LOS ANGELES POLICE DEPARTMENT
Communications Training Officer
Expanded Course Outline
1850-30960

Instructional Goal: To provide comprehensive instruction and prepare personnel for duties serving as a Communications Training Officer (CTO) for a law enforcement organization.

Performance Objective: Using lectures, group discussions, and learning activities, the CTO student will:

- Understand the essential elements of a CTO program
- Understand legal and liability considerations
- Understand ethics and leadership issues
- Demonstrate understanding of adult learning concepts, one-on-one teaching techniques, performance assessment and documentation, and interpersonal communication strategies
- Students will be exposed to training resources, coaching and mentoring concepts, and counseling/intervention skills.

References: Instructors, facilitators and training supervisors shall ensure that current references are utilized

I. The Communication Training Officer (CTO) Program   **(4 hours)**

    A.   Introduction to the CTO Course
         1.   Instructor Introduction
         2.   Student Introductions
         3.   Course Goals
         4.   Student Expectations

    B.   Common CTO Program Elements
         1.   Mission statement (agency or dispatch/communication center)

LEARNING ACTIVITY #1: The learners will learn about the components that make up a Communications Training Officer Program, including: Mission Statement, CTO Development, Program Standards, and Benefits to the CTO.

Purpose: The purpose of this learning activity is to get learners to identify, compare and contrast the elements of a CTO Program

         1.   CTO Development
         2.   Program Standards
         3.   Benefits to the CTO

    A.   CTO Program overview
         1.   Structure and organization of the CTO Program
         2.   Trainee characteristics

LEARNING ACTIVITY #2: Students will identify the following: Generational issues: Traditionalists, Baby Boomers, Gen X, Gen Y, Next Gen, etc.; Cultural differences:

English as a second language, religion, gender; Educational background: High school diploma, college degree - is one better than the other in law enforcement?; Learning ability/disability: Hearing issues, dyslexia, memory, retention; Life experience: 1 year on the job as opposed to 10 years on the job.

Students will experience a disability and the feelings that go along with it. (Putting the student in the shoes of another)

Students will develop a greater compassion and sensitivity for those with different capabilities. Students will understand the difficulties that different learner characteristics may present to trainers and explore ways to teach trainees who may have these differences.

Purpose: The purpose of this activity is to enhance and identify a high level of awareness, understanding and sensitivity among CTO's about generational issues, cultural differences, educational background, learning abilities and life experience. This activity serves as a way to get students to identify, acknowledge, understand, and discuss the differences and similarities they may find when working with a trainee.

A.   Roles and responsibilities of the CTO
        1.   Criteria for selection of CTOs
        2.   Desirable traits of a CTO including, but not limited to:

LEARNING ACTIVITY #3: Desirable Traits of a CTO. This activity is designed to engage the class in pointing out both desirable and undesirable traits of a trainer.

Purpose: Learners will identify traits that are desirable in a trainer and assess their comprehension of these traits (knowing the undesirable traits can assist in avoiding this behavior or teaching method while working with a trainee); Learners will discuss ways to establish a desirable learning environment for both the trainer and trainee.

        1.   Roles of the CTO

LEARNING ACTIVITY #4: "Roles of a CTO". Learners will gain a better understanding of the roles they fulfill as trainers.

Purpose: Identify and discuss the various roles the CTO fulfills as trainers: Counselor, Trainer, Supervisor, Evaluator, Advocate and Facilitator.

        1.   Documentation
        2.   Supervisory notification

A.   Establishing and maintaining a professional training environment

LEARNING ACTIVITY #5: Establishing and Maintaining a Professional Training Environment. Students will learn the significance and importance of adhering to the principles of Confidentiality, Rules of Conduct, Appearance, Employee Safety – both physical and emotional; and the Effect of Training on the Communications Center.

Purpose: The purpose of this activity is to familiarize students with the elements necessary to establishing and maintaining a professional training environment. These elements are: confidentiality of trainee's progress, rules of conduct pertaining both to trainee and CTO, appearance of trainee/CTO, employee safety (both physical and emotional), and lastly evaluating the impact of training on the communications center and the trainee themselves.

A. Training Resources
1. Networking with other professionals and agencies
2. Professional training organizations (e.g., POST, APCO, NENA, PORAC, CAPTO, etc.)
3. Agency Training Manuals, Critical Task Lists, Workbooks
4. Professional publications and websites
5. Personal development (e.g., college courses, seminars, workshops, advanced and intermediate POST certification, ENP, IDI, etc.)

II. **Adult Learning Concepts and Effective Training Techniques**   **(8 hours)**

LEARNING ACTIVITY #7: "Identifying Your Learning Style" – Students will be introduced to the various learning styles and will identify their particular learning style.

Purpose: Students will be challenged to identify their particular learning style and recognize that not everyone has the same learning style. It will also encourage students to determine the learning style of their trainees and be aware of teaching to that learning style.

A. Learning Modalities
1. Learning Styles

LEARNING ACTIVITY #8: "Connecting Sensory Modalities to Learning Styles"

Purpose: This activity will challenge students to gain an understanding of how to identify sensory modalities and how they connect to learning styles. Students will also have the opportunity to discover how these principles can be used in their professional and personal lives and the importance of using them.

2. Adapt the CTO's instructional style to match the trainee's learning style in order to maximize retention

A. Learner-Centered Training (e.g., RIDEM)
1. Relevancy
2. Involvement
3. Discovery
4. Experience
5. Modeling

LEARNING ACTIVITY #9: RIDEM

Purpose: Students will be challenged to broaden their understanding of the principles of adult learning design and delivery utilizing the RIDEM model. Once the principles are understood, students will be challenged to create ways to apply the RIDEM model in a training environment.

A.   Instructional Considerations
    1.   Adult Learning Profile
    2.   Influences on adult learning

LEARNING ACTIVITY #10 – "Influences on Adult Learning"

Purpose: This activity will stress the main learning point that there are many dimensions of differences and influences on adult learning. It will challenge the students to appreciate the differences in personal backgrounds and perceptions as they influence learning. The activity will further challenge students to design training that will overcome learning barriers attributed to differences and perceptions.

    1.   Development of an individualized training plan
    2.   Learning preparedness
    3.   Trainee assessment
    4.   Utilize the training guides, workbooks, and other resources

A.   Laws of Learning to include, but not limited to:
    1.   Law of Effect
    2.   Law of Exercise
    3.   Law of Readiness
    4.   Law of Recency
    5.   Law of Relevance

LEARNING ACTIVITY #11 – "Laws of Learning"

Purpose: This activity will challenge the students to evaluate facts about learning and associate them with the concepts of the Laws of Learning.

A.   Domains of Learning
    1.   Affective
    2.   Cognitive
    3.   Psychomotor

B.   Instructional Planning (IPAT)
    1.   Introduction
    2.   Presentation
    3.   Application
    4.   Test

C.   Instructional Methods
    1.   Teaching Methods

2. Progressive training styles
3. Levels of Learning

LEARNING ACTIVITY #12 – "Telling" versus "Teaching"

Purpose: This activity will challenge the students to identify the fact that adult learners learn best by doing and that "telling" is not "teaching". In student-centered learning, the emphasis shifts away from the instructor and onto the student. This is known as active learning.

The student will realize that the instructor must consider all of the learning styles and teaching methods during instruction. If any styles are omitted during instruction, the instructor risks losing a student(s)'s focus and understanding.

The student will develop an increased understanding of why dialogue is critical to successful learning and how it can make learning a rewarding, please experience. Remind them how frustrating it is when they are not allowed to ask questions or to participate in dialogue.

The student will create the types of questions that will facilitate to learning process. It is the objective of the instructor to ask open questions and phrases that solicit dialogue between student and instructor or student and student.

The student will recognize the importance of using a variety of teaching techniques to reach every kind of learner.

The student will learn the benefits of interacting with a partner or group for problem solving, or for that matter, any learning process.

The student will recognize the frustration they felt during the first part of this exercise is similar to what many of their trainees will or have already experienced on the job.

1. Instructional aids

LEARNING ACTIVITY #13 – Instructional Aids

Purpose: This activity will challenge the students to understand that instructional aids are a must for the dispatch trainee. The trainer can learn to adapt to the trainee's style of learning, e.g., visual, auditory, tactile and kinesthetic, using tools when other methods are not working. Teaching adults is not the same as teaching children. It is important to understand that individuals learn differently and what may work for one trainee may not necessarily work for another. It's the trainer's job to know this, understand it and adapt to the trainee's style to assist in the trainee's success.

Using a variety of techniques so the trainee hears, sees and performs the task several different ways helps to reinforce their learning.
The trainer is able to think outside the box and create new and/or different teaching techniques. The trainer will recognize there are options when it comes to training tools

and will be open to using different instructional aids where they may have not been open to the idea before. The students will be open to hear other ideas from their classmates and possibly incorporate them at their own center.

1. Creative training techniques can be used to ensure retention of information
2. "Telling" versus "Teaching"

A. Promoting a positive learning environment (to include classroom and on-the-job training)
1. Relating topics to the job
2. Training for success
3. Demonstrating interest in the trainee's learning and progress
4. Avoiding distractions
5. Setting clear goals and objectives

III. Personal and Interpersonal Issues Impacting the CTO and Trainee   (4 hours)

A. Effective Communications Strategies
1. Verbal communication
2. Non-Verbal communication
3. Written communication

B. Elements of Communication
1. Active listening
2. Feedback

LEARNING ACTIVITY #14 – Active Listening & Feedback

Purpose: Recognizing the different barriers to communication, recognize how timely positive or constructive feedback can affect the trainee, recognize the results and benefits of recognition and praise (when appropriate), illustrate the benefits that active listening skills provide to promote the trainee's learning.

1. Barriers to communication

A. Interpersonal Skills
1. Communication with different personality types
2. Communicating in a training environment
3. Self-worth and self-esteem
4. Conflict resolution challenges

LEARNING ACTIVITY #15 – Effective Communication Strategies

Purpose: Impart verbal, non-verbal, and written communication concepts and strategies

A. Counseling, coaching, mentoring, and motivation
1. Counseling skills

    2.   Counseling styles
    3.   The do's and don'ts of counseling trainees
    4.   Coaching

LEARNING ACTIVITY #16: Counseling, Coaching, Mentoring and Motivation

Purpose: Students will recognize the terms used in Counseling, Coaching, Mentoring and motivating a trainee. Thy will understand the concepts of Counseling, Coaching, Mentoring and motivating as they relate to training. The students will also interpret the differences of the concepts of Counseling, Coaching, Mentoring and motivating as they relate to training and apply the techniques used in Counseling, Coaching, Mentoring and Motivating in real training situations. The students will choose the correct approach when responding to a specific training problem.

    1.   Mentoring
    2.   Motivating

A.   Managing Personal Stress and Burnout
    1.   Definition of Stress
    2.   Causes of stress

LEARNING ACTIVITY #17 – The Weight of Stress

Purpose: Students will recognize and respond to the everyday stresses that can affect how we perform at work regardless of our role as well as the following:

IV.   **Performance Assessment Concepts**   **(8 hours)**

A.   Setting and communicating Goals, Standards, and Performance Expectations
    1.   Rubrics

LEARNING ACTIVITY #18 – Part 1 – Understanding Evaluation Instruments

Purpose: Learners will see how personal experience can influence ratings on a trainee evaluation. Will demonstrate the importance of using written standards when evaluating trainees.

    1.   Purpose of an evaluation

LEARNING ACTIVITY #19 – What Do We Document?

Purpose: Students will identify information that needs to be documented, learn the reasons for the documentation, identify information that may not need to be documented, and understand the reasons for not documenting.

A.   The Evaluation Process
    1.   Identification of training standards
    2.   Explanation of requirements
    3.   Purpose of the evaluation

    4.   Observation Reports

LEARNING ACTIVITY #20 – Types of Evaluation Debate

Purpose: Students will identify different types of evaluations, analyze pros and cons of different types of evaluations, gain a better understanding of different types of evaluations, and realize which evaluation types may be best for their agency.

    1.   Note taking

LEARNING ACTIVITY #21 – Note Taking

Purpose: Students will identify different methods of note taking, analyze pros and cons of different methods of note taking, gain a better understanding of different methods of note taking, and realize which types may be best for their CTO style and agency.

    1.   Writing the evaluation

LEARNING ACTIVITY #22 – Writing the Evaluation

Purpose: Students will analyze good and poorly completed evaluations, create improved evaluations, and become familiar with phrases that work well in describing behavior on communications training evaluations.

A.   Documentation of common problems manifested by trainees
    1.   Personality conflicts
    2.   Lack of retention
    3.   Culture shock
    4.   Freezing
    5.   Plateauing

B.   Trainee journaling and self-assessment
    1.   Interactive between the trainee and trainer
    2.   Assesses the feelings of the trainee
    3.   Determines the status of existing knowledge and skill in the trainee's own words to build training from that point
    4.   Provides for immediate informal feedback and communication between the trainee and trainer

LEARNING ACTIVITY #23 – Journaling

Purpose: Students will create their own journals and experience the value of journaling in learning and training. Students will understand how journaling can assist the CTO Program.

A.   Documentation of training efforts
    1.   Record of specific incidents
    2.   Documentation of remedial efforts

LEARNING ACTIVITY #24 – Action Plan

Purpose: Students will analyze remediation strategies, and will create an action plan to address the training need.

A.   Common obstacles to the evaluation process
1.   Halo effect
2.   Timeliness of feedback
3.   Prejudging
4.   Bias
5.   Lack of clarity
6.   Premature evaluation (prejudging)
7.   Central tendency (grouping all trainees in the middle of a rating scale)
8.   Expended effort (evaluating on the degree of effort rather than the quality of performance)
9.   Inconsistencies among evaluators
10.   Narrative conflicts with numerical ratings
11.   Inadequate documentation

LEARNING ACTIVITY #25 – Common Obstacles To The Evaluation Process

Purpose: Students will identify and analyze the obstacles that could present during the evaluation process. Students will discuss strategies to avoid common obstacles and effective deal with obstacles should they occur.

A.   Remediation strategies
1.   Performance improvement planning
2.   Training reinforcement

B.   Trainee accountability and action planning

LEARNING ACTIVITY #26 – Presenting Evaluations and Feedback

Purpose: Students will learn from presenting evaluations that they wrote. The students will gain an understanding of how different trainees can react in different ways, and learn that even a negative evaluation can have a positive outcome.

A.   Presenting evaluations and providing feedback to trainees
1.   Must be timely
2.   Discuss performance rating with the training coordinator
3.   Present the evaluation to the trainee for discussion

B.   Evaluations of the CTO
1.   By the program coordinator
2.   By the trainee

V.   **Legal and Liability Considerations**   **(4 hours)**

A.   Cultural Diversity Considerations
1.   Dimensions of cultural diversity include, but are not limited to:
2.   Benefits of cultural diversity

B.   Sexual harassment/hostile work environments

1.   Sexual harassment refers to sexually-oriented behavior that is unwelcome, is personally offensive, and creates an intimidating, hostile, or offensive work environment
2.   Examples
3.   CTO's roles and responsibilities in reporting sexual harassment/hostile work environment issues

LEARNING ACTIVITY #27 – Legal and Liability Considerations

Purpose: The purpose of this activity is to define and identify harassment and avoid it in the workplace. The learning activity is designed to enhance the awareness in each student of harassment in the workplace.

A.   Legal Issues
1.   Federal Privacy Act
2.   California Public Records Act
3.   Agency policy
4.   Media and press relation issues
5.   Confidentiality laws
6.   How a CTO can be involved in lawsuits, hearings, and personnel actions
7.   Employee due process rights

LEARNING ACTIVITY #28 – Legal Issues

Purpose: This activity is designed to promote discussion and garner familiarization with legal issues pertinent to CTO's and liability protection. Understanding the link between scope of employment and personal /agency liability protection is paramount.

A.   Special issues in training
1.   Criminal vs. civil liability
2.   Areas of discrimination
3.   Types of discrimination

B.   Liability in Training
1.   Concepts of liability and negligence

LEARNING ACTIVITY #30 - Liability In Training

Purpose: The main purpose of this learning activity is to give students a basic understanding of the liability issues that go along with training. The goal is to get students involved in the learning process by using several different learning styles.

      1.   How to reduce personal liability

VI.   Ethics and Leadership Concepts   (12 hours)

    A.   Leadership
        1.   Leadership Terminology

LEARNING ACTIVITY #31 – Leadership Traits

Purpose: The purpose of this activity is to enhance awareness of the importance of the CTO being a role model leader for their trainees. This activity is designed to highlight the impact of proper and improper leadership qualities. In addition, to bring awareness to the group as to how the trainer's own traits and attitude about leadership directly reflects upon the trainee and impacts the trainee's own leadership potential.

        1.   Leadership Qualities
        2.   Leadership

LEARNING ACTIVITY #32 – Power and Authority

Purpose: The purpose of this learning activity is to help the CTO recognize and define Power and Authority and how it applies to their position in Communications Center. The CTO shall gain insight on skills that may assist them in developing a positive source of power to enhance their organizational authority.

        1. Leadership Concepts and Theories
        2. Application to the CTO / Trainee relationship
        3. Self-leadership

LEARNING ACTIVITY #33 – Assumed Constraints

Purpose: This activity will be used to initiate a discussion on "assumed constraints" and how our assumptions can negatively impact our work performance, training, and perception of the job.

        1. Developing the trainee as a leader

   A.   Ethics
        1. Definitions
        2. Ethical decision-making
        3. Twelve Common Rationalizations, Neutralizations, or Justifications and Behaviors
        4. Complacency and attitude
        5. Ethical and leadership responsibility

6. Ethical issues in the Communications Center
7. Five cornerstones to ethical behavior
8. Your legacy

LEARNING ACTIVITY #34 – Ethical Decision Making Models – Final Presentations

Purpose: The goal of this activity is to cause the students to critical think about their process of decision making, specifically when confronted with ethical issues. This activity provides the student with an opportunity to utilize various ethical decision making models while analyzing job related occurrences.

A. Closing.