work through problems</li> <li>d. Answers questions</li> <li>e. Provides direction or assistance</li> <li>f. Knows when to inform supervisor</li> </ul> <p>6. Leader</p> <ul style="list-style-type: none"> <li>a. Able to develop others/hold trainee accountable</li> <li>b. Shares responsibilities with trainee</li> <li>c. Develops/utilizes resources</li> </ul>	

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<ul style="list-style-type: none"> <li>d. Sets clear expectations in a positive environment</li> <li>e. Models appropriate behavior</li> <li>f. Able to act as a change agent</li> </ul> <p><b>C. DISCUSS THE KEY ELEMENTS FOR ESTABLISHING TRUST BETWEEN THE FTO AND THE TRAINEE, INCLUDING:</b></p> <ul style="list-style-type: none"> <li>1. <b><u>T</u>ruth</b> <ul style="list-style-type: none"> <li>a. Established by integrity</li> </ul> </li> <li>2. <b><u>R</u>espect</b> <ul style="list-style-type: none"> <li>a. Gives personal worth</li> </ul> </li> <li>3. <b><u>U</u>nderstanding</b> <ul style="list-style-type: none"> <li>a. Shows compassion and empathy</li> </ul> </li> <li>4. <b><u>S</u>upport</b> <ul style="list-style-type: none"> <li>a. Provides strength and shows commitment</li> </ul> </li> <li>5. <b><u>T</u>eamwork</b> <ul style="list-style-type: none"> <li>a. Brings trainees into the organization</li> </ul> </li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>1. Develop rapport</li> <li>2. Good interpersonal skills <ul style="list-style-type: none"> <li>a. Open</li> <li>b. Responsive</li> <li>c. Approachable</li> <li>d. Supportive</li> </ul> </li> </ul> <p><b>E. DISCUSS SOURCES OF STRESS THAT MAY AFFECT TRAINEE PERFORMANCE, INCLUDING:</b></p>	

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<ul style="list-style-type: none"> <li>1. Personal sources               <ul style="list-style-type: none"> <li>a. Family</li> <li>b. Friends/family’s lack of understanding of the law enforcement “culture”</li> <li>c. Financial</li> <li>d. Wellness</li> </ul> </li> <li>2. Professional sources               <ul style="list-style-type: none"> <li>a. Expectations of trainee performance</li> <li>b. Administration</li> <li>c. Peer pressure</li> <li>d. Personal – “Failure is not an option”</li> </ul> </li> </ul> <p><b>F. RECOGNIZE SYMPTOMS OF TRAINEE PSYCHOLOGICAL, PHYSICAL, AND EMOTIONAL STRESS</b></p> <ul style="list-style-type: none"> <li>1. Impaired judgment               <ul style="list-style-type: none"> <li>a. Poor decisions</li> <li>b. Unable to make decisions</li> </ul> </li> <li>2. Deteriorating health               <ul style="list-style-type: none"> <li>a. Becomes sick easily</li> <li>b. Increase in sick leave use</li> <li>c. Muscle tics</li> </ul> </li> <li>3. Impatience with self and others</li> </ul> <p><b>G. IDENTIFY AVAILABLE METHODS AND RESOURCES TO MINIMIZE TRAINEE PSYCHOLOGICAL, PHYSICAL, AND EMOTIONAL STRESS</b></p> <ul style="list-style-type: none"> <li>1. Employee Assistance Programs</li> <li>2. Chaplains/Clergy</li> <li>3. Psychologists</li> <li>4. Mentoring program</li> </ul>	

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