Maximizing Training

NATIONAL TACTICAL OFFICERS ASSOCIATION

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Objectives

- Demonstrate understanding of adult learning methods and training taxonomy.

- Differentiate between team, squad, and individual tasks and skill sets.

- Deconstruct a squad task to its basic level of individual task and skills.

Objectives

- Demonstrate how to build a training block from a deconstructed squad task, emphasizing individual skills and incorporating at least three challenges.

- Enhance training through automaticity and shared mental models.

- Demonstrate proper documentation of training.

Why the Commander Cares

- Aside from the legal responsibility of knowing what is occurring with your team, there are benefits to the commander:

    - If you ensure that your trainers are using the best methods to maintain team skill levels, you will prevent the manifestations of training problems (lack of interest, poor quality, burn out, etc.).

    - You gain the depth of knowledge as to exactly what skills your officers can perform.

Why the Commander Cares

- Additional benefits:

  - Since you are the operational commander, ensuring that your training is realistic, varied, and geared toward shared mental models, your team will have the ability to maintain the necessary operational tempo during an operation.

Legal Cases Directly Related to Training

- In general, the lack of a training budget is not an excuse for failing to provide training for your officers.

- Court cases are directly related to training?

  - Canton v. Harris (Failure to Train)

  - Popow v. Margate (Realistic and Reasonable)

- Always remember why training is conducted.

What are your biggest challenges to providing quality training?

Challenges

- Reduction in hours?

- Suitable training sites?

- Finding an informed and qualified trainer?

- Maintaining focus with low or high operational tempo?

- Absenteeism?

- Maintaining the veteran officer's interest?

- Other challenges?

Adult Learning Methods

- Why are adult learning methods different?

- Six assumptions related to adult learners?

1. Adults need to know the reason for learning.

2. They draw upon their experiences to help them learn.

3. They need to be responsible for their decision on education, planning, and evaluation of instruction.

Adult Learning Methods

- Six assumptions related to adult learners? (continued)

    4. Their readiness to learn is closely related to assumption of a new social (think team) role.

    5. As they learn, they want to apply it immediately in problem solving.

    6. Adults respond better to internal versus external motivators.

Learning Styles and Taxonomy

- Visual – looking, seeing, watching.

- Auditory – listening and speaking.

- Kinesthetic – experiencing and doing.

- We are all capable of learning through each method, but one is usually dominate.

- What styles do your team members exhibit?
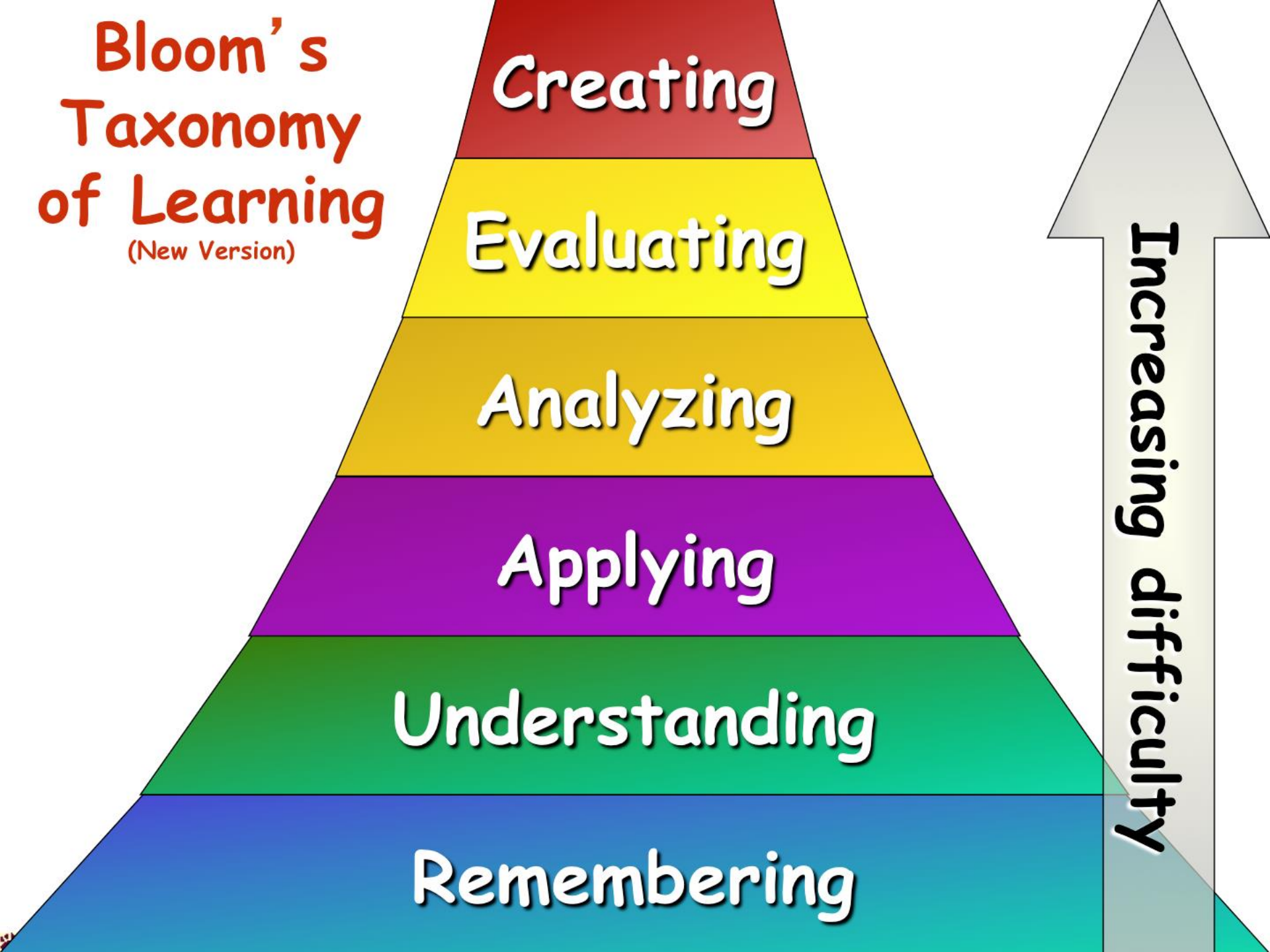
Bloom's Taxonomy Chart

- Moves from basic knowledge up through higher level of thinking.

- How does each level relate to a demonstrative tactical skill that you would be teaching either at a basic or advanced level?

Bloom's Taxonomy Chart
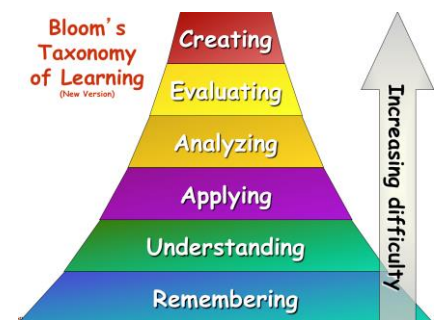
Remembering

Understanding

Applying

Analyzing

Evaluating

Creating

Can they recall rules of covert movement, hand signals, specialty tools and equipment in inventory?

Bloom's Taxonomy of Learning (New Version)

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Increasing difficulty

Bloom's Taxonomy Chart
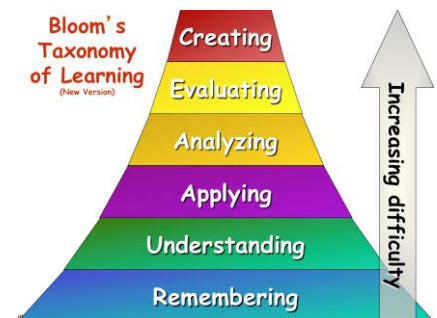
Remembering

Understanding

Applying

Analyzing

Evaluating

Creating

Can they explain/describe a NFDD, the difference between OC and CS, methodologies of movement, etc.?

Bloom's Taxonomy of Learning (New Version)

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Increasing difficulty
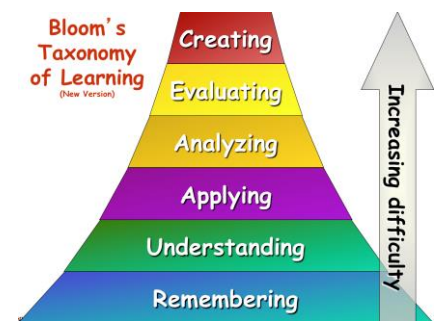
Bloom's Taxonomy Chart

Remembering

Understanding

Applying

Analyzing

Evaluating

Creating

Can they use a technique or tool appropriately and at the appropriate time?

Bloom's Taxonomy of Learning (New Version)

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Increasing difficulty

Bloom's Taxonomy Chart

Remembering

Understanding

Applying

Analyzing

Evaluating

Creating

Can they distinguish between the different parts of a team task like delivering a throw phone, setting up a perimeter, choosing a direction on a covert search in a residence?

Is their analysis CORRECT? Or are they trying to solve the WRONG problem.

Bloom's Taxonomy Chart

Remembering

Understanding

Applying

Analyzing

Evaluating

Creating

Can they justify a decision like UoF, entry methodology, negotiation tactic, etc.?

Can they make a choice between two alternatives?

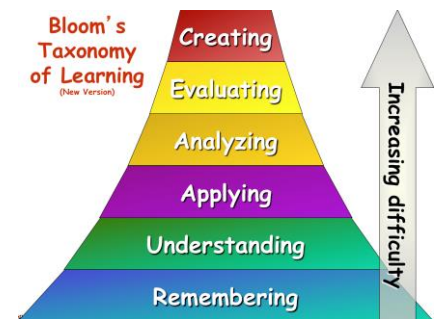# Bloom's Taxonomy Chart

Remembering

Understanding

Applying

Analyzing

Evaluating

Creating

Can they develop a new lesson plan, offer a solution to a unique barricade problem, etc.?

Taxonomy

- Will a veteran officer ever start at the lowest level of the pyramid?

- If an outcome is acceptable, can we assume that knowledge has been retained?

Taxonomy

- Testing them and asking them questions is the only way to ensure that they understand, apply, analyze, etc.

  - Build questions / tests into your training program.

- Your training program design should continually challenge new and veteran officers alike.

Deconstructing
Team Skill Sets

- What are some whole team tasks?

  - Apprehend suspect in accordance with law /policy.

  - Coordinate actions of tactical / negotiation to achieve overall strategic objective.

  - Conduct seamless phase-in replacement.

Deconstructing
Squad Skill Sets

- ## What are some squad tasks?

  - ### Develop and carry out surrender / go-mobile / arrest plan.

  - ### Establish containment to prevent escape.

  - ### Deliver chemical agents or throw phone into a structure.

Deconstructing
Individual Skill Sets

- What are some individual tasks?

  - Weapon manipulation, break and rake window, proper verbal commands.

  - UoF decision-making, cover suspect while another officer contacts.

Find component parts before constructing a training block.

* Group Exercise *

- **Deconstruct a Throw Phone Delivery.**

- **NOTE:** Do not view it as a gross activity, but as an interrelated series of individual processes and actions.

Benefits of Identifying Task Components

- Determining all component tasks ensures that you cover all critical actions that comprise the gross activity.

- Allows you to observe and verify that each component is being performed properly.

- Allows you to rotate officers through each component as you wish.

  - Officers can analyze the process from different positional perspectives (**Shared Mental Model**)

Benefits of Identifying Task Components

- Activates more of Knowles' assumptions and Bloom's taxonomy.

- Creates "shared mental models."

- Exposes weaknesses in the process.

- Enables you to test individual activities through "challenges."

Challenges

Develop and discuss challenges based upon the component tasks.

- Role player appears at delivery point.

- Role player ppears at a location only visible to sniper.

- Make throw phone line too short.

Discuss the benefits to:

- Commander

- Training officer

- New officer

- Veteran officer

- Overall mission

Some Challenges for Throw Phone Delivery

- Sniper sees person in window w/weapon upon approach of delivery team.

- Person appears on porch or at delivery window armed/unarmed and unannounced.

- Person comes out and releases a dog, then runs.

- One of delivery team members goes down injured (confederate that you select).

Some Challenges for Throw Phone Delivery

- Unobserved obstacle blocking delivery unseen until they approach (low wire fence, ditch, junk on ground, etc.).

- Done in low light conditions.

- Done inside a large structure rather than outside.

- Test the team beyond just the gross "delivery" activity.

Challenges

- Are officers recognizing changes in their "reality" and reacting appropriately?

- Are proper decisions being made?

- Are they solving the "right" problem?

Challenges

- Are they developing contingency plans?

- Are they analyzing and thinking critically?

- Our ***objective*** is to develop an instructional block that teaches a particular skill or type of behavior!

Challenges

- When constructing instructional block, spend time on developing a list of all possible challenges you can think of and incorporate into the scenario block.

- Choose from the list.

- Don't forget to note any additional logistics or training aids required to make a particular challenge _realistic._

Additional Benefits of Deconstructing Training

- Places training in a format that enables us to more closely evaluate each component.

- Recent operational failure or sub-optimal outcome can be analyzed more accurately.

- Focus on each component to determine where more repetitions are needed to ensure ***understanding*** and desired shared mental models.

Deconstructing Training Expands Instructional Block

- **You can test. . .**

  - Immediate Action Drills

  - UoF Decisions

  - Weapon Proficiency

- General Decision-Making

  - Go / No-Go, Abort, Use of Medics, Changing Plans, Developing Contingencies, etc.

- Communication

* Class Work Project *

- Identify other squad skills and break them down into component tasks.

- Identify challenges.

- Construct a training block that incorporates at least three challenges.

- What are you looking for as a trainer or the commander?

Automaticity and Shared Mental Models

- **What is automaticity?**

  - Skill or task that can be performed with little demand on cognitive resources.

  - Skill or task that can be performed rapidly and effortlessly even under conditions of high stress.

  - The focus is on mastery of task rather than outcome.

Automaticity and Shared Mental Models

- **What are some examples of this?**

    - Can we testify to the efficiency of repetitive training?

- Allows for better employment of those cognitive resources for UoF or other needed decision-making.

"Backwards Bicycle"

Automaticity

- All of the components for team or squad tasks are constructed from individual skills, linked together, and performed in a linear or concurrent pattern to accomplish a more complex schema.

- It makes sense to ensure, through training, that we have "automatized" all possible individual skills that are capable of being automatized.

Automaticity

- What individual skills fit this category?

- How often do you incorporate these as challenges into your scenarios?

Automaticity

- Let's revisit the throw-phone delivery.

  - You added one challenge – armed subject at window.

  - Cover man reacts appropriately to threat and presses trigger, but the hammer falls on a dummy round.

  - **What would you expect to occur?**

We do not rise to the level of the threat, we default to our level of training.

Automaticity

- Breaking tasks down is beneficial, but only if we reconstruct them to properly synthesize the larger task.

- Component tasks that ultimately need to be performed simultaneously, **must also be trained simultaneously.**

"Importance of Building Automaticity"

Automaticity

- How could you enhance range drills to maximize your training while developing automaticity?

  - Have someone else load their magazines

  - Throw smoke / announce "gas" to test cover while donning of APR

  - Incorporate a pop-up / turning decision-making target into accuracy drills.

Automaticity
Squad Tasks

- Easier with individual skills. Why?

- What squad skills have the potential for automaticity?

- How do we do this?

  - Coordinate individual skills.

  - Develop shared mental model that allows us to recognize and predict events to guide our interactions with other team members so there is task alignment.

Automaticity
Squad Tasks

- Need to ensure that we develop a shared knowledge of the task and the demands of the task.

- Each officer needs to be familiar with the role of each team member performing the squad task and how that role relates to the overall coordination of the task.

- That is why rotating officers was suggested during the throw phone delivery block.

Automaticity
Squad Tasks

- What challenges can you incorporate into squad training to test automaticity and verify the existence of shared mental models?

  - Man down drill during a covert search.

  - Use of a confederate (Example: Missed suspect during search warrant. When team is doing a secondary clear, this person exposes himself and tries to engage team member physically or with deadly force.).

  - Subject hiding within perimeter on a barricade jumps up and tries to escape perimeter.

Automaticity
Squad Tasks

- **To ensure success:**

  - Not only should team members have a common model of the task in their head, they ALSO

  - Need to accurately assess the situation they find themselves in, so the automaticity is at the "organism level."

  - And no part of the "organism" is delaying its role.

  - In other words . . .

- **Squad task training has to approach the repetitive nature of an individual skill.**

Automaticity
Squad Tasks

- Different from individual repetitions

    - Must synthesize activities of others in concert as they are being performed

- Use of "confederates."

    - Example: During search warrant scenario, confederate is told to "miss" a role player during search.)

- What do all these examples test?

- What other times might you use a "confederate?"

Challenging the Veteran Officer

- Have you found it to be a challenge to keep veteran officers engaged in training?

- Why does this occur?

- Where are veteran officers on Bloom's Taxonomy?

  - Need to incorporate ways to keep veteran officers analyzing, evaluating and / or creating training.

Challenging the Veteran Officer

- Direct involvement in training repetitions.

  - Must pose challenges that are particularly difficult or complex.

  - Manipulate "workload" or "time."

    - Scenario with "multiple follow-on challenges."

    - Tests their skills. Critiques will provoke thought.

    - Benefits less experienced through shared mental model.

Challenging the Veteran Officer

- Always remember, training is conducted to improve performance and make situations less difficult, not to point out lack of knowledge or incompetence.

- Assign to instruct / oversee a training block.

  - Clearly indicate what is expected of them so they can "create" an interesting and challenging block of instruction.

Challenging the Veteran Officer

- Send them to train with other teams. Have them bring back ideas and / or tactics to share with the team.

Additional Ideas to Maximize Training

- Videotape and share with the team at end of the day or end of the scenario.

- Access to training lesson plans

- Switch positions between scenario repetitions such as Point / Cover to Team Leader to Rear Guard, etc.

- Testing of individual skill automaticity.

- Testing of squad skill automaticity.

Documentation of Training

- **You can't document too much!** Lack of documentation or poor documentation is often the weak link exposed during civil suits.

- Take credit for what is done and under what conditions.

- Describe each scenario and challenges presented.

  - *Always think Popow v. Margate!*

Documentation of Training

- Ensure training lesson plans and SOPs are keeping pace with what you are doing.

- Encourage / require individual team members to document what training they received, internally and externally.

- Department records can have errors.

- Be individually responsible to ensure you survive any legal battles.

Final Points for Discussion

- Benefits of videotaping training.

    - Much easier with today's technology.

- Benefits of team members having access to training lesson plans.

    - Allows for review and proper prep before training day.

Research Training Theories

- Naturalistic Decision-Making

- Recognition-Primed Decision-Making

- Shared Mental Models

- Automaticity

- Part-Task Training

- Segmentation

- Simplification

- Fractionation

- Backward Chaining

Making Decisions Under Stress, Implications for Individual and Team Training, ISBN 1-55798-525-1, Cannon-Bowers, Salas

Questions?

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