



**Quantum  
Knowledge**  
Strategic Solutions, Inc.

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

**Instructor Guide**





Have above slide on screen to start the class.

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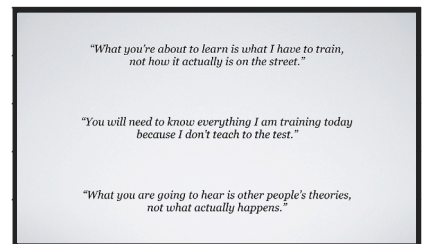
## Experience is only context, not content

Introduction - **attention grabber**

*"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."*



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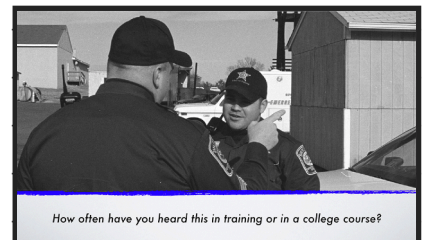
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**ASK:** How often have you heard this in training or in a college course?

**ANSWER:** It happens a lot. It is one of the most infuriating things a student will hear, because it immediately begs the question "Why am I here and learning this then?"



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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

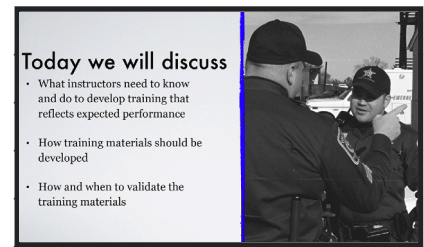
Law enforcement is a difficult industry in which to develop training. Limits in time, limits in money, and the concern of lawsuits are always present. Instructors and trainers can be held liable for their mistakes at a higher cost than they would in many industries, especially in business. It is also 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.

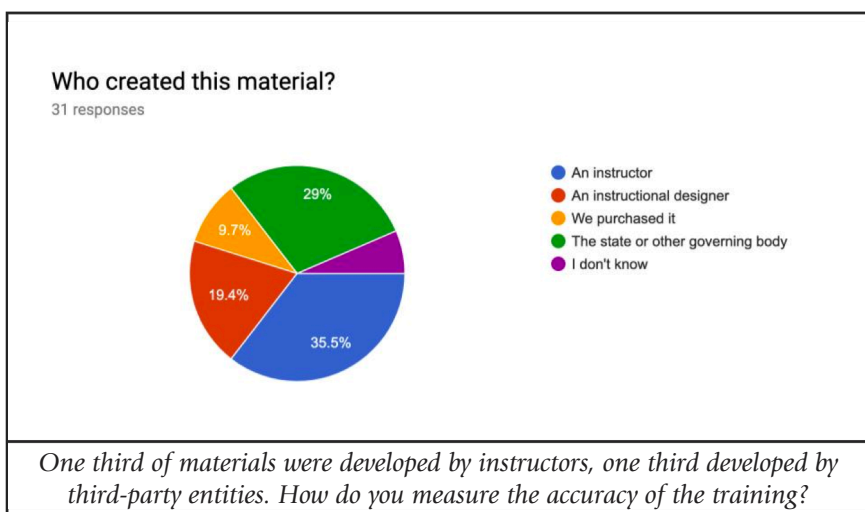
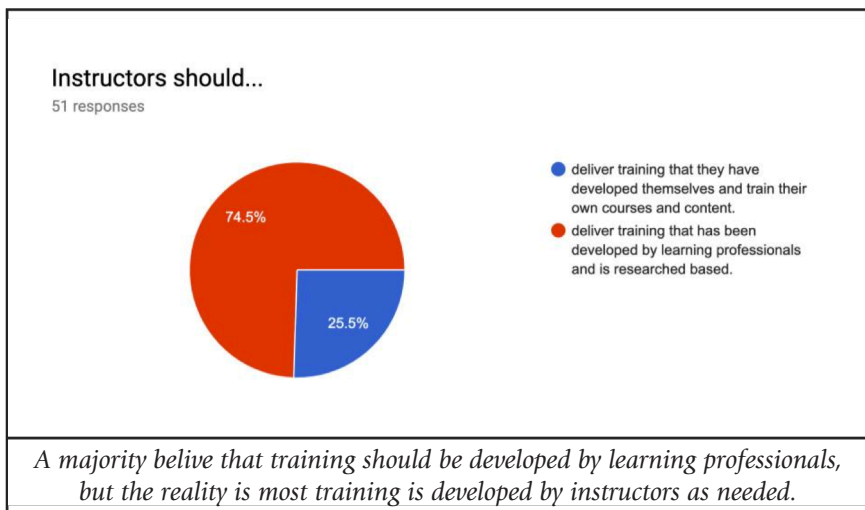
There are inherent problems with both. Instructors who have only had general instructor training typically develop their materials based on their personal experiences. There may be assumptions they make that may not be present with their students. Their experiences may not be relatable to others receiving 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?



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



## Management expectations + objective observation

Discussion - 5 minutes

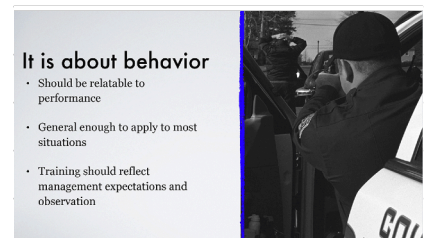
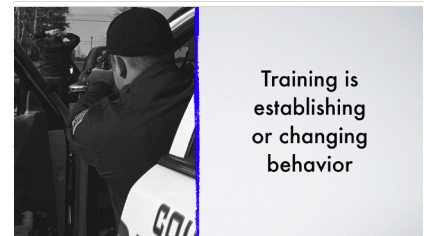
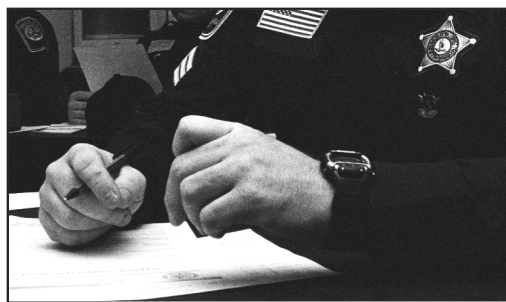
ASK: First, what is a good definition of “training?”

ANSWER: the establishment or changing of behavior

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.



Provide an anecdote about how designing training from observation is different from training based solely on instructor experience.