



# Training Management for SWAT

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NATIONAL TACTICAL OFFICERS ASSOCIATION

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# Training Management: A Recipe for Success

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# Objectives

- Training vs. Education
- Effective Training
- Training Principles
- Task-Orientated, Performance-Based Training
- Training Guidelines
- Developing Critical Skills Lists
- Training Cycles and Developing Training Schedules
- After Action Reports
- Relevant Case Law



# Training Management

- Most departments know that they need to train, but most don't know how to train effectively.
- Training is both an art and a science, and requires knowledge and application of both.
- Training requires having an end “product” in mind.





The River Cities

# DAILY TRIBUNE

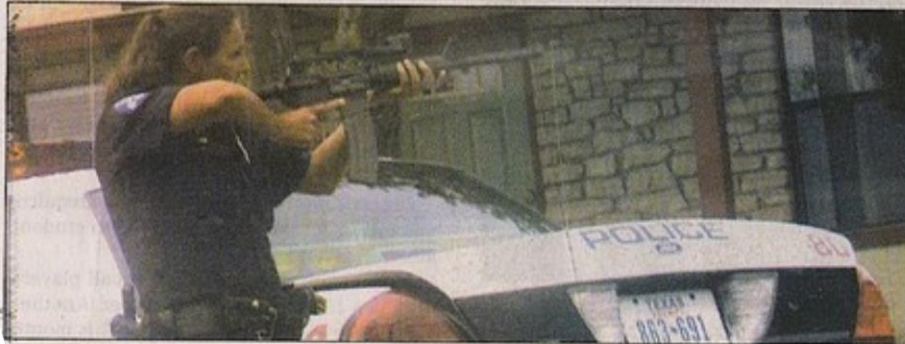
TUESDAY, OCTOBER 12, 2010

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THE DAILY NEWSPAPER FOR MARBLE FALLS AND THE HIGHLAND LAKES

PROBE

## One man injured in Marble Falls standoff



Marble Falls police officer points her weapon during a Saturday standoff with a man who reportedly barricaded himself inside his home for four hours. *Courtesy photo*

Cops release few details in case

BY CHRIS PORTER  
Daily Tribune Staff

MARBLE FALLS—Lawmen remained tight-lipped Monday about injuries a man suffered following a nearly four-hour standoff with police this weekend that ended in gunfire.

According to a news release from Marble Falls police, Edwin Brace, 39, was taken to Austin's

Brackenridge Hospital for non-life threatening injuries after the standoff ended about 6:30 p.m. Saturday at a residence in the 1500 block of Sunset Drive.

Although police would not specify the injury, neighbors said Brace suffered a gunshot wound in the thigh.

The incident remained under investigation Monday by the

Texas Railroad  
Judicial  
Office.

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New AR-15 patrol rifles for the department. . . \$1,000.00 each

Training time per officer. . . \$1,000.00

Picture on front page of the local paper with the officer standing in full view and not using any cover with the magazine in backwards!

**PRICELESS!!!**

# Training Management

- To produce a “**product**,” there must be a **plan**.
- To follow a **plan**, there must be a **process**.
- To complete a **process**, there must be a **schedule**.



# Training Management

- There is a difference between training and Educating:
  - Education expands knowledge.
  - Training narrows performance.





# Training Management

- In a tactical environment,
  - Education alone produces unfocused confusion.
  - Training produces synchronized effort.
  - This is due to different areas in the brain being used.



# Training Management

- To be effective for a tactical environment, training must be:
  - Task-Oriented
  - Performance-Based
  - Apply Adult Learning Processes



# Training Management

- Training must be planned, executed and assessed for accomplishment of the training goal.
- Goal is to produce mission-capable individuals, elements, teams and leaders.



# Training Management

- Effective training will synchronize the efforts of individuals, elements, teams and leaders.
- Effective training will maximize time, minimize distraction or conflict, efficiently use resources and maximize safety.



# Training Management

- Effective training will result in maximum mission success potential.
- Effective training produces confident, capable and competent SWAT officers.
- Effective training exercises validate operational systems.



# Training Management

- Training should use a “building block” approach.
- Break tasks into their smallest singular components, train first.
- Combine blocks into synchronized actions, train second.



# Training Management

- Effective training will focus on building from the foundation up and includes the educational component.
- This builds the knowledge of “**why**” into your training program.



# Training Management

- Training must be:
  - Mission-Focused
  - Relevant
  - Supportable
  - Documented
  - Certified





# Training Management

- Training is the focus of all leaders at all levels.
- Training is a constant effort.
- Training must include individual education outside the formal training program.
- Training must meet individual intrinsic reward system.



# Training Management

- We train the way we intend to perform because historical experiences provide ample examples of the direct correlation between realistic training and favorable outcomes.



# Training Principles

- Train as a team. teams to reach for higher skill levels.
- Train as you perform.
- Train according to law and policy.
- Train to challenge individuals and
- Train to achieve proficiency.
- Train to sustain skill sets.



# Training Manager

- Leaders are the primary Training Managers.
- Training Managers must:
  - Make quality training a priority.
  - Provide requirements and opportunities for training.
  - Develop and communicate a clear training vision.
  - Train in accordance with a plan.



# Training Management

- Base training on assigned missions and mission environment.
- Develop appropriate standards.
- Constantly review and assess levels of proficiency.
- Develop and execute training plans.



# Training Management

- In order to be effective, leaders must:
  - Delegate training authority.
  - Hold assigned trainers accountable for a quality product.
  - Provide training skill development opportunities.



# Training Management

- Get and stay personally involved.
- Demand that training goals be met.
- Foster a team climate that is conducive to effective training.
- Eliminate training distractions.



# Training Management

- Effective training is based on a concept and philosophy of **“Task-Oriented, Performance-Based”** training.





# Training Management

- Four levels of “Task-Orientated, Performance-Based” training:
  1. Individual Tasks
  2. Element Tasks
  3. Team Tasks
  4. Leadership Tasks



# Training Management

- Tasks are broken down into three sub-categories:
  - **Task:** The specific act, as a title.
  - **Conditions:** The specific conditions under which the task can usually expect to be accomplished and which guide the performance.
  - **Standard:** The measure(s) which will identify successful performance.



# Training Management

- Team Task Example:
  - **Task:** TM-1-1 Conduct Barricade Operation
  - **Conditions:** Given a location involving a barricaded suspect(s) and a requirement to arrest the suspect.
  - **Standard:** The SWAT Team arrests the suspect in accordance with the SWAT SOP and the Training Guidelines.



# Training Management

- Element Task Example:
  - **Task:** ES 1-1 Provide Containment During a SWAT Operation
  - **Conditions:** Given an assignment as the Containment/Immediate Action Squad during a crisis situation.



# Training Management

- Element Task Example (Cont.):
  - **Standard:** The element will, within 10 minutes of arrival on scene, develop an Immediate Action Plan and deploy to contain the crisis site, in accordance with the SWAT SOP and the Training Guideline.



# Training Management

- Individual Task Example:
  - **Task:** TE-1-6 Manually Breach an Entry Point
  - **Conditions:** Given a mission that requires the breaching of an entry point and a variety of manual breaching tools.



# Training Management

- Individual Task Example (Cont.):
  - **Standard:** The team member will select the proper tool for breaching the designated point and will effectively breach the entry point upon command, in accordance with the Training Guidelines.



# Training Guidelines

- Training guidelines provide easily understood descriptions of what is to occur, and often include techniques and procedures for accomplishment of the training performance goals.
- **See examples.**





# Training Management

- **Performance Checklists** provide the “mapping” of specific actions that must occur in order for proficiency to be evaluated.
- **Performance Evaluations** are the “score card” for performance measurement.
- Both can be combined to produce a training record.
- **See examples.**



# Training Management

- The **Training Focus** is on the development and acquisition of specific **critical** skill sets necessary for mission accomplishment.



# Training Management

- The **Training Focus** is on the development and acquisition of specific **critical** skill sets necessary for mission accomplishment.
- Requires the development of a team **critical skills list**.



# Critical Skills List

- Steps to Critical Skills List Development:
  1. Mission/policy review and required skills identification.
  2. Sub-categorization of skills into Team, Element, Individual and Leader skills lists.



# Training Management

- There is a critical link between the individual, element, team and leadership critical skills tasks. Each one connects to the other.
- Team Tasks cannot be accomplished if Elements can't perform.
- Element Tasks cannot be accomplished if Individuals cannot perform.
- Leadership Tasks impact at all levels.



# **\*\* Exercise \*\***

- Create a Critical Skills List (CSL) for a specific mission.

# Training Cycle

- The amount of training time required in order to produce fully capable individuals, elements, teams and leaders.
- Based on the length of time required to achieve proficiency on all required tasks.
- Generally a multi-year cycle of basic training, advanced training and instructor/leadership training.



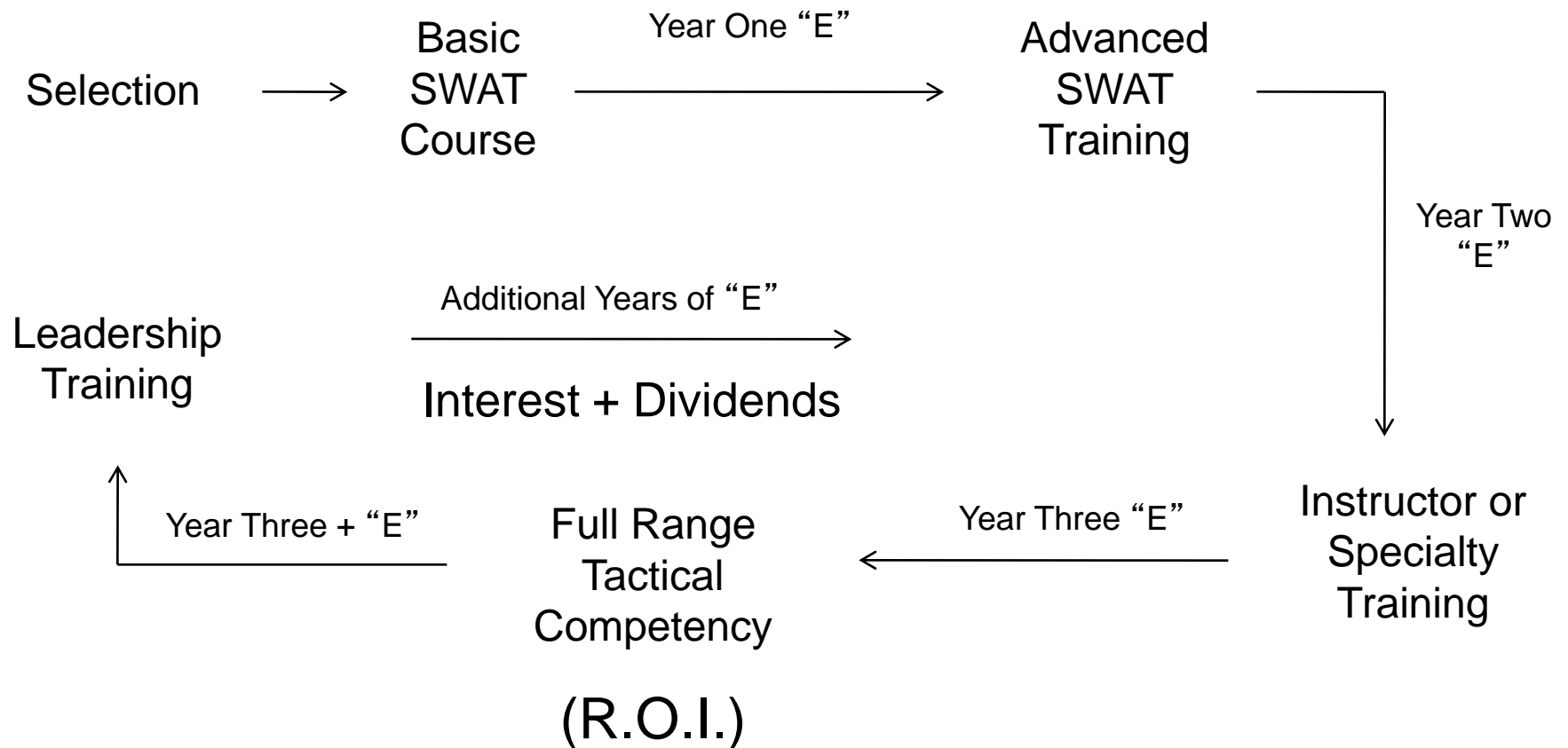
# Training Management

- Training + Experience = **Tactical Competence**
- Neither are truly under the control of the team leader, particularly **experience**. Both can be compensated for.

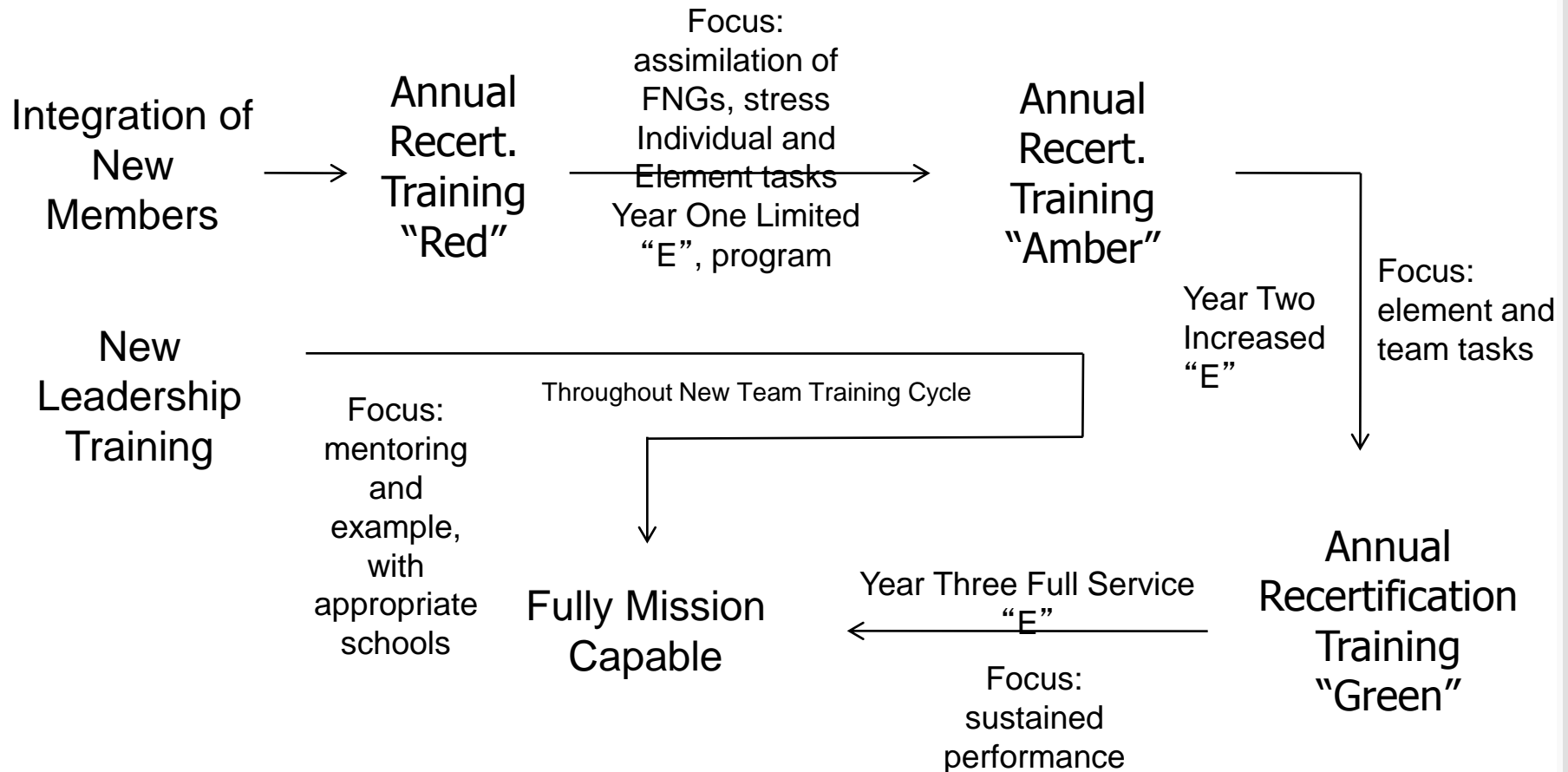




# Individual Training Cycle



# Team Training Cycle



# TL's Training Meeting

- **Step #1:** Review policy and mission statement.
- **Step #2:** Discuss training needs, review AAR's, develop training focus and priorities.
- **Step #3:** Calendar days and events, determine number of hours.



# TL's Training Meeting

- **Step #4:** Identify training sites and locations.
- **Step #5:** Identify/assign instructors and/or SMEs.
- **Step #6:** Determine any logistical needs.



# TL's Training Meeting

- **Step #7:** Create the Training Calendar and prepare budget (where applicable) = Training Plan.
- **Step #8:** Submit Training Plan for approval.



# Training Schedules

- Once the Training Plan is approved, publish and make assignments to instructors.
- Instructors create the Training Schedule for assigned training days/events.



# Training Schedules

- Training schedules include:
  - Daily schedule with appropriate information.
  - Training support request.
  - Risk assessment and mitigation packet (see Risk Mitigation presentation).



# Training Schedules

- Training schedules must be completed and submitted to the Team Leader for approval NLT 45 days prior to training event.
- Once the Training Schedule is approved, the Team Leader assigns personnel to support the event.





# Training Schedules

- Examples



# **\*\* Exercise \*\***

- Create a Training Schedule for a specific 10-hour day.



# **\*\* Exercise \*\***

- Create a Training Support Request to accompany your training schedule.



# After Action Report

- Also referred to as an AAR.
- Is a professional discussion of an operation or training event, focused on performance standards, enabling SWAT officers to discover for themselves what happened, why it happened and how to sustain strengths and improve on weaknesses.



# After Action Report

- Provides candid insights into specific officer, leader and unit strengths and weaknesses from various perspectives.
- Feedback and insights are critical to performance-orientated training. The feedback compares the actual performance output with the intended outcome.



# After Action Report

- The AAR can identify incidents, trends, or institutionalized procedures detrimental to successful performance, or training lapses negatively impacting performance.



# After Action Report

- The AAR can determine whether or not the training plan is being successful and where the unit really is in the training cycle versus where it is thought to be.



# After Action Report

- Consists of four (4) parts:
  1. Synopsis of training event or operation.
  2. Positive factors.
  3. Negative factors.
  4. Recommendations.





# After Action Report

- Process starts with a debrief immediately following the training event or the operation.
- All personnel participate (element and team leaders take notes).
- Element and team leaders submit written AAR within 3 days.



# After Action Report

- Rules of conduct for the AAR:
  - Everyone speaks their mind in regard to performance, not personalities.
  - No one will be punished or sanctioned for what they say during the AAR.



# After Action Report

- Team leader uses a format to lead the team through the AAR.
- Format is designed to ensure that no part of the operation or training event (including the initial planning, rehearsal, etc.) is not reviewed.



# After Action Report

- If someone screwed up, they screwed up; air it, this is a learning environment.
- When creating the written document, leave out names and personal failures, focus on the factors and recommendations.





# **Malignaggi v. County of Gloucester**

**855 F.Supp. 74 (D.N.J. 1994)**



# Malignaggi v. County of Gloucester

- Failed to train for hostage-taker contingency.
- Training supervisor was not a regular member of the SWAT Team.
- Chief of Police was unqualified to evaluate the training needs for the SWAT Team.





**Erwin v.  
County of Manitowoc  
872 F.2d 1292 ( 7<sup>th</sup> Cir. 1989)**



# Erwin v. County of Manitowoc

- Unreasonable Search & Seizure
  - Use of tactical unit (marijuana / pressure cooker and no specific threat present).
  - Failure to knock and announce.
- Excessive Force
  - Officer struck resident in face with gun butt.
  - Officer shot dog while securing interior.







# Ryder v. Freeman

**918 F.Supp. 157 (NC 1996)**



# Ryder v. Freeman

- Plaintiff claimed requirement to be sprayed in face with OC for training purposes was in violation of her constitutional rights to due process because it was shocking, and was arbitrary and capricious.
- Refusal to train without medical reasons would result in employee termination.



# Ryder v. Freeman

- Court said it did not violate due process rights of plaintiff.
- Plaintiff was free to quit her job as prison guard and accept other state job.
- “..laudable step toward avoidance of unnecessary and prolonged suffering by inmates and prison guards.”



# Ryder v. Freeman

- “Like most careers in law enforcement, the job of prison guard carries with it no guarantee that the training or work will be without pain or free from some violations of bodily integrity.”
- Case Dismissed





# Murphy v. Bratton

**640 N.Y.S. 2d 17 (NY 1996)**



# Murphy v. Bratton

- Plaintiff, NYPD officer applied for an accident disability pension citing her participation in firearms training at the range damaged her hearing.
- Murphy did not prove loss was a “natural and proximate” result of training.
- Participation in range training was part of her routine duties.





**Price v.  
Industrial Claims  
Appeals Office  
919 P.2d 207 (Colorado 1996)**



# Price v. Industrial Claims Appeals Office

- A prison guard was told to lose weight and exercise to keep his job. While hanging upside down from a chin-up bar, he fell and injured his neck.
- A police officer had to pass a PFT every three months. After failing the running portion she was warned about failing the test again.





# Price v. Industrial Claims Appeals Office

- The police officer began riding her bike after work. One day she fell from her bike and was injured.
- Both individuals filed Work Comp claims.
- On appeal to Colorado Supreme Court it was ruled neither were entitled to benefits because their activities were not in the course of their employment.



# Price v. Industrial Claims Appeals Office

- Both officers were hurt while off-duty and not on employer's premises.
- Employer did not exercise control over their exercise programs or furnish equipment.
- Fitness is a job requirement. Employees have the responsibility, and attendant risk, of meeting specific job qualifications.



# Questions?



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