



Quantum
Knowledge
Strategic Solutions, Inc.

**Experience is only context,
not content.**

Presentation Guide

06.10.2019



Experience is context, not content

Introduction

"What you're about to learn is what I have to train, not how it actually is on the street."

"You will need to know everything I am training today because I don't teach to the test."

"What you are going to hear is other people's theories, not what actually happens."

How often have you heard this in training or in a college course?

It should be an immediate red flag for an instructor or for an academy director if they hear an instructor use these statements. Why? Because training should reflect the job - regardless of the task.

The reason instructors or educators use these immediately defeating statements is because they either did not develop the materials themselves, they do not trust the materials they were handed to instruct, or they are not comfortable with their own experience in relation to the material and are making a caveat to cover their lack of knowledge and experience.

In today's presentation, we will discuss:

- what instructors need to know and do to develop training that reflects the actual tasks a law enforcement officer will perform

- how training materials should be developed to create consistency and continuity between instructors and iterations of training
- how and when to validate the effectiveness of the training

Law enforcement is a difficult industry in which to develop training. Limits in time, limits in money, and the concern of lawsuits are always present. Instructors and trainers can be held liable for their mistakes at a higher cost than they would in many industries, especially in business. It is also harder to make changes in behavior because there is no such thing as routine - just best practices and response.

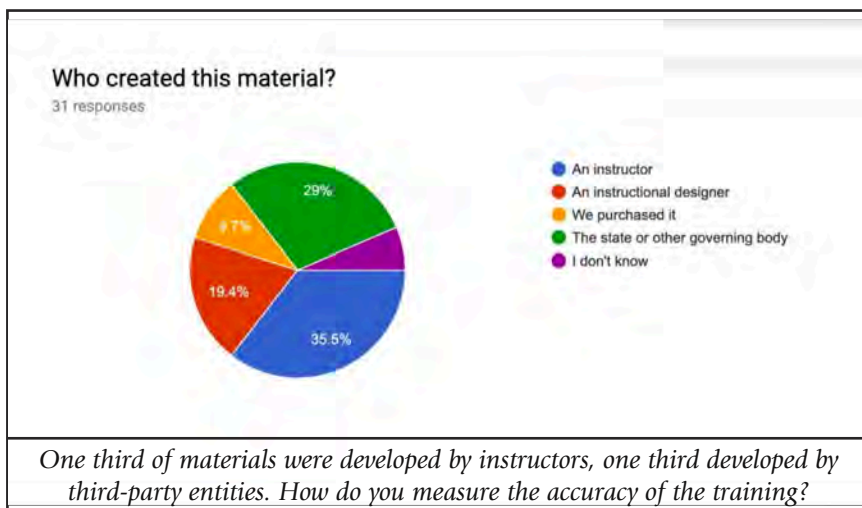
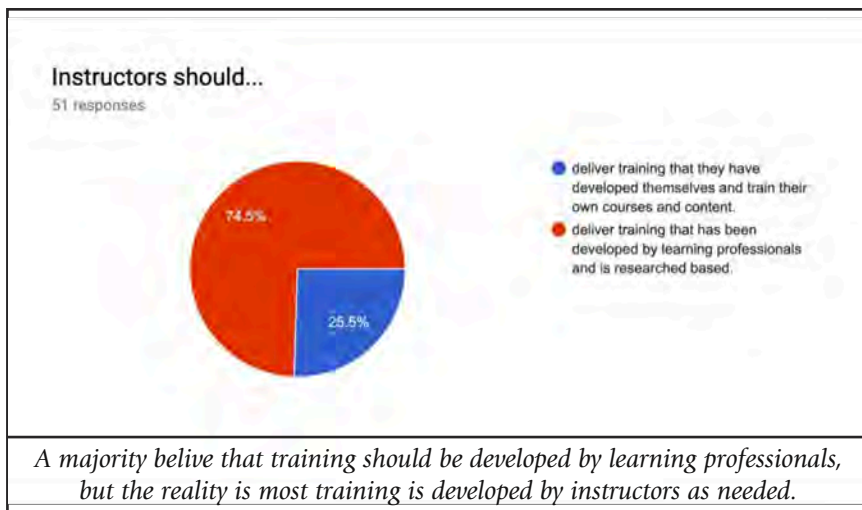
The most difficult part of developing training is who do you listen to or where do you get the concepts for what needs to be trained? All states have an agency dedicated to managing training expectations for law enforcement, but those "training objectives" are expected outcomes and leave a lot of the "how it is trained" to be determined and executed effectively. What isn't specifically dictated by a state's regulatory body, is typically discovered through mistakes made that may expose an agency to liability or political pressures due to social outcry. How often do we hear the words "they need more training?" None of us would disagree, but those making the cries have no idea what it takes.

More training takes money, time, research, development of training materials, and development of instructors to teach it. Money and time are always going to be an issue, but who is researching and developing the training becomes a part of that money and time question too. There are typically two answers to how training is developed: a current law enforcement instructor or a non-law enforcement learning professional.

There are inherent problems with both. Instructors who have only had general instructor training typically develop their materials based on their personal experiences. There may be assumptions they make that may not be present with their students. Their experiences may not be relatable to others receiving their training. They may know how to develop a lesson plan structure, but not training that is measurable and repeatable.

The problem with non-law enforcement learning professionals (academia or instructional design businesses) is they may include information that isn't applicable to the job, they may base their materials entirely on research of periodicals and studies, and they will make assumptions about the job that are either naive or too generalized.

So, how should training be developed?



**Training should reflect the field, not perception
(Train as you fight, fight as you train.)**

Management expectations + objective observation

What is a good definition of "training?"

Training is about behavior. Creating within a student the ability to perform general tasks accurately when faced with varied interactions. Because of this, training, in every circumstance, should be immediately relatable to a task, a situation, or action that would be generally experienced when executing the role. The

keyword here is “generally.” There is no expectation in business that someone can be trained for every interaction, but the vast majority of interactions can be resolved with the same general behaviors. The same expectation exists in law enforcement: courts recognize that training can only do so much and say so in legal precedent with terms like “reasonableness” and “good faith.”

The problem, then, with relying on an instructor’s personal experience in generating content for training is that it is based on their perception. Also, having less in an instructor’s guide can actually expose you to liability more by the inconsistency that becomes inherent with different trainers having to rely more on their personal anecdotes than on objective observation of good practices.

Thus, training content should reflect the expectations of management - be that state regulatory standards, standard operating procedures, or command personnel - and from going into the field to observe officers performing their duties. This observation and recording of behavior is called a “task analysis” in the industry of instructional systems design. It is the foundation of developing objective, research-based training, and bolsters the defensibility of instructors and course materials.

Based on task analysis -
observing and
recording behaviors



Let’s be clear - an instructional systems designer with experience in the field that they are analyzing will recognize the subtlety of good practices versus bad practices. However, a good instructional systems designer will be able to observe with no assumptions or preconceived notions of the “right or wrong-ness” of behavior - they observe and record.

There are many levels of task analysis. Just like there are fine and gross motor skills, a task analysis can be as high level or drilled down to the fine details as needed. The level of analysis depends on the desired outcome.

“Be able to control a scene of a domestic non-violent” is a task with many smaller parts. This may be the training objective. In the military and some business industries, it may be called a Terminal Learning or Training Objective. The smaller parts would be Enabling Learning or Training Objectives. The process of breaking down training into more easily explainable parts is called

chunking. The analysis of “Be able to control a scene of a domestic non-violent” is watching and recording every behavior that can be witnessed in a domestic non-violent encounter. At first the observer would record the receipt of the call, the questions the officer would ask while en route, the placement of the vehicle, the approach to the home, the control of the scene and people within it, the questions and countenance of the officer while intervening, how they take notes, how they positioned themselves for officer safety, the conclusion of interacting with the complainants, then the resolution of the call.

That’s a lot to train all at once! Instead, it is chunked into Enabling Training Objectives. Instead of training to the entire call, we break it down to each segment of the overall observation.

- “Proper radio communication”
- “Questions to ask while en route”
- “Parking safely upon arrival”
- “Safe approaches to a structure”
- Etc.

By observing the same call several times, you establish the pattern of behavior that should be conducted while responding to a domestic non-violent call. You are also building your points of measurement as well to evaluate the performance of students.

For instance, after observing 15 calls for domestic non-violence with four different law enforcement officers of three different jurisdictions, you establish that the best practices of “Questions to ask while en route” include:

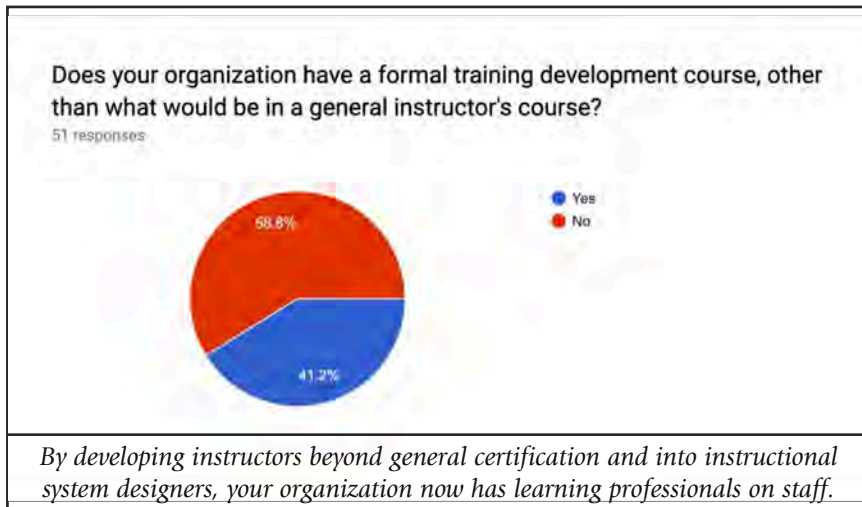
- What is the call history for this address?
- Are they the same subjects as previous calls?
- Are there any outstanding warrants?
- Are there any weapons in the home?
- Where are the subjects now?
- How many other people are in the home?
- Etc.

Your training materials will list those questions, you develop activities and practical application to reinforce those questions in different role play scenarios, then you ultimately measure the students performance in such a manner that it is relevant to what they experience when they go into field training, such as practicals involving trained role players with several instructors observing.

But what if, in the process of observing an officer’s behavior during a task analysis, you witness bad practices? This is just as useful in your observations. You don’t want to have nothing but good practices in your task analysis. You need to have the poor performance to weigh against the good performance. Not only

does this give you opportunities to discover gaps in training, but it also lends credibility to your observations - it shows objectivity. It also gives you insight into where training may have failed previously or attitudes that lead to poor performance.

It turns out that when people do things poorly, they do it the same way each time, just as people who do things well, do it the same way each time. You can have people perform differently and get the same results, but the long term implications will be different.



Observe both good and bad - best practices v. gap analysis

When it comes time to do a task analysis for the course you are going to teach, you will want to coordinate and develop many opportunities to observe behavior in different circumstances. You will start with asking for a list of officers that perform at different levels, what in business is called the "A, B, and C performers." "A" level performers are your officers that you want other officers to model their behaviors and performance on; the ones that are typically asked to be instructors or Field Training Officers. "B" level performers do good work and hit their metrics or standards, but don't really excel. "C" level employees are struggling, miss their standards or metrics sometimes, and do just enough to get by. You don't tell the officers at what level of performance they were rated, this is informative to your observation only. One thing to keep in mind is that you don't want to prejudice your observation of their performance with knowing how they were rated by their supervisors. It could be the officers were rated into those levels for subjective reasons - that doesn't matter to you, you want who management believes are the performers. You have to remain objective the whole time and record behaviors - the good and bad.

In business this is easy. The pressures aren't as high, the risks aren't as high, and the concern for liability is a lot less. You can observe telemarketers doing their jobs and not worry about a mistake costing a life or escalating to violence. You can watch grocery baggers make mistakes and know you aren't going to be called in to testify for or against them putting eggs under the milk. So how can law enforcement personnel observe each other and not worry about being "ratted out" or an agency not worry about observed malfeasance?

These issues are where it becomes dicey and having an established set of ground rules determined and agreed upon by both the agency and the observer.

What kind of ground rules can you see an agency being willing to agree to, or would you suggest, to have effective analysis performed?

Agencies will be worried about liability, especially when their C performers are observed. So setting ground rules and establishing clear and clean communication lines is essentially. But, there is another question that gets asked: "Won't the officer perform differently when they know they are being observed?"



The answer is both yes and no.

Yes, they may perform differently, but then you have a record that the officer knows the correct way to do things. This gives support to

an agency if the officer is questioned about their performance. The officer was observed doing it the right way, so they either did it the right way in the incident in question or they knew the right way to do it.

No, because in the heat of a situation, people default to who they are. In times when I observed performance for task analysis, even in training scenarios where we were testing a squad's response to a domestic non-violent, as soon as they were in the house, it was real, and they performed as they would have on duty and in a call.

Observing the good gives you best practices. Observing the bad gives you gap analysis. Too often we find the gaps after someone has been sued, injured, killed, or charged with a crime. Finding gaps in training through analysis is as important as finding the

best practices; it can give an agency an opportunity to improve their own training and help keep officers and the community safer. It also gives instructors behaviors to look for to mitigate and correct, as well as behaviors to reinforce and encourage.



Training objectives are performance outcomes

After all of this analysis, coupled with management expectations, you then develop accurate training objectives. Instead of your training objectives being a point to cover, they now become expected performance outcomes to measure.

Unfortunately, general instructor courses don't delineate the difference. Instead, lesson plans become bullet points of one or two sentences that may be tied to a multiple-choice question in a final exam. That isn't training; that is rote memorization.

After conducting a task analysis, it is easier to list the steps that can be applied to all students. This requires more than a few bullet points, it requires detailed explanation, step-by-step processes explained to, and practiced by, the student, and ultimately a measurement of their performance of the trained material in such a way that is applicable to the environment that they would conduct such behavior. All of this leads to consistency between instructors and between training iterations. Consistency is ultimately the best measure of the efficacy of training, not individual performance.

The problem is, bullet lists can't capture this detail. Bullet lists for training provide too much generalized or ambiguous information, forcing the instructor to have to rely on anecdotal information - telling war stories - rather than providing useful information. War stories are important, and should be used in training, but to illustrate a point, to provide context to the

material, not be the point or material itself.

To demonstrate, let's conduct a little experiment.

Activity: Train this!

Products should be as thorough as possible

You can have equally compelling training with bullet listed lesson plans as you would with detailed instructor guides, but you will have more consistent and thorough training with materials that have as much as possible available to the instructor.

There are two factors to consider impacted by more detailed, analysis-based training materials. Courses that provide a lot of detail:

- provide a better baseline for evaluation of students between training iterations
- provide a baseline for instructor competency and capability

First we will talk about the level of detail you should have in a course, then talk about the impact on instructors.

This entire presentation has been built the same way that I build training. I started out with a question: what am I presenting?

Once I had the general idea, I asked additional questions, all part of the analysis.

- What is the key take away I want them to leave with?
- Am I giving them a high level concept of building training strategy or a more in depth into one aspect of building training?
- Do I want them to have materials to leave with or a plan?
- Is what I am presenting going to give them an action item with an example or questions to examine their processes?
- And many more.

I decide:

- If experience is only context, not content, then where do they go from there?
 - I need to explain why this is important and needs to change.
- If they decide to change, how are they going to know what or where to change?
 - I need to give them a place to pivot from anecdote to observation.
- If they agree they need this pivot, how do they pivot?
 - Explain the task analysis and how to do one.

- They decide to do a task analysis, but what do they do with the information?
 - Show them how to develop training materials that will maintain objectivity and consistency of the material between instructors.
- And so on.

These then give me the structure and outline of the presentation. At this point, it looks like what more common lesson plans look like - bullet points of the topic to cover. This is the same process used in building quality training in business and the military. It is all about the analysis and the outline development - the development plan.

Once I determine what the outline is, I fill in the information that I know is essential for you to take away. I create opportunities to break up the training with activities, discussions, and anecdotes based on my experience, but all of it is in line with reinforcing material and developing retention. These are the steps that a lot of training is missing.

Everything that supports the training objective should be available to the learner in the materials.



The question then becomes "How do you determine what to put in?"

The answer: everything that will be used to evaluate your students. Every step, chunk, and objective supporting

material, should be accessible to the student. All of the processes and expected outcomes should be laid out to be followed without an instructor present.

One thing that is missing from a lot of bullet-based training materials is the "why" of what is being trained: why is this being trained, why is this being trained this way, and why is this the best way to do it. Knowing the "why" is just as important as knowing the "do this" and "how to." With the change in generational demographics, trainees want to understand why they are doing something the way they are being trained and may want to experiment with other ways. What sounds better to inquisitive people when they ask "why do we have to do this way?"

- "Because this is how we do it and have done it." or
- "We do it this way because it is based on many hours of observation, analysis, and research, and has been seen as the best way to do it."

The last question to ask for “what goes into the materials” is “at what point do you stop adding material?” Anyone who has developed training knows there is always the danger of adding too much information. The easy answer is “when it isn’t necessary to satisfying a training objective.” But that isn’t as easy as it sounds, either.

The material should accomplish these goals:

- Detailed enough that someone could follow steps and hit a minimum level of proficiency
- Enough history to explain why it needs to be trained
- Enough support from observation, case law, or lessons learned to explain why it needs to be trained this way
- Enough background information of consequences of why doing it this way is the best way
- Then stop. Or add activities that reinforce the training. Or add your war stories as parables and metaphors.

Student guides should be like a textbook that has everything they should know to complete performance objectives

This means that a student guide should be like a textbook. It should provide everything that a student needs to read along, read outside of training, refer back to as reference material, and take copious amounts of notes about what they think, questions they may have, and places to debrief or expound on activities.

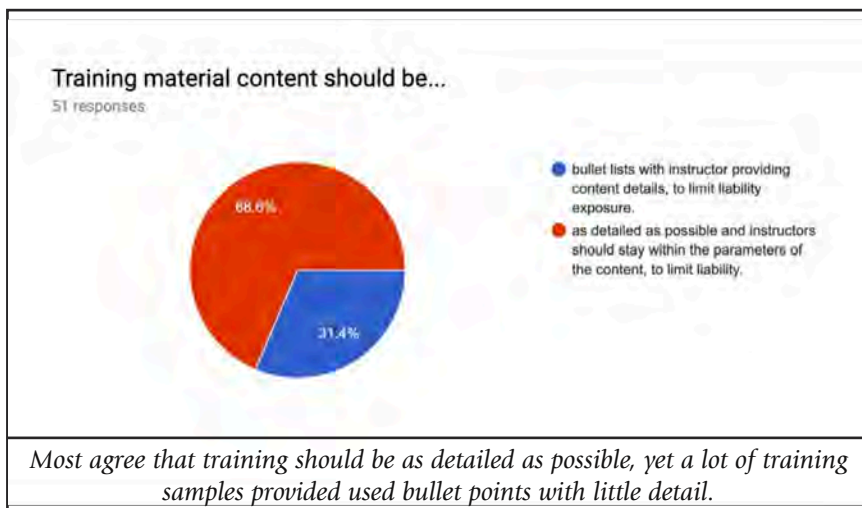
Too often instructors rely on providing written articles or copied texts as handouts. With today’s generations, getting them to read more than a Tweet or a Facebook post is near impossible. Handing them a 12 page dissertation on Tennessee v. Garner and its impact on law enforcement since will accomplish little to nothing. Providing text bites (an actual term in the textbook publishing industry) that summarize Tennessee v. Garner, why it is important, what it means for them, and what can happen if they do it wrong, then having them participate in an activity where they role play scenarios or evaluate videos will do more.

It means the instructor has to put in more time. It will require more work, more analysis, and more development, but it also means you will have better performance, better trained students, and you will be able to tell which instructors are actually passionate about professionalizing their role more.

Instructor guides should be the same textbook the students get, but with metaphors, examples, activities, answers to questions, and references to research

The instructor guide is more complex. If you remember ever seeing the teachers version of a textbook, it has a lot more information, suggestions for activities, references, ancillary documentation, and reference material. So should the instructor guide. The instructor guide should be a student's guide with all of the instructor's plans, timing, anecdote insertion points, adaptation of activities, activity plans and materials needed, questions with answers, etc. It should also have a place for notes that the instructor would use for their training.

The material stays the same from class to class, but the instructor's flair and personality is not lost at all.



Slide decks should be used like 3x5 cards providing way points and prompts for the instructor, and structure for the students

Slide decks are the most commonly misused media ever in the history of training. Too often slide decks are either a crutch or the content itself. Slide decks should be nothing more than way points in the material for the instructor and represent signposts of materials in the student guides. Slide decks should also be the launching point for any additional media to limit downtime searching for a video or an article.

There is a whole art to developing slide decks, but the general rule is minimalism is best, simplicity for the win. Clean, no more than two fonts for the whole deck, no more than five bullet points per slide, and variation to keep the mind alert. Slide decks can

become a major distraction if not used properly. Maybe next year I can do a presentation on building slide decks.

Multimedia and eLearnings should be relevant and complementary to training, with purpose

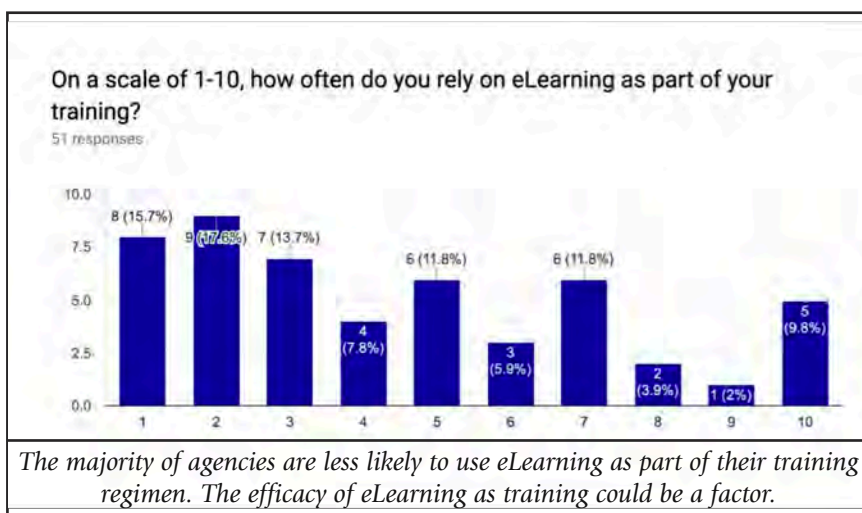


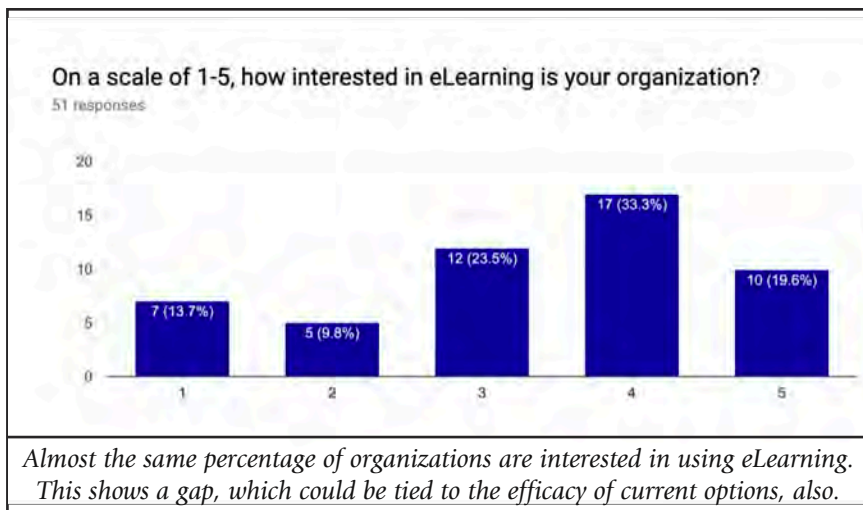
Another crutch is using videos or other multimedia. Unless the video is relatable to the material, where the instructor provides an explanation or invites discussion, it shouldn't be used. Watching is never as

good as doing. Watching videos of pursuits doesn't make a student a better driver, but if discussed and analyzed as part of a driving course, it can provide warnings of hazards.

eLearnings are also a blessing and a curse. Law enforcement is especially wary and distrustful of eLearning materials and with good cause. A slide deck presented in a window browser with a five question quiz at the end is not an eLearning, although that is largely what people experience. It is definitely not training. However, eLearnings can also be simulators. It can be training if it presents situations and experiences in a safe environment that makes the officer make decisions based on analysis and evaluation.

eLearning has a place and can be very effective, but for law enforcement, it is a thin line between training and educating.





Is there a difference between training and educating?

Education is theory. Training is practical application of theory, therefore, training should have as much practical application as possible.

Becoming a law enforcement officer isn't always about the training. When we are giving the background of why we are training something, we are giving them the education part - the theory. When we tell them that we do it this way because of observation, analysis, and research, we are giving them the proof of the theory. Then, when we give them the why this way is the best way, we are giving them the practical application of that theory. Then we show them how to do it the best way, and they are being trained.

All of this can be done with experienced instructors. Instructors have been doing this for decades with little more to go on than lists of points to hit, and we have been doing ok. But, as we enter a new, dangerous, and more litigious era of law enforcement, we need more support, more professionalism, and more established material to set as a standard.

Why? Because life happens and we don't always get to control who is training the material provided. This is where the difference between experience being context and content is set.

Products should be developed so that anyone can train them

Should anyone be allowed to train?

Imagine you decide to take your top instructors out for a celebration of their great work some random Wednesday night. You go to



a popular restaurant and you order pork burritos for everyone. It was a great night: food, song, and drinks - a good time was had by all. However around 3am, you are awoken by a rather discomfort in your gastric area. By 6am you have received calls from all of your instructors claiming to be humming it out in the bathroom. The problem is, you have a basic training class eagerly awaiting the tutelage of their most esteemed instructors. Do you cancel classes?

Nope, training must continue and people need to step up. Instructors that may not have the vast experience that your cadre now out from the Night of Bad Pork Burritos Slaughter of 2019. You have to have your B team step up, you may have to call agencies to backfill with someone who is off duty or just happens to be available. Or, worse, you find any Backwoods Delroy Durpin that has the certification to continue training with credit, but you wouldn't typically call him to provide training on mopping floors.

The Bad Pork Burrito Scenario is a real thing. It is a lot harder to find qualified, experienced, and excellent instructors than it is to maintain quality materials. Another reason why experience cannot be the content of training - not all instructors have enough experience to draw on.

Agencies have less opportunity to develop trainers, so they have to rely on what is available. A lot of agencies only have the requirement that an officer has two years on the job and no complaints to go and get certified as an instructor. That is an agency requirement, not typically a state requirement. Depending on the size of the agency, they may not even have two years to develop instructors. So, relying on the experience of an instructor isn't reliable.

Then you have the quality of that instructor. You can have two instructors that both have five years on the job. One is an evidence clerk and has been for the bulk of his career, one has been on the SWAT team for two years. Which will be best to train

patrol tactics or domestic disturbance response? Even a traffic stop? But, not all agencies have that option to be so discerning and they have the same certification.

This is a big debate in the law enforcement industry - can anyone teach anything? People have very powerful, polar positions on this question. Some say yes, anyone can teach anything because they are certified, some say no, only people trained in specific things should teach those specific things. The problem is, law enforcement is in a major drought in hiring quality and qualified personnel, making the all around experienced instructor harder to find and usually heavily laden with extracurricular duties.

Organizations can establish requirements to teach certain subjects, require instructors to validate their ability to teach a subject, or require instructor reviews of training - this would be a best practice. The problem is that most agencies don't have the money or the manpower to dedicate to developing instructors into experts like that. They need someone who can get state continuing education credits for their people to remain certified.

So, I say anyone can teach anything, but I say it with two major caveats. One, it depends on the quality of the materials and, two, agencies and academies need to realize that while they can teach anything, the expectations should be modified for what they produce. If the materials are robust and detailed, you take more out of the instructor experience part of the equation, but it is still important.



The A, B, C students

Earlier it was discussed that businesses have A, B, and C performers they evaluate and analyze for developing their training. It was also stated that law enforcement training materials should be developed with analysis of A, B, and C performing officers. All of this analysis gives the development of materials a lot of detail and builds a baseline of competency.

Having materials developed as described so far creates a rubric of expectations for the materials. If students only have a Student Guide to rely on for their training, and no instructor leading it, they could perform at a C level of competency.

If students have an instructor with no background in the subject material, but does have instructor training and certification, they could perform at a B level of competency.

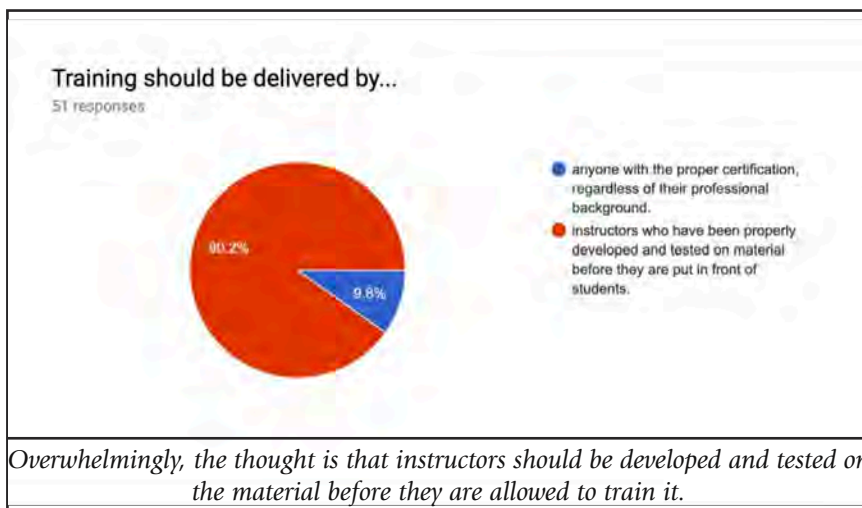
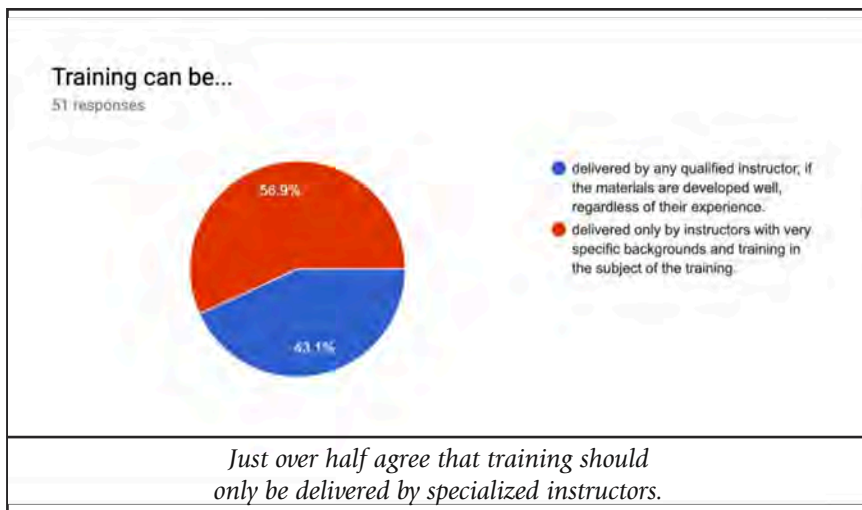
If students have an instructor with background and experience in the subject material, they could perform at an A level of competency.

If your training materials have everything a student would need to know to perform the job, you reduce the impact and dependence on experienced instructors. It doesn't mean you don't need them or want them, but you have more flexibility. Having quality materials also gives you a better baseline for evaluating instructor performance because the material isn't dependent on the instructor's personal experience, it is dependent on their competency as an instructor.

Law enforcement is a business of contingencies, but we rely on known entities as part of those contingencies. Having thorough materials is equal to knowing that your equipment is clean, functional, and ready to use. If you need to adjust, you know your tools are ready. If your partner needs to use your tools, you know he will be OK because he has been trained on the same tools, and the tool won't fail him. The only difference is how well he knows how to use the tool himself.

Training materials that are minimal in detail also run the risk of missing information when they are more dependent on the experience of the instructor. Agencies have lost lawsuits for having too little information or having information not explained or made relatable. For instance, in *Clipper v. Takoma Park*, the agency was held responsible because the courts felt that there wasn't enough material or examples provided in training. By not having examples, metaphors, or scenarios for the student to draw conclusions on the material, or apply the material in different circumstances, the organization is relying on the instructor to fill in the gaps. If he does, and if he does correctly.

However, this is where you get A performing students, by having instructors that can relate their experiences to the material. The material should have enough to generate conversation and set expectations of how to correctly perform the task, but an instructor providing stories of his experience related to the material at hand, gives that training context and supports the material - essentially a third-party witness to the validity of the materials in the training.



All training should be measurable

I often hear, even from business leaders, "Well, the exit surveys are all good, so the training must be good." Nope. That is an entirely useless measurement of the efficacy of training. It is useful for determining the skill and competency of an instructor, but as far as whether behavior has been inculcated or changed, it has little value. You are measuring how the student feels in comparison to them having no knowledge prior to the training. That's why almost all training has such high ratings - almost everyone feels excited to have learned something they didn't know before.

If your materials are thorough, you can measure the efficacy of the training more accurately. Since the training material is based on observed behavior and best practices, measuring will produce a more objective result of performance and make more evident what needs to be remediated or retrained.

Developing training materials that rely more on instructor experience, but then requires the use of detailed measuring devices (like quizzes, group observation, etc.), creates problems for examining the efficacy of all factors. You may see that everyone passes the training, but that doesn't measure whether it was effective. It also makes it very difficult to examine trends and aberrations. The more detailed the training, the more accurate the results, and the better to research performance of the students and the instructor.

At the beginning of this presentation an indication of poor education or training to come is the statement "I don't teach to the test." If it is called training, it should be measured. If material isn't necessary for measurement, it isn't necessary to the training.

Measurement can be based on observation, but it should be observation equal to the conditions in which the task would be performed. If the task being measured are individuals operating in a group activity, then measuring individuals in a group activity is fair, like riot control. If the task being measured is an individual conducting an individual task, then measuring individuals in a group activity is not effective, like a traffic stop. You can't have a group of students all doing traffic stops with one or two observers evaluating individual performance.



The key to good measurement devices is that they are recordable, objective, and reproducible. They should be recordable in that you have something that establishes a record of how they performed.

Relying on instructor's observation and nothing more than a "pass" provides no quantitative information that says how they passed, the quality of their pass, and how objective the observation really was.

They should be objective in that they are the same behaviors and standards held for everyone within the same demographic. Especially with observed performance measurement, there should always be a rubric of performance, identifying each learning objective, what pass looks like, and a Likert scale or check box for their performance.

Reproducible is even more important. If you have "observing a group of students talking" as part of your evaluation, and you do not have a recordable, objective measurement device, you cannot get a reproducible result. There are way too many possible influences that impact the results.

This is essential. Groups of students vary, but not enough to make serious impact on trends of measuring the efficacy of training. With measurement devices that are recordable, objective, and reproducible, you start getting solid and dependable metrics. If the same instructor used the same material and the same measurement device, they will get the same range of results over time. If there is a sudden change, it could be an aberration. Over time it becomes a trend.

The importance of highly detailed content in training material establishes the baseline for all other things to be compared. If training is dependent on instructor experience as content, and the measurement devices are nothing but observation and multiple choice tests, what do you really know about the quality of the students and the efficacy of training?

To really measure how effective the training was, it needs to be more than one measurement or an exit survey. The sweet spot in business is typically three months after they have been in their role. They remember what training was like and now that they have put rubber to road, they see the gaps of what they wish they had known when they first left training.

To gather that knowledge, measuring training after they have been on the job for a period of time really gives you the insight you need and exposes gaps in current training. Measuring should be cumulative and regular. In business and the military, post training measurement is typically done by survey or focus groups on a 30-90-180 day schedule. This means they survey their people 1 month, 3 months, and 6 months out of training. That is more difficult for law enforcement because of the nature of field training, but systems like that can be established.

Conclusion

- Employing instructional design processes, such as task analysis, develops material more accurate to what the student will experience when they enter the field
- Robust materials leads to more consistent training between instructors and iterations, and more accurately measured outcomes
- Instructor experiences bring content to life, rather than being the content itself
- Measuring efficacy of instructors, content, and students becomes more reliable and effective with detailed materials



Rick Jacobs has over 20 years in the law enforcement industry, first as a firearms salesman, instructor, and range master, and ending with ten years with Spotsylvania County, VA, Sheriff's Office as a deputy sheriff in the Criminal Investigations Unit.

He has also been adjunct faculty at several community colleges and universities, a Virginia DCJS certified, general instructor, firearms instructor, and Field Training Officer.

His passion for law enforcement, technology, and training led him to start training organizations and businesses that developed training, data tracking, and weapons management software.

He has a bachelor's degree in analytic philosophy from the University of Utah, a master's degree in criminal justice from Virginia Commonwealth University, and Instructional Systems Design certification from Langevin.

He currently resides in the Phoenix, AZ, area with his wife and two kids, and is the founder of Quantum Knowledge Strategic Solutions, Inc.

To contact Rick Jacobs:

Phone: 512-537-2060

Email: w.richard.jacobs@qks2.com

Address: PO Box 51111

Phoenix, AZ, 85076