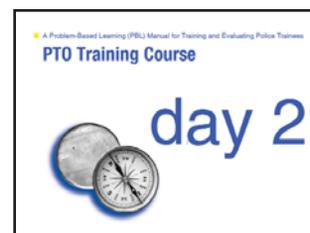


day 2

recap discussion and revisit the course development problem

TIME: 15 minutes



block 5 emotional intelligence and conflict resolution styles

TIME: 3½ hours

OUTCOMES:

Students should be able to complete the following:

- Discuss the importance of emotional intelligence and multiple intelligence in recruit training and why trainers need to incorporate these concepts into training
- Explain and apply the basic concepts of conflict resolution in the post academy training of trainees

RESOURCE MATERIALS:

- *Emotional Intelligence* (Goleman, 1995)
- *Multiple Intelligences* (Gardner, 1993)
- PowerPoint presentation
- Internet access
- Video clip: As a supplemental teaching tool, instructors may consider using a video clip that illustrates a teacher or coach getting a group to overcome an emotional barrier in order to begin working together successfully.

HANDOUTS:

- A simple search of the Internet will reveal tests and information that the facilitators may wish to use with the class. For this section, facilitators should choose a balance of quizzes or questionnaires that will engage the class, as well as any informational handouts that they feel are necessary, using the following search topics:
 - multiple learning styles
 - emotional intelligence (EI)
 - multiple intelligence(s) (MI)
 - conflict management styles

LEARNING METHOD:

- Lecture

GROUP WORK:

- Individual exercise/tests

EVALUATION:

- Self/journal

COURSE MATERIAL:

Facilitators should be aware and make the class members aware of the multiple styles of learning that various members of the class, and the trainees, will exhibit. To emphasize the point, facilitators distribute any emotional intelligence or multiple intelligence quizzes that they have selected from the Internet, and give the class time to complete the tests. Instructors may also wish to distribute any materials they wish to use relating multiple intelligences to learning styles.

Video clip

As a supplemental teaching tool, instructors may consider using a video clip. Find a clip that illustrates a teacher or coach getting a group to overcome an emotional barrier in order to begin working together. Facilitators make the point that the emotional immaturity of the group or team was hindering its progress, and that only by getting everyone to accept each other and work together on an emotional level was the group able to achieve success. It is the same for learners of all types, and understanding emotional intelligence is important for trainers.

PowerPoint Presentation and Lecture

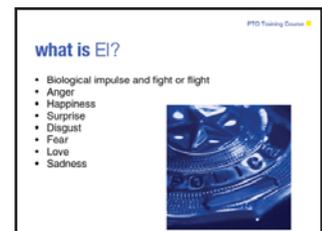
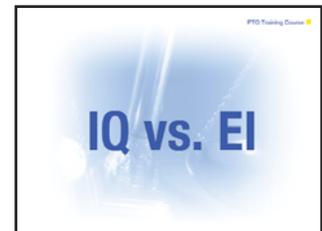
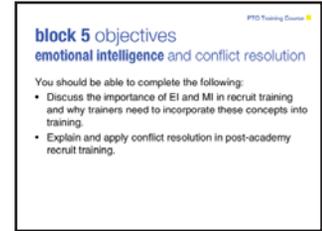
Facilitators discuss difference between IQ and EI.

Biological Impulses

What is EI?

- Biological impulse and fight or flight
- Anger
- Happiness
- Surprise
- Disgust
- Fear
- Love
- Sadness

Facilitators discuss use of MI and EI with students.



Know Thyself

- Strengths and weaknesses
- Performance limitations
- Prejudices and biases
- Values
- Teaching and learning styles

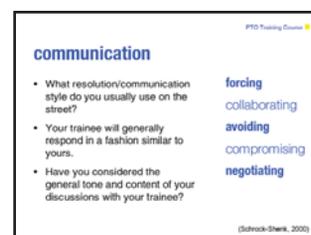


Conflict Resolution

Instructors distribute any Internet handouts on different styles of conflict management and give students time to read these materials.

Facilitators continue lecture.

- Communication
- Resolution Skills - forcing, collaboration, compromise
- Resolutions Skills - avoiding, accommodation

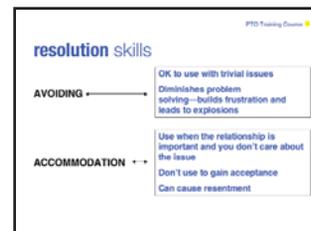
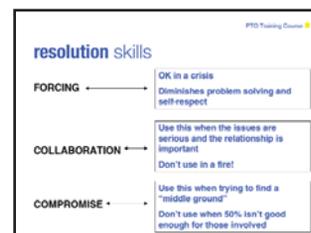


Facilitators role-play two different “Conflict Resolution” styles with practice scenarios. One example will include “forcing,” the second “compromise.”

Once the role plays are finished, each student will complete the following exercise:

Individual exercise. Each student will:

1. Write out at least three examples of situations in which they have used various conflict resolution strategies during recruit training;
2. Assess whether the strategy used was the most effective;
3. Consider whether using another conflict resolution strategy may have been more effective; and
4. Work with a partner to develop three different teaching methods to illustrate conflict resolution strategies for their trainees.



Day 2 Lunch Break

block 6 evaluation

TIME: 1 hour

OUTCOMES:

Students should be able to complete the following:

- Describe the main evaluation methods used and describe how they are applied to evaluate trainees in the PTO model, including
 - the NPE;
 - the weekly Coaching and Training Reports;
 - the PBLE; and
 - the Mid-Term and Final Evaluations.
-

RESOURCE MATERIAL:

- PTO manual
-

LEARNING METHODS:

- Lecture
 - Question and answer period
-

EVALUATION:

- Self/journal
-

COURSE MATERIAL:

Evaluation Lecture

This is a brief introduction to the various forms of evaluation used in the program. The facilitator asks students to turn to the section of the PTO manual with the chart of each evaluation method. The facilitator then asks students to use this chart to examine each of the evaluation forms in the manual and then formulate a list of questions for Q and A.

The facilitator describes the various evaluation methods and timelines in the PBL model.

The different methods of and timelines evaluation to be described include the following:

- *Neighborhood Portfolio Exercise—end of program*
- *Problem-Based Learning Exercises—each phase*
- *Coaching and Training Reports—weekly*
- *Mid-Term and Final Evaluation—after 7th and 14th weeks*
- *(Additional Optional Evaluation: Trainee cohort learning groups)*

**block 6 objectives
evaluation**

PTO Training Course

You should be able to complete the following:

- Describe the methods of evaluation and how they are used in the PTO model including
 - the NPE;
 - the weekly Coaching and Training Reports;
 - the PBLE; and
 - the Mid-Term and Final Evaluations.

Facilitators should ensure that they understand that the journals are not part of the formal evaluation process. It is crucial that this evaluation system does not return to daily observation reports, which are contrary to the training methodology.

block 7 PBLE

TIME: 2 hours

OUTCOMES:

Students should be able to complete the following:

- Describe to a trainee, and know how to apply, the PBLE
- Create a plan for implementing a PBLE within a phase of training in the PTO model

RESOURCE MATERIAL:

- PTO manual

LEARNING METHODS:

- Individual study
- Role-play (freeze frame)

EVALUATION:

- Self/journal

COURSE MATERIAL:

Learning to Explain the PBLE Evaluation Process

Facilitators present the following problem to the class:

Problem:

Over the next few weeks, you will be expected to take a trainee on the street and train him or her in the PTO training program. You will begin training using the PTO model and you will assign problem-based learning exercises (PBLEs). You will no longer use daily observation reports, but in your role as training officer you must evaluate your trainee.

Prepare an explanation for your trainee on how the PBLE works, how it is administered, and how it will be evaluated. Your answers should be clear and concise. Above all, your explanations should help your trainee understand how they might actually do a PBLE and why the PBLE is so important in the training process.

PTO Training Officer ■

block 7 objectives

PBLE

You should be able to complete the following:

- Describe and know how to apply the PBLE in post-academy recruit training.
- Create a plan for implementing a PBLE within a phase of training in the PTO model.

The four PBLEs are found in each of the four phases of training:

- 1. Emergency Response*
- 2. Non-Emergency Response*
- 3. Patrol Activities*
- 4. Criminal Investigation*

Each person is assigned the task of reading all four PBLEs and PBLE evaluation forms. Students should prepare explanations for the PBLE process. Students will present their explanations to facilitators during a role-play exercise in front of the class.

Each student must individually prepare succinct answers, as though they were responding to a trainee's following questions:

- What is a PBLE?
- When will I respond to the PBLE during that phase of training? When will I get time?
- How do I use the actual PBL process to tackle this problem?
- How will I involve the community in the PBLE?
- How will I be evaluated?
- When does the evaluation take place?

Once the class has been given 45 minutes to prepare their explanations, facilitators randomly select a number of class students to participate in a role-play in front of the class. The facilitators play the role of a trainee who is asking questions, and the class members play the role of trainers who use their prepared explanations to answer. If possible, class members should be encouraged to use their own words to answer, rather than written notes.

This role-play is conducted in "freeze frame" fashion. In other words, after the first trainer is asked the first few questions, the alternate facilitator waits for the trainee to ask the next question, but before the trainer answers, he or she calls "freeze." The class member playing the role of trainer is replaced with another member of the class who must carry on the role-play and answer the question just asked.

This "freeze frame" role-play continues until all questions are answered and a number of the class members have provided a variety of answers to each of the questions. Facilitators should ask the same questions of different class members in order to hear different explanations. This will help other class members further develop their own answers.

Once the role-play has finished (about 30-40 minutes), facilitators will ask students to write what they have learned into their journals, including any unique or creative answers to PBLEs they heard during the role-play. They are advised that these answers can be used during their training to help trainees understand the PBLE process.

Day End Review

End of Day 2