# The Bill Blackwood
# Law Enforcement Management Institute of Texas

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**Developing Effective Lesson Plans for Training
Law Enforcement Personnel**

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**An Administrative Research Paper
Submitted in Partial Fulfillment
Required for Graduation from the
Leadership Command College**

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# ABSTRACT

The occupation of law enforcement requires a great deal of training, and training is a major drain on law enforcement agencies' budgets.  There is required, mandatory training, specialized-job oriented training, and re-certification training to maintain the earlier first level of training.  In addition to this required training, every new policy, procedure, or new equipment will require some level of training to be administered to departmental personnel.

The purpose of this research is to develop an effective, practical, and simplified system of preparing Texas Commission on Law Enforcement Standards and Education (TCLEOSE) approved lesson plans for unconventional training.  With the use of this simplified system, non-TCLEOSE certified instructions, under the direction of certified instructors, could develop, deliver, and evaluate a two-hour block of instruction that would meet training guidelines and count for credit in the TCLEOSE requirements of yearly law enforcement personnel instruction.

The method of inquiry used by the researcher included literary data in the areas of law enforcement training and instruction and corporate training and instruction, as well as a review of articles, periodicals, and journals on the topics of conventional and unconventional training.  The researcher discovered, based on a survey of law enforcement management personnel, that the majority of Texas police agencies represented in the survey suffer detrimental factors in meeting their departmental training goals.  The researcher developed an effective, practical, and simplified system of preparing Texas Commission on Law Enforcement Standards and Education (TCLEOSE) approved lesson plans for unconventional training.

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**INTRODUCTION**

A major portion of law enforcement agencies' budgets is dedicated to training its personnel. Texas Commission on Law Enforcement Officers Standards and Education (TCLEOSE) requires every Texas peace officer to complete at least 40 hours of training each year (Commission Instructor Guide Course Number 1014 Basic Instructor Course, 2008). This stipulated training is in addition to required, mandated courses every two-year training cycle. Specialized job assignments such crime prevention, crime scene technology, and K-9 patrol all necessitate training also. Additionally, there is recertification training needed for these specialized fields of study. Because of the current, ever-growing technology, every new policy, procedure, new equipment, or new idea for law enforcement practices will require some type of training to be administered to agency personnel, and this is in addition to the aforementioned training. The issue to be examined will be to devise a simplified system of developing a TCLEOSE approved lesson plan so that these inner department training sessions could be delivered in two-hour blocks of instruction that would assist in meeting the yearly 40-hour requirement of TCLEOSE instruction.

Small to medium size law enforcement agencies do not have the same level of training facilities, training instructors, or manpower allocations to allow training time like larger agencies. However, the personnel of these agencies are required to maintain the same level of training as their larger counterparts. It is important to maximize all training opportunities, both conventional and unconventional. All departmental training of the personnel of these agencies

should be maximized upon for its full potential.  Any and all departmental training should be accounted for and should meet a professional level.

The purpose of this research is to develop an effective, practical, and simplified system of preparing TCLEOSE approved lesson plans for unconventional training that would allow non-TCLEOSE certified instructors, under the direction of TCLEOSE certified instructors, to develop and deliver a two-hour block of instruction that would meet training guidelines.  For the purpose of this research, the researcher defines unconventional training as training not being delivered by a certified TCLEOSE instructor, but the training does have law enforcement applications and can meet the TCLEOSE guidelines for TCLEOSE approved credit.  Unconventional training is also defined as information from disciplines outside of law enforcement, with law enforcement applications, such as computer information systems, vehicle maintenance applications, and the social aspects of the Child Protective Services.

Police personnel with specialized positions within the police department are often sent to specialized training.  Certain aspects of these specialized fields of training could have general applications that would benefit other members of the agency.  For example, if an officer primarily assigned to K-9 duty attends a specialized training program geared for K-9 officers, on their return from this training, this officer could analyze the training program and identify several aspects of their recent training that would apply to and benefit the other officers of the agency.  Some aspects could be how other officers should behave during an operation involving a K-9 unit or what the specialized uses of a K-9 unit are

and when they can be utilized.  Another example would be tactical officers returning from specialized tactical training could prepare a two-hour block of instruction on building searches and working perimeters during a tactical operation.

The purpose of this research proposal is to develop and implement an effective, practical, and simplified system by which TCLEOSE approved training could be provided.  This system would cover unconventional, but still law enforcement related topics, and use non- TCLEOSE certified instructors who are under the direction of TCLEOSE certified instructors.  The idea is to develop and deliver two-hour blocks of instruction that would meet training guidelines and improve the knowledge and skill level of law enforcement officers.

The intended methods of research will consist of an examination of literary data in the areas of law enforcement training and instruction, corporate training and instruction, and TCLEOSE instructor manuals.  The methods also include a review of articles, Internet sites, periodicals, and journals on topics of conventional and unconventional training.   The researcher intends to conduct personal interviews of TCLEOSE regulation authorities for further insight regarding a simplified lesson plan format that would also meet TCLEOSE guidelines.   The intended outcome of this research is to develop a simplified method so that small to medium sized law enforcement agencies are able to provide their personnel with more quality training at a reduced cost.

Small to medium sized law enforcement agencies with limited training budgets will greatly benefit from this research by being able to offer their

personnel more quality TCLEOSE approved training.  Police officers of these

smaller agencies would be able to meet their required, yearly 40 hours of

TCLEOSE approved training within their department.  This would allow the

limited training budgets to be used for specialized training in more specific law

enforcement areas, improving the knowledge and skills of the entire agency.

## REVIEW OF LITERATURE

TCLEOSE instructors frequently call on subject matter experts

(SMEs) to tap into their expertise when designing a specific training plan.

 Departmental trainers should be able to rely on SMEs to design and deliver

training sessions themselves (Adams, Kennedy, & Marquart, 2008).  When these

SMEs are delivering the training, departmental trainers should deploy strategies

to help the experts succeed.  Often, the expert will make the best trainer on a

particular topic because of their unique knowledge, the needs of the trainees, or

the specific training requirements.  To convince an expert to take on the

responsibility for delivering a block of training, a trainer should honestly explain

the specific reason they have made the request.  The trainer needs to also

appreciate the time and work that the request would require from the SME and

offer support to minimize the workload and maximize their potential for success.

When experts lack experience in public speaking, consider whether co-

facilitation is possible so that someone can share the role of the trainer.  It is

important to teach the expert how to facilitate a training session without reading

from the lesson plan (Adams, et al., 2008).  The trainer should offer tips for

remembering content, such as note cards or PowerPoint slides, which use key

points to inspire memory of the lesson content.  It is the trainer's responsibility to keep reluctant SMEs focused on the big picture and the positive influence their training will have.  The trainer must request that the SMEs visualize the future after they have completed the training and imagine the positive results they will have contributed.

Police department training supervisors should periodically build motivational tokens into the yearly training plans to inspire SMEs (Adams, et al., 2008).  Inexpensive tokens of appreciation include thank you cards, certificates of appreciation, cookies or candy, or public expressions of gratitude at meetings or through group e-mails that include the expert's supervisors.  Trainers should also provide experts who will design their own training sessions with PowerPoint templates, sample training materials, and examples the trainers can build upon. The trainer should recommend a lesson plan format and participant handouts so that they can focus on the content rather than formatting.  The trainers should provide instructional assistance to the SME when questions arise.

Police trainers should have expert employees create a job-specific, how-to guide for key tasks of which they have been assigned to train others (Lloyd, 2008).  Some trainers may start by having trainees observe them doing the task so the trainee has context in which to place future learning.  Large training projects should be scheduled for one or two days per week over a period of time rather than a crash course.  People tend to learn best when information is given in smaller doses, and then they have the ability to apply the information between training sessions.

Many law enforcement officers complain of having to sit through dismal training sessions where they end up clock-watching, letting the information flow in one ear and out of the other. Delivering training costs time and money; it is important to make every training session count. Trainers need to keep in mind what they want to achieve. The training should be energizing, invigorating, and memorable, and the training sessions should be kept short and to the point (Redford, 2007). Trainers need to deliver sharp, timely, training sessions that meet specific needs but are also memorable. The two main ingredients of good training sessions are good design and good delivery. The most effective design is the format template (Redford, 2007). This explains the why, what, how, and what if aspects of the training. The trainer should begin each session with a 30 second explanation telling the audience why they are here and what is in it for them so the audience will buy into the training. The actual training is the "how-to" part. This may revolve around a creative game or quiz. Trainees should actively participate in the training. Although some people can take on broad information and process it, the majority of people need to touch, feel, and play with ideas to take on new concepts. The "what if" is where the trainee looks at what they have learned and how they can use it. This allows two-way communication, so trainees can interact and have their say.

According to Jolles (2005), there are four basic rules of presenting a presentation. The first rule references thinking outside the box. Trainers today are working with ideas that have been around for a long time. What initially

makes their presentation different is the creativity they use to deliver common concepts. The second rule references keeping the presentation simple. The bottom line of a concept should be able to be explained in five words. "Simple" does not mean "obvious"; simple means easy to understand. The third rule references not underestimating the basics. Trainers do not have to develop new concepts, they just need to put their own slant on their topic and surround it with solid presentation skills that trainers will learn in abundance through experience. Salesmanship is essentially the selling of one's point of view. A master salesman starts with the other person's point of view and leads their thinking to the viewpoint of the seller. The fourth rule references the presenter being passionate about the subject. Experience is very important, but it can be attained. Passion cannot be attained; it must be felt. Trainers should focus on topics they truly love to study and talk about. The trainer and their topics are going to be together for quite some time, so the trainer should think long and hard about their topic. They trainer and their audience will both be a lot happier if they do.

According to Desberg (1996), there are key techniques within the pre-production, production, and post-production that a trainer should employ when conducting a presentation. Pre-production includes the factors that go into the preparation of a presentation. First, the trainer should choose a topic. Generally, a trainer selects a topic of which they have experience and expertise. Then, the trainer determines the purpose of the presentation. The two basic reasons to give a talk in public are to inform and entertain. It is essential that a good trainer

try to do both.  The entertaining factors of a speaker transcend the mere information they have presented.  A trainer must establish credibility because the audience will show more respect once they believe in the authenticity of the trainer.  The trainer should present some convincing credentials, such as degrees, jobs held, people they have served, and honors they have earned.

In preparing the material to be included in the training, the biggest problem for an expert on a given topic is not finding enough to talk about but rather limiting the material so it can fit into the time allotted (Desberg, 1996).  The trainer must also relate the training to the audience's perspective, making certain that all points are informative and entertaining.  The trainer must develop a tight outline in which each idea relates to the overall purpose of the training.  Brainstorming while preparing training material is a good tool to use in developing quality ideas.

When organizing a training session, the trainer should remember the basics of a presentation, which consists of a beginning, middle, and an end (Desberg, 1996).  The beginning or introduction should let the audience know what they are about to be presented.  It is also the first exposure to the trainer, and the audience decides how they will view the trainer.  The introduction should contain a basic outline of the presentation.  The clearer the structure of the training, the more the audience will follow and remember.  The body of the presentation dictates the time length of the presentation.  A trainer should select only the information that is essential.  Too much detail makes a presentation very tedious.  Examples should be made clear, and they should be personalized

whenever possible.  In the conclusion, the trainer should summarize or repeat the key points they want the audience to walk away with.  It is also in the conclusion of the presentation that the trainer elicits feedback from the audience, questions the audience, or has audience participation to evaluate the audience's reception of the training they have been presented.

According to the TCLEOSE Instructor's Guide (2008), the four phases of the teaching-learning process are preparation, presentation, application, and evaluation.  The preparation phase includes the preparation of the instructor for the presentation of the training, the preparation of the students for the reception of the training, and the preparation of the learning environment to facilitate the training.

The presentation phase includes the instructor developing skills or techniques and applying knowledge to problem solving in a way that allows students to learn while doing (TCLEOSE Instructor's Guide, 2008).  The trainer needs to be familiar with the cognitive learning process, allowing for the support of trial and error thinking by the students.  The cognitive learning process allows students to learn new material and associate new information with their experienced background.  The trainer needs to be familiar with the psychomotor/skill learning process of gaining a skill concept, developing the skill, and practicing the skill for accuracy and speed.  Psychomotor/skills are best developed by the trainer who spends 10% of teaching time demonstrating the skill, 25% of the teaching time demonstrating the skill correctly, and 65% of the remaining teaching time in proper guided practice.

The trainer needs to understand that the evaluation phase of the training is the measurement of the students' level of retention and their understanding of the training provided (TCLEOSE Instructor's Guide, 2008). Through the evaluation phase, the trainer is able to determine how much learning has taken place. The three elements of the evaluation phase are preparing an evaluation instrument, administering an examination or performance review, and evaluating the results.

Brundage (S. Brundage, personal communication, July 23, 2008), a program specialist in the curriculum department of TCLEOSE, advised that the most basic elements of a TCLEOSE approved lesson plan are the goals, objectives, and evaluation methods, with a primary emphasis on the tool of measurement used to evaluate whether the goals and objectives of the training have been met. Brundage advised if non-TCLEOSE certified instructors are used to provide training for TCLEOSE credit, it is the responsibility of the TCLEOSE certified instructor to be familiar with the background and communication skills of the person that is providing the training. It is the responsibility of the TCLEOSE certified instructor to insure the lesson plan outlines the goals, objectives, and evaluation methods that are going to be presented in the training. The most important responsibility of the TCLEOSE instructor overseeing the training is to make sure that the goals and objectives of the training have been met and the evaluation tool of measurement has been used to ensure that the training has been effective.

## METHODOLOGY

The subject of this research is to develop an effective, practical, and simplified system of preparing TCLEOSE approved lesson plans for training that would be delivered through non-TCLEOSE certified instructors. This training would be conducted in short, effective sessions under the direction of certified TCLEOSE instructors and would meet TCLEOSE training requirements so students would receive TCLEOSE credit.

The researcher believes that small to medium sized law enforcement agencies that have problems meeting the mandated 40 hours of TCLEOSE certified training per year for each officer could benefit from a system that would take necessary, in-house, in-service training that is usually conducted by experts in the respective field and formalize this training to meet TCLEOSE guidelines. By using unconventional training to meet the 40-hour mandate, smaller law enforcement agencies would be able to use limited training time and funds for more specialized types of law enforcement training.

The method of inquiry used by the researcher will include literary data in the areas of law enforcement training and instruction and corporate training and instruction, as well as a review of articles, periodicals, and journals on the topics of conventional and unconventional training. The researcher will develop an effective, practical, and simplified system of preparing Texas Commission on Law Enforcement Standards and Education (TCLEOSE) approved lesson plans for unconventional training.

The instrument used to measure the researcher's findings regarding the effective, practical, and simplified system of preparing TCLEOSE approved lesson plans for training that would be delivered through non-TCLEOSE certified instructors will include a survey to law enforcement personnel attending the Law Enforcement Management Institute of Texas (LEMIT) Modules I and II. The survey will contain six questions with specific questions relating to TCLEOSE training issues within their own agencies. The survey will be used to identify the accessibility and the need for unconventional training to be sanctioned as TCLEOSE approved training. All of the participants will be upper level management, command staff personnel, and first line supervisors of Texas law enforcement agencies.

The response rate to the survey instrument resulted in 100% (N=45). The information obtained from the survey will be analyzed by data comparison in conjunction with graph comparisons.

## FINDINGS

The survey began by asking the participants to identify the personnel size of their agency, including TCLEOSE certified positions-officers, dispatchers, and jailers. The survey indicated that 13.6% (N=6) of the survey participants worked for an agency with zero to 25 certified positions. Of the survey participants, 17.7% (N=8) worked for an agency with 26 to 50 certified positions. Of the survey participants, 28.8% (N=13) worked for an agency with 51 to 99 certified positions, and 40% (N=18) of the survey participants worked for an agency with over 100 certified positions (see Figure 1).
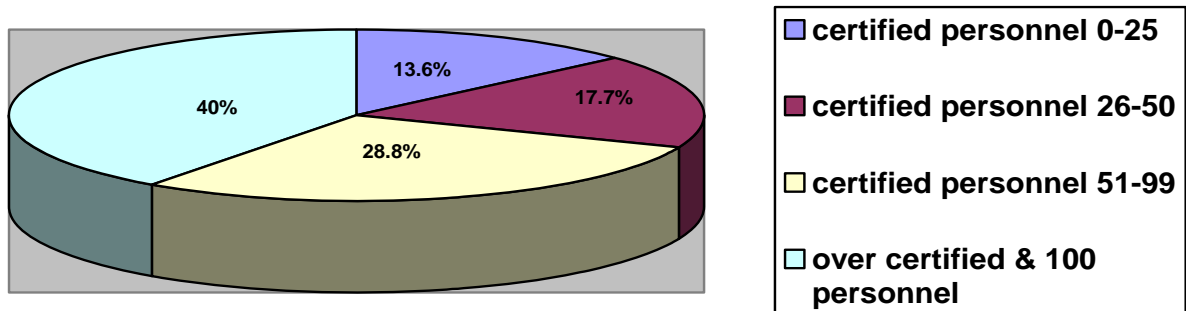
Figure 1. Agencies indicated by the number of certified law enforcement positions:

- certified personnel 0-25 — 13.6%
- certified personnel 26-50 — 17.7%
- certified personnel 51-99 — 28.8%
- over certified & 100 personnel — 40%

**Figure 1.** Agencies indicated by the number of certified law enforcement positions.

Question one corresponds to a "yes" or "no' answer regarding whether the agency experiences problems meeting the required, mandated TCLEOSE training for all personnel. The survey indicated that 26.6% (N=12) of the agencies did experience problems, and the remaining 73.3% (N=33) did not experience these problems.

Question two corresponds to a "yes" or "no' answer regarding whether the agency experiences problems meeting the required 40 hours of TCLEOSE approved training for all personnel each year. The survey indicated that 42.2% (N=19) of the agencies did experience problems in this area, and the remaining 57.7% (N=26) did not experience problems in this area.

Question three corresponds to a "yes" or "no' answer regarding whether the agency experiences problems meeting the training requirements for specialized personnel (i.e. tactical, K-9, drug interdiction, etc.). The survey

indicated that 57.7% (N=26) of the agencies did experience these problems, and the remaining 42.2% (N=19) did not experience problems.

Question four corresponds to a "yes" or "no' answer regarding whether the agency experiences problems meeting the re-certification training requirements for specialized personnel (i.e. Intoxilyzer operator, firearms specialist, etc.). The survey indicated that 46.6% (N=21) of the agencies did experience problems, and the remaining 53.3% (N=24) did not experience problems.

Question five corresponds to a "yes" or "no' answer regarding whether the agency conducts in-service training on new departmental policies, new equipment, or new procedures in dealing with other state service agencies. The survey indicated that 88.8% (N=40) of the agencies do conduct in-service training, and the remaining 11.1% (N=5) did not conduct in-service training.

Question six corresponds with asking the participants to identify the most detrimental factor to their departmental training. The survey indicated that 26.6% (N=12) of the survey participants identified training budgets, 31.1% (N=14) of the survey participants identified staffing shortages, and 42.2% (N=19) of the survey participants identified both training budgets and staffing shortages as factors detrimental to their departmental training (see Figure 2).
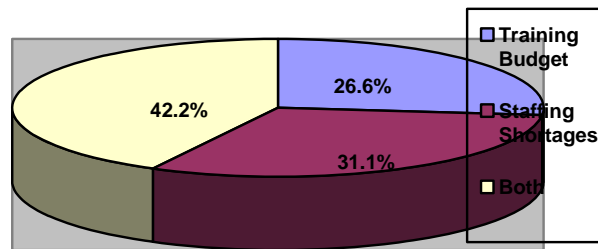
**Figure 2.** Detrimental Factors to the
departmental training budget of each
survey participant:

**Figure 2.**  Detrimental factors to the departmental training budget of each survey participant.

## DISCUSSION/CONCLUSIONS

The purpose of this research was to develop an effective, practical, and simplified system of preparing TCLEOSE approved lesson plans for unconventional training.  The purpose of the research survey was to identify the need for unconventional training to be converted into TCLEOSE accredited training and to identify if enough law enforcement agencies conducted in-service type training that could be converted to TCLEOSE accredited training.  According to the survey results, 60% (N=27) of the agencies surveyed employed fewer than 100 certified positions.  Of this 60%, all showed they experienced some type of problem meeting their TCLEOSE training needs.  Eighty-eight percent of all law enforcement agencies surveyed conducted some type of in-service training. Through the survey questionnaire, this researcher has identified a definite need to convert unconventional training into TCLEOSE accredited training.  This researcher has also identified that the majority of the law enforcement agencies

surveyed already conduct types of unconventional, informal, in-service training that can be converted into TCLEOSE accredited training.

According to the TCLEOSE Basic Instructor's manual, the four phases of the teaching-learning process are preparation, presentation, application, and evaluation.  According to Brundage (2008), the basic elements of a TCLEOSE approved lesson plan are goals, objectives, presentation, and evaluation.  The researcher, therefore, set out to create an effective, practical, and simplified system of converting unconventional employee training into TCLEOSE accredited training.

As stated by Lloyd (2008), people tend to learn best when information is given in small doses and they have ability to apply the information between training sessions.  As stated by Redford (2007), training sessions should be short and to the point.  Therefore, it is preferred that the unconventional training sessions be restricted to two-hour blocks of instruction.

The researcher identified a lesson plan template on the Teachnology website (www.teach-nology.com), which is available for downloading and can be altered to meet the user's needs.  The researcher downloaded and altered this template so that it is practical, simple, and the information requested in the template boxes meets the needs of a TCLEOSE approved lesson plan.  Once the information has been entered into the boxes, the user hits the "Generate Lesson Plan!" icon and the completed TCLEOSE approved lesson plan is generated.  The lesson plan template allows the unconventional trainer to outline

their training goals and objectives, their topic and content, and their materials used for the training.

Police agencies are overflowing with opportunities on unconventional training that could be converted to TCLEOSE accredited training. Agencies are constantly updating equipment, installing new computer software applications, and issuing new policies and procedures that require training of personnel. Law enforcement agencies send officers off to specialized training schools which could be utilized by having these officers curtail their newly acquired skills to a two hour block of instruction that would apply to all departmental personnel and present this unconventional type training. This would afford the opportunity for the entire agency to benefit from the specialized training as opposed to only benefiting one. The opportunities for unconventional training are only limited by the ideas of the training coordinators. Small to medium sized law enforcement agencies must use all limited resources wisely, and there is no better way to conserve training budgets and manpower limitations than to effectively use what agencies already have available.

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# APPENDIX

Administrative Research Paper

Law Enforcement Survey


Please answer the following questions, and return to:


Marvin J. Collins, Sergeant
Hedwig Village Police Department
9000 Gaylord Dr.
Hedwig Village, TX 77024
(713) 461-4797
(713) 461-4801 (fax)

Name: _____Department: _____


Personnel size of your agency (T.C.L.E.O.S.E. certified positions-officers, dispatchers, and jailers)

0-25_____          26-50_____          51-100_____     100 & Over _____

1.  Does your agency experience problems meeting the required, mandated T.C.L.E.O.S.E. training for all personnel?

Yes_____          No_____

2.  Does your agency experience problems meeting the required forty hours of T.C.L.E.O.S.E. approved training for all personnel each training year?

Yes_____          No_____

3.Does your agency experience problems meeting training requirements of specialized personnel (i.e. tactical, K-9, drug interdiction)?

Yes_____          No_____

4.  Does your agency experience problems meeting re-certification training requirements of specialized personnel (i.e. intoxilyzer, firearms specialist, etc.)?

Yes_____          No_____

5.  Does your agency conduct in-service, training on new departmental policies, new equipment, or new procedures in dealing with other state service agencies?

Yes_____          No_____

6.  Which factor is the most detrimental to your departmental training?

Training Budget_____ Staffing Shortages_____ Both_____


Thank you for your participation in completing this survey.

Marvin J. Collins