



Arizona Peace Officer Standards and Training Board

LESSON PLAN COVER SHEET

COURSE TITLE: Adult Learning: Training for Success		HOURS: 4	
DATE FIRST PREPARED: November 4, 1998		PREPARED BY: Sgt. Cheryl Skornik, Mesa PD	
DATE REVISED/REVIEWED: October 22, 2002		BY: Sgt. Cheryl Skornik, Mesa PD	
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LIST ANY PREREQUISITES:			
LEAD INSTRUCTOR: Sgt. Cheryl Skornik, Mesa PD		BACK-UP INSTRUCTOR: Sgt. Tom Shields, Mesa PD	
APPROVAL NUMBER:			
COURSE DESCRIPTION: This course will provide an overview of adult learning principles and will provide methods for new trainers to apply the principles to training new police officers.			
INSTRUCTOR REFERENCES: “Training for Success” workbook “Remember the Titans” video		TRAINING AIDES, EQUIPMENT, MATERIALS: Power Point Presentation “Training for Success” “Training for Success” workbook “Remember the Titans” video Peanut/Butter/ Bread for opening presentation	
		PRE-TEST: No	POST-TEST No
METHOD OF INSTRUCTION: Lecture, workbook, writing assignments, power point presentation, role-play scenarios.			
SUCCESS CRITERIA: The student will be able to explain and apply successful training techniques and practices when training new police officers.			
PERFORMANCE OBJECTIVES: After this course, the student will be able to:			
<ol style="list-style-type: none"> 1. Explain the importance and costs of training a new police officer. 2. Identify the nine adult learning principles. 3. Recognize the criteria used by Officers in Training to critique their Field Training Officers. 4. Be able to write and role-play a scenario outlining the expectations of the trainer/trainee utilizing adult learning principles. 5. Identify three different learning styles. 6. Explain that different ways of learning affect retention rates. 7. Identify ways to provide a motivational environment. 8. Understand the importance of trainer expectations. 9. Identify effective communication skills, understand filters in communication, and list some types of non-verbal communication behaviors. 10. Be able to write and role-play counseling an Officer in Training with performance problems. 11. Identify remedial training techniques. 			
AGENCY APPROVAL	Name (Type or Print)	Signature	Date
AZPOST APPROVAL	LYNDON A. “LYNN” LARSON Basic Training Administrator		August 2, 2000

AZ POST Form LP (Revised 8/00)

OUTLINE

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- I. Overview of Performance Objectives: After this course, the student will be able to:
 - A. Explain the importance and costs of training a new police officer.
 - B. Identify the nine adult learning principles.
 - C. Recognize the criteria used by Officers in Training to critique their Field Training Officers.
 - D. Be able to write and role-play a scenario outlining the expectations of the trainer/trainee utilizing the adult learning principles.
 - E. Identify three different learning styles.
 - F. Explain that different ways of learning affect retention rates.
 - G. Identify ways to provide a motivational environment.
 - H. Understand the importance of trainer expectations.
 - I. Identify effective communication skills, understand filters in communication, and list some types of non-verbal communication behaviors.
 - J. Be able to write and role-play counseling an Officer in Training with performance problems.
 - K. Identify some probable solutions for remedial training.
- II. Introduction: Importance and cost of training a police officer.
 - A. Peanut butter and jelly sandwich demonstration.
 - B. Cover the costs and time involved in hiring and training a new police officer.
 - C. Discussion and group exercise utilizing these questions?
 - 1. Who was your best FTO (or teacher)?
 - 2. What made him/her effective?
 - 3. If you could pick only one characteristic you want as an FTO, what would it be?
 - D. Students list 19 characteristics of an effective FTO and identify three strengths and three areas for improvements for themselves.

Slide 2 of “Training for Success” part 1

Supplies needed: Peanut butter, jelly, bread and two volunteers.

PowerPoint Slides: 3-13. Part I of “Training for Success.”

Workbook page 1: “Characteristics of a good FTO”.

Slide # 14.

Slides # 15-16. Principles Workbook page.

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III. Adult Learning Principles.

- A. Adults are people with years of experiences and have a lot of information to offer. They expect to be treated as such.
- B. Adults have established values, beliefs and opinions. Demonstrate respect for differing opinions.
- C. Adults are influenced heavily by gravity and need regular breaks.
- D. Adults do best with a variety of teaching techniques.
- E. Adults relate new knowledge and information to previously learned information and experiences.
- F. Adults have pride. They will not ask questions or participate if they are afraid of being ridiculed or put-down. They need to know your intent is to support and guide them through the program, not wash them out.
- G. Adults have a deep need to be self-directing. Make them part of the training plan and process. Example: Have the OIT use statements like “my most critical area to work on is...” Individual differences among people increase with age. Take into account differences in style, time, types and pace of learning.
- H. Adults tend to have a problem-centered orientation to learning. They want the learning to be practical! Adults generally want to immediately apply new information or skills to current problems or situations. Let them know why they need to do something, and then encourage them to “jump in” and do it.

PowerPoint slides Adult Learning: Training For Success Part II.

Slides 1-4.

Reflections Handout.

PowerPoint slides: Adult Learning: Training for Success Part II.

Slides 5-9.

IV. FTO Critiques.

- A. Review of the critique form.
- B. Review comments from OIT s in the past.
- C. Compare remarks to Adult Learning Principles.

V. “Setting the Stage”

- A. Allow 10-15 minutes at the beginning of each phase to talk with the OIT.
- B. Meet the learner’s needs for physical comfort and privacy.
- C. Define negotiable and non-negotiable areas. (example: the requirements of 25 traffic stops the first phase of training.)

Setting the Stage Workbook page.

“Act One” Workbook page.

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4. Like to touch and feel textures.
5. Usually have good muscle coordination.
6. Like to take things apart and put them back together again.
7. Frequently use their hands while talking.
8. Make up about 5% of the population.

VII. Retention Rates.

- A. 10% of what we read.
- B. 20% of what we hear.
- C. 30% of what we see.
- D. 50% of what we hear and see.
- E. 70% of what we say.
- F. 80% of what we hear.

VIII. Motivation and Learning.

A. Abraham Maslow: Father of motivational theory.

B. Maslow's Hierarchy of Needs.

1. Physiological needs.

- a. Oxygen.
- b. Thirst.
- c. Hunger.
- d. Temperature can survive in.
- e. Restroom.
- f. Sleep.

2. Safety and Security Needs.

- a. Structure.
- b. Order.
- c. Home.
- d. Job Security.
- e. Insurance.
- f. Retirement.

3. Social Needs (love and belonging needs).

- a. Friends.
- b. Significant Other.
- c. Children.
- d. Community.
- e. Part of a group.

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4. Esteem Needs.

- a. Respect from others.
- b. Status.
- c. Recognition.
- d. Attention.
- e. Appreciation.
- f. Self-respect.
- g. Confidence.
- h. Competence.
- i. Mastery.
- j. Independence.
- k. Freedom.

5. Self Actualization.

- a. Problems become challenges.
- b. Comfortable with themselves.
- c. Seek simplicity.
- d. Looking for and finding meaning.
- e. Comfortable with others differences: Open to Ethnic and individual variety.
- f. Comfortable with their own judgment.

C. Lots of people, organizations etc. are trying to figure out a magical formula for motivation and morale

D. We cannot make someone else be motivated.

E. Motivation is internal, stemming from personal beliefs, visions, callings, and definitions of what we value and what seems meaningful to us.

F. We can provide a motivational environment.

1. Set a friendly, open atmosphere that shows the OIT that you are there to help them learn.
2. People learn best under low to moderate stress conditions with the understanding that the higher the level of importance, the higher the stress level will be.
3. Appropriate level of difficulty: high enough to challenge OITs but not so high they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.
4. Give specific and timely feedback.

G. Five Ways to Squelch Motivation.

1. Make trainees feel stupid for asking questions.

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- 2. Be quick to criticize.
- 3. Assume the trainee will apply what is taught.
- 4. Get trainees in a passive mood and keep them there.
- 5. Have little contact (Silence)
 - a. Silence is interpreted as, “they don’t understand”.
 - b. Silence is interpreted as, “they aren’t listening”.
 - c. Silence is interpreted as, “they don’t care”.
 - d. Often viewed as anger.
 - e. Reduces confidence.
 - f. Decreases performance.
 - g. Creates paranoia.

IX. Trainer Expectations (Self-Fulfilling Prophecy).

A. In 22 different research studies the following results were discovered:

- 1. Teacher expectations can and do affect students performance; good or bad.
- 2. High expectations are a critical component of a successful training program.
- 3. Communicating low expectations has more power to limit than communicating high expectations has to raise OIT performance.

B. Discuss Tucson Medical