Los Angeles Police Department
DISPATCHER UPDATE, PUBLIC SAFETY
1850-30920
Expanded Course Outline

Instructional Goal: To provide Police Service Representatives with the tools and information to improve their performance as a Dispatcher.

NOTE: Police Service Representative is the term Los Angeles Police Department uses to refer to a Public Safety Dispatcher (PSD).

Performance Objective: Using lectures, group discussions, and learning activities, the student will:
- Gain an understanding of the different levels of thinking
- Identify different Adult Learning Styles
- Student will be able to recognize people with emotional distress in various situations
- Review selected policies and procedures

I. INTRODUCTION AND OVERVIEW   **(15 minutes)**

   A. Introduction
       1. Instructor (s)
           a. Name
           b. Assignment
           c. Experience
           d. Contact Numbers
   B. Administrative Responsibilities
       1. Course Roster
       2. Facility Information
       3. Agenda
   C. Brief Overview of training goals and objectives
       1. Adult Learning Styles
       2. Conflict Management and Dealing with Difficult people
       3. Students will review policies and procedures on:
           a. False Alarm System
           b. Electronic Satellite Pursuit (ESP) System
           c. Remote Out of Vehicle Emergency Radio (ROVER) Electronic Book
           d. Mapping Function
           e. Telematics

II. ADULT LEARNING   **(45 minutes)**

   A. *LEARNING ACTIVITY:* Levels of Learning

       Purpose: The student will gain an understanding of the different levels of thinking. The student will learn the importance of striving for a higher level of thinking as either a Dispatcher or Call Taker. The student will understand what Expert level thinking looks and sounds like in different scenarios related to the Dispatcher/Call Taker positions.

       Procedure: Students will participate in a learning activity that demonstrates different levels of perspective; demonstrating the difference between entry level and expert level.

   B. Adult Learning Styles
       Learning style refers to how a person approaches the learning situation, what methods are used by the person to access, process, store and retrieve information.

Distribute and Complete: *Adult Learning Style Profile Worksheet*
1. Visual Learner
    a. Learns by observing or reading (graphs, color coding, maps, written material to study, notes, charts, repeat verbal instructions)
2. Auditory Learner
    a. Learns best by listening, asking and talking (lecture, group discussion to hear other points of view and exchange ideas, share stories, verbal cues)
3. Tactile Learner
    a. Learns best through a sense of touch (doodling while listening, taking notes)
4. Kinesthetic Learner
    a. Learns best by doing. They must move to learn and cannot 'stay put' for long periods of time (rocking or shaking a leg during lecture, hands-on, role play, moving during a lengthy explanation, just do it rather than talk about it)
C. Review

III. FROM CONFLICT TO COLLABORATION   (3 hours)

A. Conflict Management
    1. Conflict Management vs. Conflict Resolutions
    2. 4 steps to understanding Conflict
        a. Tangibles
        b. Causes
        c. Needs
        d. Approaches
    3. When was the last time you experienced conflict?
        a. Debrief
        b. Sources of Conflict
    4. Thomas-Kilmann Conflict Modes
        a. Contending/Competing
        b. Accommodating/Yielding
        c. Avoiding/Inaction
        d. Compromising
        e. Collaborating/Problem Solving
    5. Dual Concerns Model
B. The Difficult People Among Us
    1. Ask the class, "Are you dealing with a difficult person or someone having a difficult day? "
    Answer: *Although appearing to be difficult at first, the person having a difficult day will eventually respond to effective communication and a rational yet caring approach.*
        a. Debrief
    2. Types of Difficult People
    Behavioral scientists have identified and catalogued many different types of difficult people. However, these many types can frequently be categorized under two main categories:
        a. Aggressive
        b. Passive
        c. Aggressive Types
            1. Hostile-Aggresive

2. Passive-Aggressive
3. Aggressive-Passive
Passive types are not as easy to identify as aggressive types are. They are often angry without taking responsibility for their anger.
   d. Avoidant-Passive
C. *LEARNING ACTIVITY: Group Discussion*: Do you know me?

Purpose: This activity will review the drivers and behaviors of common types of difficult people.

Procedure: Class activity.

Read each statement to the students. After each statement is read, Instructor and students will discuss. What are the drivers and behaviors in each statement and name the type of difficult person being described.

1. I am a subject matter expert on this (and everything I talk about, actually) and I certainly don't need anyone's advice. If you correct me in public, no matter how slightly, then I will react defensively and will prove to everyone that I am right and you are wrong. **Hostile-Aggressive**
2. No one around here can be trusted. I know that people are snooping through my things when I'm not here. I have multiple passwords and security measures for all my electronic files and I keep all of my hard files and belongings locked up, even when I am at work. I resent it when my supervisor asks me what I'm working on because I know that it's just a humiliation tactic. **Avoidant-Passive**
3. I seemed so nice at first – as if I wanted to be included. Yet after you took me to lunch, you returned to your desk feeling guilty even when you did nothing wrong. Or you walked away feeling doubtful or self-conscious because of a remark I made. Somehow, I managed to turn every nice thing I almost said into a potshot. **Passive - Aggressive**
4. Why don't people listen to me when I tell them that this project is doomed? We have no support from the top (they're out of touch with reality anyway) and the people who work for us are incompetent. Every step of this process has been disastrous and we are just setting ourselves up for misery and failure. **Aggressive - Passive**
5. When it comes to my concerns, there is no such thing as a dead horse. People continually try to steer me away from the topics I want to talk about, telling me that the past is the past. Obviously, my co-workers are naïve enough to believe that things around here can improve. Can't they see how foolish they are? **Hostile - Aggressive**
6. I might be lurking in the background, waiting to catch you in the midst of a personal phone call or taking too long of a break. Or you might submit all your written reports only to get them back from me covered in red ink and accompanied by a blistering critique. I must know what you're doing every minute of the day because I don't trust that you're working when I'm not looking. **Avoidant-Passive**
D. Review
   1. Tips for dealing with difficult people: Drivers
       In any organization, conflicts are bound to occur. Effective employees learn to manage conflict by examining three key issues:
       a. They build awareness of their own emotional "hot buttons" that trigger ineffective behaviors and make conflict difficult to manage.

      b. They examine their personal values and assess how those might conflict with what their peers find important.

      c. They observe their own and their peers' power in the organization and learn how it influences the resolution of conflicts.

  2. Tips for dealing with difficult people: *Behaviors*

      a. DO take a moment at the beginning of each shift to greet peers and co-workers and to ask how they are doing.

      b. DON'T try to change difficult people. They need to be this way; for them to change is to expose their vulnerability and weaknesses. They won't change unless they're ready to do so.

      c. DO work on improving your relationship with a difficult person by changing your own patterns of response.

      d. DON'T take difficult people's behavior personally. Their troublesome behavior is (in their opinion) their best defense and self-protection.

      e. DO speak with your supervisor immediately if difficult people become abusive or threatening.

      f. DON'T try to beat difficult people at their own game. They are experts at their manipulative patterns.

      g. DO play by your own ethical standards and rules. This will model ideal behavior should the difficult person one day want to change.

  3. Questions

E. *LEARNING ACTIVITY***:**

Purpose: The students will participate in a learning activity that will demonstrate conflict and will explain different perspectives (Supervisor, Instructor, Trainee, Witness) and discuss the conflicts that occur from instructor style. Students will discuss the positive, negatives, and preventions that could be taken from each role.

Procedure: Group Activity.

Students will be play out a scenario with four roles and observe the impact as a whole from each role' s perspective.

  1. Discuss with the class:

      A. What could have the supervisor done better (if any)?

      B. What could have been done to prevent this type of training in the first place?

      C. What should be done after a situation like this occurs between a trainee and instructor?

      D. If you were to observe this type of instructing occur, what would you say to the trainee, instructor, and/or supervisor afterwards?

IV. CRYWOLF, FALSE ALARM SYSTEM OVERVIEW   **(1 hour)**

Cry Wolf is an Alarm and Permit Management System (APMS) that is a separate from CAD. The records for all police permits issued by LAPD (including alarm permits) are stored and managed on the CryWolf FAS.

  A. Auxiliary Telephone Operator (ATO) and Emergency Board Operator (EBO) Responsibility

    1. Selecting a Permit Record

      a. The Cry Wolf overview

      b. Permit matches.

        c. Excessive False
        d. Alarms at Government facilities
        e. Duplicate
        f. Premise Hazard
    2. Successful Completion
    3. No matches Found
  B. Radio Telephone Operator (RTO) Responsibility
    1. Excessive False Alarms
        a. Dispatch Procedures

V. ELECTRONIC SATELLITE PURSUIT (ESP) SYSTEM OVERVIEW   (30 minutes)

  A. ESP Background
    1. GPS Data: Primary tracking solution.
    2. Cell Tower Data: Backup tracking solution – cell tower data is used only when GPS is unavailable.
  B. MapQuest
    1. ESP utilizes MapQuest to physically track the device. As the device is in motion, the bull's eye will move on MapQuest updating the locations every 8-15 seconds.
        a. Logging on and off
    To gain access into ESP Currency Tracking Application Initialization:
        b. Open web browser on the appropriate monitor
        c. Access ESP Currency Tracking Website
        d. Enter User Name and Password.
        e. Supervisor responsibility
    2. Reading a location map
        a. Active Devices
        b. Icon Identification
    3. Tracker Screen Definitions
        a. Heading
        b. Location Age
        c. Accuracy
        d. Branch
        e. Alert Message
        f. Battery Life
        g. Beacon
        h. Location Time stamp
        i. Location (latitude/longitude, Alt)
        j. Messaging
        k. Device on
        l. Track Duration
        m. Track Identification Number
        n. Device
        o. Track Last Location
        p. Show Map Labels
        q. Show Cell Locations
    4. Troubleshooting
  C. Procedure
    1. Operator Receiving the Activation
    2. Radio Telephone Operator (RTO) Responsibility
    3. Bureau Communications Coordinator (BCC) Responsibility

      4. Confidentiality
  D.   Review

VI. REMOTE OUT OF VEHICLE EMERGENCY RADIO (ROVER) ELECTRONIC BOOK

(30 minutes)

  A. What is the ROVER e-Book?
      1. Identification number of the ROVER
      2. Radio Model
      3. Division/Area it is assigned to
      4. Division contact number
      5. Lost/stolen or missing
      6. Serial number
      7. Name of the officer it is assigned to
      8. Comments section if necessary.
  B. Procedures to retrieve ROVER E-BOOK information.
  C. Review

VII. MAPPING SYSTEM OVERVIEW   **(1 hour)**

  A. Launching the mapping system(s)
      1. Mapping Function
          a. Icons
          b. Images
          c. Displays
  B. MapFlex
      1. Tool Bar
  C. Background
  D. Overview

VIII.   TELEMATICS   **(30 minutes)**

Vehicle telematics systems are used to track vehicle locations, recover stolen vehicles, providing automatic collision notification, and providing location-driven driver information services.

  A. How Telematics works
      1. Global Positioning Satellite based system
          a. Types of products (OnStar, LexusLink, BMW Assist)
          b. Intelligent Vehicle System
      2. Vehicle Crash Notification Information
          a. Telematic operators can provide
             1) Accident location
             2) Vehicle information (Year, make, model, color, VIN)
             3) Occupant information
             4) Crash information
      3. Automatic Location Information (ALI)
          a. Information received on ALI Format 4 from a Telematic service provider
             1) Customer name

2) Community name
3) General information (Date, Time, State)
4) Telematic provider number
5) Longitude & Latitude information of vehicle

   B. Review

IX. CLOSING   **(30 minutes)**

   A. Closing Discussion
   B. Course Evaluations