




Arizona Peace Officer Standards and Training Board

LESSON PLAN COVER SHEET

COURSE TITLE: Recruit Training Techniques		HOURS: 6	
DATE FIRST PREPARED: 6/1/1991	PREPARED BY: Sgt. G.A. Slone, Tucson PD		
DATE REVISED/REVIEWED: 11/1996	BY: Sgt. G.A. Slone, Tucson PD		
DATE REVISED/REVIEWED: 11/28/2002	BY: Bill Everson, Mesa PD		
DATE REVISED/REVIEWED:	BY:		
DATE REVISED/REVIEWED:	BY:		
DATE REVISED/REVIEWED:	BY:		
DATE REVISED/REVIEWED:	BY:		
LIST ANY PREREQUISITES:			
LEAD INSTRUCTOR: Richard Encinas, Mesa PD	BACK-UP INSTRUCTOR: Bill Everson, Mesa PD		
APPROVAL NUMBER:			
COURSE DESCRIPTION: Teach FTOs a variety of training techniques.			
INSTRUCTOR REFERENCES: Tucson PD FTO Manual <u>Psychology Today</u>, article by Fred Fiedler	TRAINING AIDES, EQUIPMENT, MATERIALS: Dry erase board Handouts		
	PRE-TEST: No	POST-TEST No	
METHOD OF INSTRUCTION: Lecture, group discussion, student participation			
SUCCESS CRITERIA: After this class, students will be able to: <ol style="list-style-type: none"> 1. Identify and list at least four resources for recruit training and retraining. 2. List the five counseling guidelines. 			
PERFORMANCE OBJECTIVES: Identify resources for recruit training and retraining. Instruct students on the five counseling guidelines.			
AGENCY APPROVAL	Name (Type or Print)	Signature	Date
AZPOST APPROVAL	Name (Type or Print) LYNDON A. "LYNN" LARSON Basic Training Administrator	Signature 	Date August 2, 2000

AZ POST Form LP (Revised 8/00)

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I. INTRODUCTION.

- A. Obviously, the FTO Program was established to continue the training of recruit police officers.
- B. The responsibility for this training lies with the FTO.
1. The FTO must continue to provide the necessary basics of police work or to make sure that the trainee is provided with this training from other sources.
 2. As discussed before, the FTO is responsible for remedial training as is necessary and when the recruit does not respond to training.
- C. The ability to provide the necessary training or remedial training is directly related to your own knowledge, your familiarization with the various training techniques, and the resources to provide training, which is within your reach.
- D. In the normal FTO – trainee situation, most of the actual training is done in the vehicle or at the station and is accomplished by word of mouth, lectures or discussions, or the training occurs whenever something comes up in the field and we can use it as a training opportunity.
1. The problem here is that you never know what is going to happen so you cannot actually plan for the training. Most of the time the action is over before you can actively start training. The bottom line is that we cannot make that homicide, robbery, or arson happen at the correct time to coincide with training.
 2. Another problem is that you, as an FTO, will be required to instruct the recruit in various aspects of police work regardless of the activity or lack of activity. The best time for a trainee to really learn police work is when he is actually involved in the situation; once again, we cannot just make it happen.

II. THE FTO AS A COUNSELOR.

In a Psychology Today article, Fred Fiedler reminded us that ship captains once could actually flog sailors who did not obey orders; managers could fire people for just “slacking off”; students could be expelled from school for talking back to the teachers.

Things have changed; sailors can grow beards and have rights even in the military; unions protect workers from being fired except for serious violations; students are urged to speak their minds and express their opinions. Instead of unquestioned authority, those in positions of

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supervision must focus now on persuading rather than ordering workers to achieve goals and objectives and change behavior. How can supervisors (FTOs) do this effectively? One of the best methods is counseling.

A. The FTO as a counselor.

The term “counselor” has really been abused. A true counselor is a trained expert who understands the application of behavioral science and human relations. Most of us do not have that expertise. We certainly do not have time to achieve that expertise here, but if you can improve your counseling skills to the point where they can be used more effectively, then your training of police recruits will be more productive.

B. Role conflict.

1. Most difficult to understand than any other role you fill in your daily life is that as counselor.
2. Difficult because a lot of supervisors, or those in positions of supervision, find the role of counselor in direct conflict with their role as disciplinarian.
3. You need the ability to jump from one role to the other frequently and with ease in order to be a good trainer.

C. Counseling guidelines.

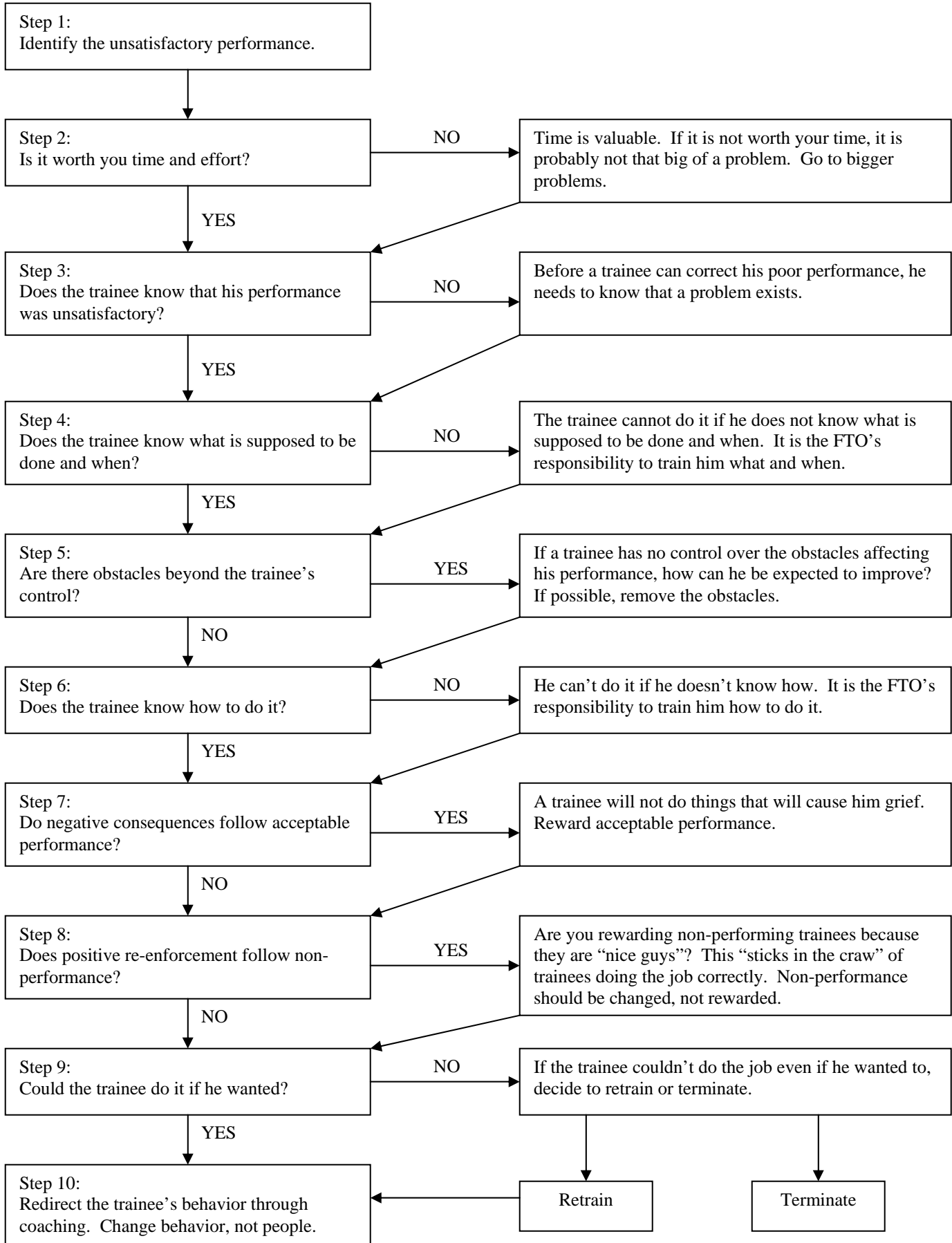
1. Don't argue: the subordinate will try to preserve his self-concept by meeting your arguments with resistance. Arguments on the trainee's part are usually viewed as rationalization; arguments on the trainer's part are viewed as a weakness.
2. Be prepared to listen: you have to understand the trainee's point of view before you can explore alternatives. Remember, the trainee just may be right or may have another perfectly correct way of looking at something.
3. Direct your comments to behavior that the trainee can change: by giving people unfavorable feedback about actions over which they have little or no control, you only increase their feelings of frustration and their need to defend themselves.
 - a. Research in this area indicates that people may have a certain tolerance level for accepting negative feedback.
 - b. When this level is approached or surpassed, no further learning will take place.

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- c. For this reason, you should give feedback often and in small quantities.
 - d. You should also guard against giving too much positive feedback when the trainee's performance is acceptable – enough to ensure that he is aware that the performance was acceptable, but a person should not be overly praised for repeating expected performance.
4. Look at the recruits as subjects – not objects: keep in mind how you felt when you were a brand new recruit on the street.
- D. Steps in coaching and counseling.
- 1. Get the recruit's agreement that a problem exists.
 - a. This is the most critical step and over 50% of the time is spent establishing that a problem exists.
 - 2. Mutually discuss alternative solutions.
 - 3. Mutually agree to action taken to solve the problem.
 - 4. Follow up to measure the results.
 - 5. Recognize any achievement when it occurs.
- E. Problem solving flow chart. (Refer to flow chart.)

Problem Solving Flow Chart for FTOs



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III. NON-TRADITIONAL TRAINING METHODS.

- A. Role-plays: a role play is a situation where the trainer places the trainee in an artificial environment and the trainee is to act or perform. The trainee's performance is then graded against the norm or the expected.
1. For any role-play, the scenario should be as realistic as possible. The trainee does not learn when confronted with unrealistic situations or over-simplified incidents.
 2. When using a role-play scenario, care should be taken to use people that the trainee would not normally meet.
 - a. Don't use fellow officers.
 - b. Amateur actors from local community colleges have always been a big help
 - c. Contact businessmen and other citizens.
 - 1) If you explain what you are trying to do, they will be willing to provide a place to conduct the training and/or provide characters for the role-play.

CAUTION: Any scenarios using weapons must be done at the Academy with the Advanced Training Squad; we don't want any unfortunate accidents. Use "red guns" or simunitions when training with firearms.

- B. Training centers: contact local law enforcement training centers.
1. They may provide the physical location.
 2. Use videos, films, and special effects.
 3. Use lesson plans.
- C. Library (training center library): the library can be a very useful resource for training and re-training in such areas as report writing, preliminary investigations, or any other recruit problem area where raw material to read may be of benefit.
- D. Courtroom: local court systems may provide the courtroom and even a prosecutor to assist you in training for such areas as courtroom demeanor, testimony, and testifying. Watching actual trials may also be of benefit.

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E. Ride-a-long with specialized units: if the trainee is having trouble in a specific area, consider a shift with the specialized unit.

1. Detectives.
2. Motor FTOs for DUIs and traffic issues.
3. Communications.
4. Records.
5. Community Action Team.
6. Use your imagination.

IV. SCENARIOS FOR NON-TRADITIONAL TRAINING

During this time, the class will be broken up into workable groups (no more than 6 or 7 students per group). Each group will choose a spokesperson and then will review a written scenario of a typical recruit training problem.

The groups will be given about 15 minutes to study the problem and make suggestions of non-traditional training for the recruit. The suggestions will be given orally and time for class participation will be scheduled.

