

**2012 -
2013**

Police Technical Inc.

Thomas M. Manson

INSTRUCTORS PROCESS SHEET

This document provides the processes followed by Police Technical Instructors before, during and after a national training course. These procedures have been developed over 15 years of training law enforcement personnel and represent the current standards for Police Technical Inc.

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Introduction

Congratulations on joining Police Technical. If you are reading this, then you've already gone through a lengthy process to become an instructor with our company.

The following pages are provided as a guide. Parts of this document outline how Police Technical provides on-site law enforcement training. Other parts of this document are more philosophical, guiding the new instructors to follow paths which have proven historically successful for our company. Other parts, and perhaps the most important to me, are written in the first person because they are the processes and activities I use during training, which I want you to emulate and implement in your own courses. Technical training is difficult for students and instructors, but I think it'll be easier and more rewarding for you and your students when you apply these techniques.

This is, of course, a living document subject to change and modification. It is not a rule book or set of unbreakable standard operating procedures (SOPs). I simply hope it will make easier the process of working with Police Technical, with the ultimate goal of providing superior technical training to American law enforcement.

Thomas M. Manson
Police Technical
January 20, 2012

Google Calendar

Police Technical needs a single dedicated Google calendar for scheduling purposes.

Please share your calendar with jmanson@policetechnical.com and tmanson@policetechnical.com.

Your Schedule

To schedule classes for you to teach we need sets of dates you can work AND travel, other information is not needed.

On your calendar:

Select a set of days (June 1st through the 3rd)

Please mark each set of days individually

Please title each set of days as "Available"

Do not use the "Repeat" feature; in testing we deleted entire schedules when modifying a "Repeated" date.

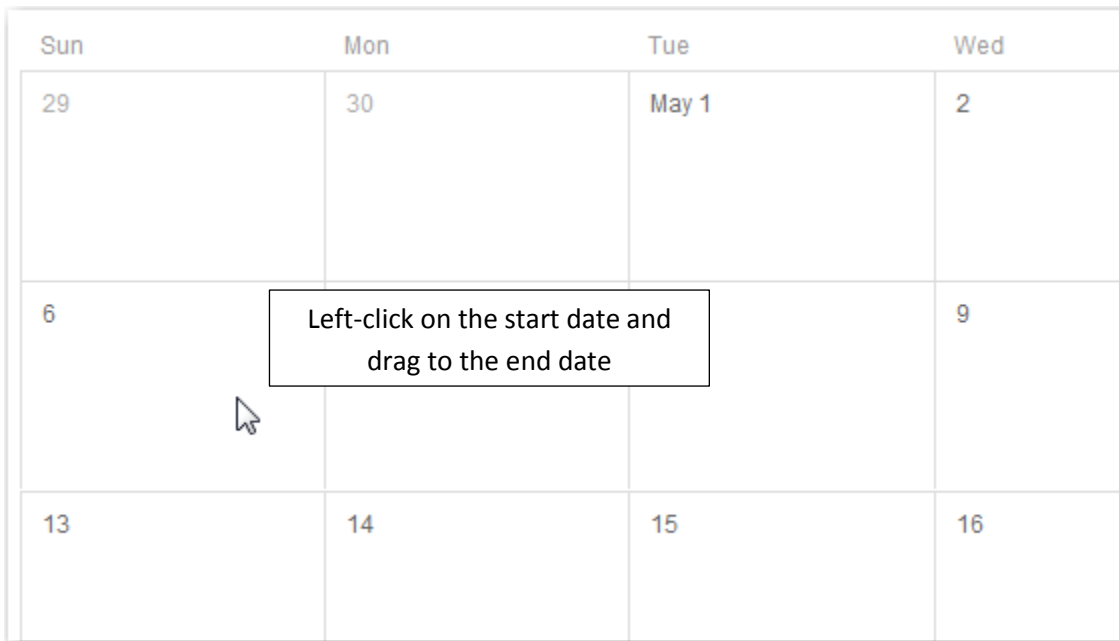
Police Technical scheduling will modify Titles and Descriptions as necessary.

Please mark at least three days in succession. All of our classes will require at least 3 days, one for travel and two for instruction. We assume you can travel in the morning of the first day and we'll try to schedule return flights in the evening of your last day of class. In the event you are available more than 3 days in a row notate that as well.

Adding dates

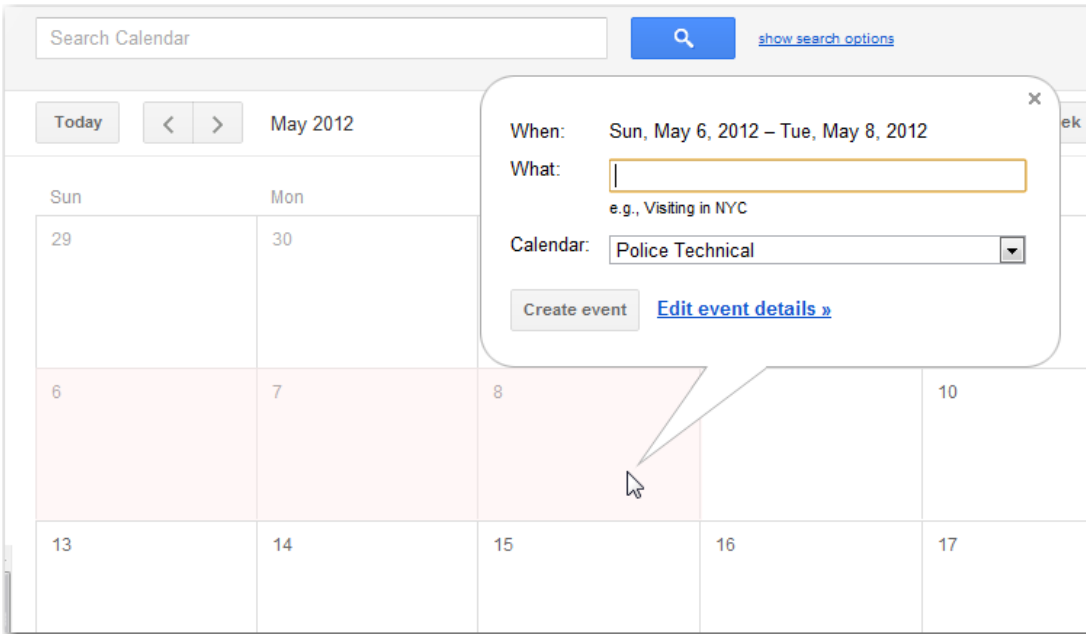
The follow example is for an instructor who is available to travel on May 6, 2012, and can teach May 7 and May 8, 2012.

On your Google calendar page click on the start date and drag the cursor to the end date. This should highlight the date range, and give you a pop up window.

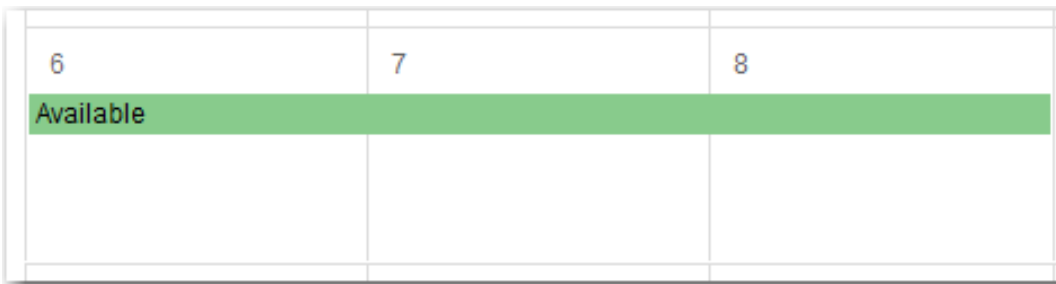
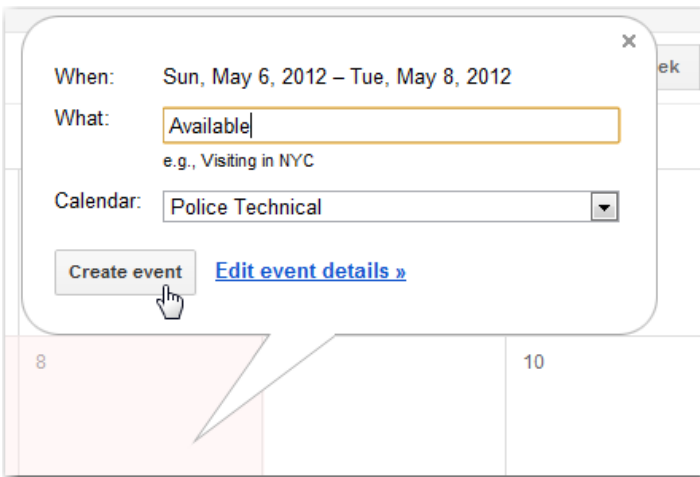


Sun	Mon	Tue	Wed
29	30	May 1	2
6			9
13	14	15	16

Type "Available" in the "What" field. Note the calendar selected should be the one you shared with Police Technical.



Click "Create event".



Your available dates are now added, viewable and editable by Police Technical.

Class Status

The office will send you an email once a date, location, and agency have been booked for your class. It will contain marketing, registration and training location information.

Google Calendar will be updated with the following status types:

1. When we have a scheduled date with an agency, but no signed paperwork, that class is **TENTATIVE**. The office will not send you any information if a class is tentative.
2. When we get a signed Letter of Agreement from the agency, that class is **BOOKED**. Once a class is booked the office will send you notification and change its status on Google calendar.
3. When we have enough registrations in the class to run it successfully, that class will be **CONFIRMED**. Once a class is confirmed we'll send additional information and change its status on Google calendar.
4. When we know we do not have enough registrations to run a class, that class will be **CANCELLED**. We'll typically know a month before a class is scheduled to start whether or not it has enough people to run successfully.

Once a class is cancelled we'll contact the host agency, any students registered and the instructor, notifying each of the cancellation. We will make decisions at that time if the class is to be re-scheduled or simply dropped from the schedule.

Registration number updates will be sent to the instructor and host monthly or bi-monthly for each open registration class.

In-Services

Classes may be purchased by an agency for exclusively for their personnel, as an **In-Service**. These courses/dates are contracted and will not be cancelled. They will be marked **CONFIRMED**.

Travel and Lodging

Once a class is confirmed, travel and lodging arrangements will be made by Police Technical for the instructor.

Flight

The office will reserve and purchase the best priced airline ticket for your trip. Airline ticket prices fluctuate hourly; we will secure a coach fare seat. We will try to honor, but cannot guarantee, an airline of choice, and will include your frequent flyer numbers at the time of purchase.

If you decide to upgrade to business/first class, you are responsible for any additional charges.

You are responsible for any additional charges regarding air travel (i.e. Wi-Fi, luggage, meals or drinks, etc.).

Rental car

The office will reserve the best priced rental car for your trip. Rental prices fluctuate hourly; we will attempt to secure a mid-sized car or larger, but will adjust it for the best price. We will try not to place you in an economy car for a long journey.

Police Technical will pay for the car rental, gasoline and tolls (these may be included in your rental, or charged to your rental. It is usually better to buy some Toll Plan with your Police Technical AMEX, then to pay toll fines. Any additional fees incurred are your responsibility.

Typically the Renters insurance extends to a rental car. If you decide to add insurance, additional drivers, or upgrade to a higher class you are responsible for the additional charges.

When completing the rental contract, it is usually quickest to waive all insurance, and state you'll return the car full of gas. Please do not purchase gas plans, tanks of gas, or refueling contracts.

Please inspect your rental car before leaving to ensure there is no critical damage (especially cracked windshields). Note any damage before leaving the rental lot.

Upgrades

Please DO NOT upgrade into any vehicle which could reflect poorly on Police Technical. Examples include: Convertibles, exotics, or anything which would beat a Police Interceptor.

Please return the car to the rental agency with a full tank of gas.

Hotel

The office will reserve and purchase the best priced and closest lodging near the training site; typically a king, non-smoking room. If training occurs at a conference we will make every effort to secure lodging at the conference hotel.

If you decide to upgrade your room, you are responsible for any additional charges.

You are responsible for any additional charges regarding hotel stay (i.e. Wi-Fi, meals or drinks, etc.).

Documentation

The office will send an email including all travel information as soon as it becomes available. You should look over the email and contact the office immediately if something is incorrect or impossible.

If any changes need to be made the office will email new travel information as soon as it becomes available. A final travel document will be sent a few days before the start of class.

American Express Cards

Each instructor is provided with an American Express card to pay for hotel, rental cars, gasoline, and other incidentals. Your specific card is used to make your reservations and you will need it for cars and hotels.

Your AMEX card is intended to be used for business related purchases and in emergencies. If in doubt about when to use the card, call the office 812-232-4200 or Tom Manson 317-695-6358.

Before Class – Printed Materials

Three items will need to be printed in preparation for each of class. A digital copy of each item will be sent to you before class.

Class Roster

A class roster/sign-in sheet with the names and agencies of each student will be sent to you for each class. It serves as both a sign-in sheet for the Police Technical and as verification for state law enforcement training credit, where applicable. It's important that each student signs this sheet and provides an email for contact purposes. Before class, please print one set, landscape, black and white, front page only.

PowerPoint for Public Safety				
Alamosa, CO				
Oct 19-21, 2011				
<i>Please PRINT</i>				
	Name	Agency	Signature	Email Address
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

After class, if the host wants a copy of the sign-in sheet they may copy it and return it to you. Once you are home please scan these sheets and email them to the office. Please keep the original on file. Please note if any students need additional information (requested information about class). Also notate any No Shows or Walk-in student, or if anybody submitted payment to you for class. Any checks and cash collected at class should be mailed after class to Police Technical; a receipt will be emailed to the student/agency.

Evaluation forms

Police Technical’s physical evaluation forms need to be completed by each student after class. Certain training locations may require their own evaluation forms to be completed also. These will be dropped shipped with the class manuals. Please ensure they have arrived and are in the room prior to the start of class. If manuals are not being shipped to the location (conference session or other reason) other arrangements will be made and communicated before class.

After class scan the evaluation forms and email them to Police Technical. This form will be used for every class.

Evaluation Form

Course Title _____ Date _____

Please rate the Program Quality of this Training Course *Circle answer, 5 is the highest, 1 is the lowest*

Quality of the Presentation Materials (PowerPoint, other visual aids)	1 2 3 4 5
Quality of the Training Materials (Handouts, Manuals, Brochures)	1 2 3 4 5
Quality of the Training Location	1 2 3 4 5
Overall Value of the Course, Value = Cost vs. Benefit	1 2 3 4 5

Please rate the Ability of the Lead Instructor for this Training Course

Overall Presentation Style (Eye contact, Voice, Poise)	1 2 3 4 5
Credibility (Education, Experience)	1 2 3 4 5
Command of Subject (Subject Knowledge)	1 2 3 4 5
Enthusiasm for the Topic (Made you want to learn)	1 2 3 4 5
Students Interaction (Called students by name, asked for questions)	1 2 3 4 5

Final Comments

Would you recommend this COURSE/INSTRUCTOR to others in your agency? Yes No

Would you recommend this TRAINING PROVIDER to others in your agency? Yes No

Will you be able to USE what you learned in the course? Yes No

Additional Comments regarding this Training Course

Student Contact Information (Optional - Name, Phone, Email).

Thank you for attending this Police Technical course.
If you have additional comments or would like additional training at your department please contact our office at:
812 - 232 - 4200 or at info@policetechnical.com

POLICE technical

881 Poplar Street
 Terre Haute, Indiana 47807
 812-232-4200
www.policetechnical.com

Technical Training - Database Design - Internet Development

Police Technical marketing materials

At the conclusion of every class, each student should receive a copy of a marketing sheet. This sheet may contain a list of future classes in the current location or other relevant course information. It is critical to the ongoing success of Police Technical classes that each student receives a copy of this sheet.

Instructors do not need to try to “sell” these classes or other Police Technical services. It is enough that your students know Police Technical provides additional courses and has a method to contact the office.

These will be dropped shipped with the class manuals. Please ensure they have arrived and are in the room prior to the start of class. If manuals are not being shipped to the location (conference session or other reason) other arrangements will be made and communicated before class.

Police Technical National Courses

Craigslist Investigations™ by Wayne Nichols
Methods and tools for successful Craigslist investigations. Case examples include property related crimes, drug investigations, prostitution, and enticement of juveniles.

Cyber Crime and Security™ by Andrew E Neal
Provides tactics for investigating online crimes and best practices for providing cyber security. The past, present and future of cybercrime, cybersecurity, and cyber-based investigations.

Digital Forensics and Evidence Handling™ by Andrew E Neal
Foundation of computer forensics. How the process works, how to handle digital evidence, what not to do, how to win in court, future directions, and building on your own in-house lab.

Excel® for Public Safety™ by Amy Kupiszewski
Harnessing the power of Microsoft Excel® to better manage data and improve investigations. Telephone tolls, financials, arrest stats, fugitive lists and calls for service analyzed with a few clicks.

PowerPoint® for Public Safety™ by Thomas M. Manson
Designed to assist all personnel become more efficient and proficient with PowerPoint®. Faster development, internet videos, EB11 audio, Splash Screens® and custom animation.

Social Media Methods™ by Doug Nolte
Designed to help departments and their personnel utilize social media effectively to manage their online presence; a prerequisite for any online investigation.

Visit www.policetechnical.com to view the national training calendar

Note: all national classes are two days in length, \$300.00 per person, include manual, certificate of completion, and access to additional downloadable material (when applicable)

Bring a Police Technical Class to Your Agency

Police Technical has provided technical training to law enforcement since 1998

In-Service Training

An In-Service is the fastest, most cost effective way to provide technical training to your personnel. We typically provide 2 days of training for up to 40 people at your facility. An optional 3rd day of training for most classes offers students more hands-on time with the instructor.

Simplified pricing includes all expenses: instructor fees, meals, travel, lodging, and training materials.

**Contact our office for rates and scheduling:
812.232.4200 or at info@policetechnical.com**

POLICE technical
Technical Training • Database Design • Internal Development

801 Paper Street
Terre Haute, Indiana 47307
812-232-4200

Manuals and Paper supplies:

The office will order the manuals 1 month before the start of class and estimate the quantity needed. Sometimes more personnel sign up and the office will advise the instructor to bring additional manuals from home. If there are any leftover manuals after class, take them with you until they are needed for another class.

We will no longer be shipping out the 32lb paper. Please use what you have for the class rosters, when you run out use the paper available to you. You will need to continue to use index cards but we will not be shipping those to you. When you get low purchase what you need and pay for them using your AMEX card.

Please let the office know in a timely manner when you are running low on business cards. They require about 2 weeks for processing and shipping. The office will handle the ordering and shipping of the business cards to you.

Before Class – Day of Arrival

When you arrive at the training location, typically via the airport in your rental car, check in with host (phone call or text) and if it is not after hours, visit the training site (Information provided in your travel documents). It is critical to see the actual room you'll be speaking in, even if you have previously worked at the training location. Equipment and room arrangements change, and you'll feel more confident if you are familiar with your training environment.

Knowledge of your room gives you more control over your environment, which also puts you in better control of yourself. This will be visible to your students. You can imagine the difference in seeing an instructor who "knows their way around" vs. one who looks as if they have "never been here before".

Once in the training site, check the audio visual equipment, lights, table and chair set up, and verify the correct manuals (and quantity) were shipped. All Police Technical courses should have a podium at the front of the classroom for your laptop. The host agency has received documentation and diagrams regarding our preferred classroom set up. *Note: Do not be surprised or put off if nothing has been done to accommodate our normal procedures.* Local personnel are often used to their procedures, and those may be considerably different than Police Technical's.

Some questions to ask and answer:

Is there a podium at the front of the room for your laptop?

If not, get one or create one. You must speak from a position of authority in front of the classroom. You need not stay there for 2 days, but you should always start from there. Placing a laptop on a desk or someplace other than a podium will make it difficult to access your computer.

Can students see from the current positions of the tables and chairs?

If not, move the chairs and tables. If a Chief is watching you set up, ask for permission, but make the seating arrangements ideal for your class.

Is the distance from you to your students as short as possible?

If not, move the chairs and tables. Place the students as close to you as possible without it being awkward. If the seats and table can't be moved closer to you, move your podium closer to them. Closing the gap between you and your student will bring you closer to them in a physical sense and closer to them metaphorically as well. Students are more likely to pay you more attention if you are closer to them. Recall: the elementary school teacher moving the "bad" kid's desk closer to her own. Students can also simply hear and see you better, and you them.

Get closer if you can. 6-10 feet is a good rule for addressing students, anything closer while teaching is awkward for somebody.

Does your computer display (presentations/video/audio) properly through the provided equipment?

If not, then this becomes a top priority. We rely on host equipment, and verify that it is available to you before class, but always proceed with caution. It may not work. I recommend that everyone travels with a 25' VGA cable (male on both ends) and at least 6' of stereo mini-pin audio (male on both ends) to facilitate connections. Most facilities will have decent working equipment, but cables are sometimes frayed, cut or missing pins.

Are there any obstacles to teaching in the morning?

Ex. Excessive light from windows? Poor separation from other classes or sources of noise?

If so, can they be removed/corrected before morning? If not, then at least you have a good idea of the probable situation and can take pains to mitigate it.

You may not be able to affect any change in some of these situations (“it is what it is”, as they say) but at least you are mentally prepared for the challenge of the morning. If you can anticipate the difficulties, you’ll do better at overcoming them.

Upon leaving the training environment, on your way to your hotel, take special care to become familiar with the area. Be comfortable finding your way from Point A to Point B without GPS or maps.

Contacting the Office

Once you have found the training site and your hotel, please contact the office 812-232-4200, or Tom Manson 317-695-6358 to check in. We want to know that things are going well, and if they are not, we need to know so we can assist you.

Day One

Attire

Business or professional attire is always the most appropriate for teaching. For men this typically means a suit, white shirt and tie. Anything less than this detracts from your presentation. I have frequently gone to lunch with Police Chiefs and agency heads while providing training to their personnel. A suit and tie is simply the best clothing to wear in this situation, and their personnel, in class, deserve no less.

Regardless of political beliefs, I try to appear in front of a class as I would dress if I were going to meet the President of the United States. He'll be dressed in a dark suit, white shirt, and conservative tie. And if I ever meet him, so will I.

Start of First Day

On the start of day one, get into the classroom at least an hour before class. Be the first one in the room. This allows you time to get everything set up (things may have changed from the night before), turn on the first slide of your presentation (usually with your class title on it), and time to get comfortable in your environment. I usually take this time to deescalate myself in preparation for teaching.

Meet and Greet students

In this section, you'll meet your students individually, your spoken words are **in bold type**. I am constantly amazed by how few instructors do this simple act.

As students come into the room I meet and greet each one with, **"Good morning, I'm (insert your name here). I'm the instructor"**, and then I offer my handshake. I say this over and over again with very little variation, for every student I can reach, as they come in the door, before or immediately after they sit down. This is the beginning of your class and this process is important for multiple reasons outlined below. If you follow it, it will set you apart from 90% of the instructors in the world, and you'll achieve better results from your training efforts. Here's why:

First, if you greet someone in the law enforcement field (early 21st Century, and this is not guaranteed to function properly outside law enforcement) with this process, the student will likely return your greeting by shaking your hand and telling you their name. This process is critical in your ability to meet this person's needs in the training environment. To meet their needs, you must know who they are. You must have a personnel connection with them. It is likely not going to initiate a lifelong relationship (although it may), but it will serve to break the ice with this person and show them you are willing to extend yourself personally to meet them. It shows your compassion and accessibility.

I usually follow up the initial greeting with a question about their agency/department assignment. **"Who do you work for?"** (that's the Hoosier coming out of me. You may wish to ask **"For whom do they work?"** Or **"Where do you work?"** It should garner you similar results) and **"What's your assignment?"**. Then I listen to them and think about what they are saying. Big agency? Little agency? Dirty agency? 3rd shift? Desk job. Chief. Jailer. Expert in my field taking my class as a vacation? And try to connect that information tidbit with their name.

You'll learn a lot about your students based on what they do during this process. Some will be hesitant, others very forth coming with information. This information too is insightful into how they'll behave in class. If done with every student in the room as they come in, you'll undoubtedly find some students who are very willing to be part of your class and others who may be more reluctant to participate, some who are happy to be in your class and others who are threatened by your presence. It is much better to know these things, these variations of behavior BEFORE class even

starts then to find them out through questions and answer periods DURING class.

The Start of Class

All Police Technical classes, regardless of topic, actually start the same way. I've asked from all instructors for the first hour of their classes for this process; after that you're on your own. This first hour is broken down into three areas. They are: Introduction, the Overview, and the Card Activity.

Introduction

The first moments of your presentation in front of a class are critical. Your audience judges you, your materials and your competency. In this section, you will establish yourself as the competent, prepared, authority in this class; your spoken words are **in bold type**.

In some classes you will be introduced to your class by your point of contact or department head. Other times you will be on your own to initiate the start of class. Regardless of a formal introduction, always begin your actual presentation with a close approximation to the following process:

Say clearly, and loudly, "**Good morning**", then wait for a response. What happens next will tell you a lot about the class. Likely they will (at least a few) respond in kind with "Good morning". If the majority of the class doesn't respond (and likely they won't), repeat your greeting, "**Good morning**" with a little more emphasis, maybe even a little faster, as if you are waiting for a reply. You'll likely get a majority of the class to respond on the second greeting.

Your greeting, and the response it will ultimately generate, is vital to establishing yourself as an authority in the classroom. Most of the locations in which you'll teach with Police Technical will not be familiar to you. And unlike teaching in your own department of agency, most of the audience will not know you. The need to establish immediate rapport with the audience will greatly assist your success in teaching over the next few days.

Having the majority of your class respond to your greeting, establishes you as the authority in the room. You have engaged them, albeit in something very simple like a greeting, and have required them to respond and behave in a manner of your choosing. Many similar methods could be employed; but this greeting requires very little from the individual, it is just quick and simple. It should be noted, this rapport building must conform to their abilities and norms of society, and this simple greeting does just that.

Your students will be primarily law enforcement, and as such, they have been trained to follow standardized norms of behavior. Not the least of these is a command structure. At their own departments, if they were greeted by a superior officer, they would most definitely respond in kind. For them not to respond, would, at least be considered extremely rude, and on the furthest scale border on insubordination. *Note: In the outside world, there is no expectation of behavior, a greeting like the one described above, delivered to a non-law enforcement environment is not guaranteed to elicit any response.* This greeting is also good for non-law enforcement personnel who may be attending your class, it clearly shows them they are not in an environment where foolish behavior is tolerated.

After saying good morning, continue:

"I'd like to welcome you all to [Name of your class], presented by me, [Your name]. Let me give you a little information about who I am and how I come to be in front of you."

The next 4 or 5 slides should contain a breakdown of your personal history which led to you teach this class today. I start with where I was born, college education, law enforcement experience, and current duties within Police Technical.

It is historical and linear; delivered quickly, without any desire to take any input or questions from the class. When duplicating this process, you should only include what your students need to overcome and answer the question in the back of their mind, “Who is this person, and how are they qualified to teach me?”

I will go through this process slide by slide, even if I was introduced to the class using similar materials. It is important that you, the instructor go through your background for your students. Only you, can establish your credibility.

Overview

“How this Course Operates”

This next section is essentially housekeeping, but is nonetheless important. It should be delivered quickly. There is still no need to take questions during this short series of slides, in fact, I usually delivery this material without any intention of answering any questions. If someone tries to ask a question, I’ll ask them to hold it for a moment and continue with my material.

Slide 1

How this Course Operates

Class begins at 8:00

Class dismissed at 4:00

Breaks every hour

Lunch 11:30 for about an hour [I typically give them 1:15 for lunch]

Rationale:

This slide is simple housekeeping. They will want to know the answer to these questions. Your ability to tell them right from the start enhances your credibility.

Note: Give them a break for lunch. You should try to never “work through lunch” to get out early. This is not effective for student learning. People need a break from you and from class.

Slide 2

How this Course Operates

Cell phones in silent mode, please

If you need to answer a phone call, please step outside

Questions, are your duty

Rationale:

I always tell them the Cell phone point is a reminder for me as much as for them, which is true it is. I also tell them that they can feel free to take a call, just take it outside. These are rules for your class. If they know them, they will usually follow them. Calls being taken in class are disruptive and shouldn’t be allowed. But let your students know this ISN’T the academy, if they need to take a call, just get up and take it. Them leaving your class, or coming back after they are finished, shouldn’t disturb you. And you should tell them it’s OK to do this. They are going to do it anyway, so you should give them your tacit approval from the beginning.

About questions: They need to know that these are their duty to ask you, that you’ll ask them from time to time, but they must take responsibility for their own education too. I also make a sincere effort to let them know I can be asked a question. A lot of instructors don’t really want questions.

Slide 3

How this Course Operates

The manual

Key features

Most of the details, all the basics

Rationale:

This is a check to make sure everyone has a book. It also gives you a chance to show them what they will be using in class. And also serves as a double check for you to make sure they have the same version as you. I try to show them the material is accessible for them, not too challenging. You are teaching technical subjects, your students will be intimidated by your materials. It's best to dispel those fears early.

Slide 4

Agenda for Today

A step by step break down of what will occur today

Rationale:

Law enforcement learners like to have a clear guide for what will happen. They do not like ambiguity. "Today I want to cover these five things. First, second, third..." is much better than "We'll see where we get today, I've got a lot of things, but I never really know what we'll get through in a day".

It is immaterial what you actually "get through" or accomplish, but it is critical that you show that you have a plan in place to achieve your goals. If you only get through 3 of the 5 things on the agenda, nobody will care. But if you explain that you're not sure what you'll be able to accomplish you come across as inexperienced.

Slide 5, 6, ...

Goals of this Course

A step by step break down of what you want them to learn in the entire class.

Rationale:

This is a list of all the things they are going to get from your class, or a list of what you want them to know or do after taking your class.

It should not be written like something out of a law enforcement academy lesson plan. Example: "At the completion of this 30 minute lesson the student learner will be able to define 3 areas of...and apply them to...". This is not what we do.

Instead they should be short statements, perhaps even examples, of what you want them to take away from your class.

Slide example from the PowerPoint® for Public Safety™ course:

Goals of this Seminar

1. Concepts which make a successful PowerPoint® presentation
2. Basic Understanding of PowerPoint®
3. Knowledge, Skills and Materials to master PowerPoint®
4. Detailed Analysis of Custom Animation

After each one of these bullets, I provide an example, of what I am talking about. It is not enough to talk about giving the students a Basic Understanding of PowerPoint (point #2), I show them a concrete example of what most people consider basic PowerPoint, and then I show them a more robust example of what they will get from this course. It is like this for virtually every point, for several slides.

This is a dynamic preview of what you are going give the students in this class. If we have done our homework on audience make up and their desired outcomes for the class, this preview should dovetail exactly with what they want. After this session the students should be saying to themselves “I’m really glad I’m in this class. This is exactly what I wanted to know”.

The review of the goals for the class is valuable enough as a preview of materials, but it also serves as a necessary step to set up the third and final step in the Start of the Class, namely providing options for your students to pick during the Card Activity.

Card Activity

The “card activity” is something I’ve worked on since graduate school, and have taught extensively in my Instructor Development courses. It is the final step towards meeting and knowing your students, understanding their needs and abilities, and assessing potential issues and problems within your planned class.

It begins with a single slide in PowerPoint® with the following bullets:

Index Cards

Name

Agency

Title / Position

2 things you want from this course

2 things you do in your free time

1 question you have about [insert your subject or title of class here]

I tell the class that **I need some information on these index cards** and then begin to pass out index cards to each person in the class. If the class is small enough I try to hand them out individually. I then proceed to tell them that I need:

Name, Agency Title or Position, 2 things they want from class, 2 things they do in their free time, and 1 question they have about the subject [your course named specifically]. I then tell them I’ll give them a couple of minutes to complete the cards. After checking to make sure everyone has a pen or pencil, I also take a card, and fill it out following the same steps. This is important: they must see you doing the same thing you have asked of them.

After a couple of minutes, or a little after I complete my card, I check to make sure that most of the class is finished. I typically start the activity before they are all finished so the majority don’t get restless, get up and try to take a break. I ask the students to **take the card in their hands**, after seeing that most of them have their cards in front of them, I ask them to **stand up**. There may be some resistance to this at first, but a little additional encouragement will cause most to rise to their feet, any hold-outs will rise with the majority of the class.

I then ask the students to **take their cards and exchange it with someone they do not know, someone not from their agency, meet that person, say hello, and find out why they are here.** If I see any loners, singles or stragglers I’ll encourage them to meet one another or place in them in a group. After they have talked with their new “friend” for a few moments I ask for their attention and ask that **they exchange the card they have** (presumably not their own card) **with someone else** (hopefully in another part of the room). I make a special point to try to have them move away from their original area, and meet someone else.

It’s not critical that they move, but I always point out that when an officer from one agency comes to class with another person from their own agency they are very likely to sit (and stay) with that person for the entire class, sometimes never meeting another person in class. This insular, isolationist behavior is common in most law enforcement classes, and most instructors do nothing to alleviate it.

After the students have exchanged cards for the second time, they may try to meet the person holding “their” card or they may talk to the person next to them. It doesn’t really matter what they do or who they talk to at this point as the “ice” has been broken, they have gotten up and moved around, and the cards are mixed up. At this point, **ask them to sit down with the card they have in their hand, and it should not be their card.**

Once they are mostly all seated, I tell them that **I have a process I need to go through quickly.** I take the card I have, and ask the “owner” to stand up, **“Officer Bobby Jones will you stand up please”.** Then I introduce the person, playing it

straight, not joking around, reading their card (Name, agency, assignment...) and then ask the audience to clap for “**Officer Bobby Jones**”. You will need to clap first. The class will undoubtedly clap for your introduced person, as you begin. As the clapping is closing I ask “Officer Bobby Jones” to **do the same thing with the card they have**, namely to introduce another student. At the end of the introduction, I make sure that the name of the person being introduced is repeated, and then we clap for that person. I continue in this manner until all of the students have been introduced or until I have about 2 or 3 minutes before a logical break (typically around 8:55, if class started at 8:00).

While the students are introducing each other, I am actively involved in taking notes about each student being introduced. I usually write down the person’s name and some attribute about them (agency, or some unique characteristic). I’ll often say the person’s name to myself several times while looking at their face. This activity helps to learn the student’s name.

If there are more than 30 people in class, you’ll need to conclude this activity without giving every person a chance to be introduced or speak. This is fine. End it a few minutes before the logical break. Although you won’t have gotten a chance to “meet” everyone it will still provide invaluable intelligence on the class, and should provide you with several people to whom you can call by name as the class proceeds.

When I think the last person has been introduced, (and I’ll ask if everyone has been introduced, you may have to introduce another person if someone comes in late or if they didn’t exchange properly. It happens). I tell them that I **need these cards**, and collect them, usually asking them to pass them to a named student near the front of the room.

After I have all of the cards, I’ll take the center in the front of the room, **thank them for participating**, and then ask them, pointedly: **Why did we do that activity?** At this point you are teaching. I’ll wait for response until I get one. If things have gone well to this point, your question should illicit some natural responses from the class:

They might tell you that it was an “ice-breaker”, or that it was to “*find out what we wanted to get from class*”, or even that it was to “*kill some time*”.

After taking some responses, and working the room for a bit. I’ll always recap and tell them that is was:

1. Ice Breaker, getting people up out of their chairs

Typically Instructor Development 101 kind of thing, to get them a little comfortable with the environment and their peers.

2. Intel gathering device to find out what they want from class

The two things they want from the class listed on their cards provide valuable insights in what THIS class wants, and what we should add to future classes if their requests won’t be fully met during THIS class. This helps dial in the class.

3. Allows the instructor to learn your background to target learning

If you know that someone has a particular interest this can sometimes be more effective in teaching them. This information is gathered from the 2 things they do in their free time. I usually ask what they think this question has to do with me teaching this technical subject as knowing Mary Beth likes Quilting surely has nothing to do with me teaching her about PowerPoint and Case Management.

4. Allows Instructor to memorize your names

I let them know this is important to me that I can begin to work with them as individuals not just some nameless person who’s taking my class. I acknowledge that we might not be friends forever and that I might not know

their name years from now, but for this class I'll try to call them by name. I also mention that while I respect their rank and time in grade, it is easier for me to refer to them by their given name, and to correct me if I'm calling them by something other than what they like or than what is appropriate.

Note: I will usually address ranking officers by their rank in the formal-familiar "Captain" or "Chief", rather than "Steve" or "Jonathon", regardless of what I just told the class about rank and names.

Additional things the card activity does for you:

1. Gain compliance from group
By the time you are finished with the 15-20 minute activity, the class has seen you interact with and guide the process of the collective group. They will have followed many, many of your verbal commands and directions, even if they were only clapping for the student being introduced, you still "told" them to do it, and they did.
2. A display of respect for the students
Asking the students to clap for their peers is a sign of respect, and begins to create a sense of community in the classroom. I like it best when the entire class gets to do this activity, anyone who doesn't get to will actually feel left out because they didn't get their moment in the spotlight. In two day long classes I try to rectify this the next day by making sure that person get a shot at the stage, so to speak.
3. An agreement that they are willing to learn at least a couple of things from you, their instructor
The process of writing something down that the student wants to learn, indicates that they don't know everything about the subject and that there is a reason that they are there. This process is scientifically valid in terms of persuasion and behavior modification.
4. Assessment of their knowledge, skills, and abilities
Watching each person stand up and speak about another person give you an opportunity to learn about individual skills, and the class' collective ability. The questions they ask and the things they want from the class provide a good guide for where you should take the class.
5. Time for you to take a break from "teaching"
This activity, which may take 10-15 to complete, will give you a chance to collect your thoughts, stop talking, and take stock of what is going on. In most classes I try to do something like this activity every morning for exactly these reasons.
6. A final establishment of your authority in the class
This first activity, when run from beginning to end displays to the class that you are in control of this environment, that there is a purpose for what you are doing. This display of authority and confidence through action is undeniably helpful when teaching a group of law enforcement personnel who may be questioning your ability to teach them the subject at hand.

Card Activity Final Thoughts

Most law enforcement training classes start off with the instructor having the students introduce themselves, one by one, going around the room. This isn't the same thing as what I've described above. The simple "introduce yourself activity" will not have nearly the same impact for you as an instructor or for your students.

After the card activity, you'll likely know most of your students by name, their assignments, some general wants and desires, personality traits. You will have begun to establish a sense of community in your classroom and established yourself as a credible authority capable of teaching the subject at hand.

During Class

Within the confines of the start and stop times (generally 8:00 – 4:00) the management of the classroom time is at the discretion of the instructor.

Breaks

Breaks are typically 10 minutes every hour, but these are also at the discretion of the instructor. In a very few locations, an agency require a specific number of contact hours for their personnel. The office will hopefully know this in advance, and provide you with a warning, as it can make for a long day, but you may not know this until you arrive or actually start teaching. This would mean that the attendees in class will have 8 hours of contact time with you. Meaning if you gave them 6 10-minute breaks, you would be expected to stay with them for another hour, plus an additional hour for lunch. This adherence to time requirements is rare, but we have seen this in the past.

Regardless of when a break is given, or how long it is, tell the students *when* you want them to return, not just the length of the break, and stick to it. Start teaching at the time you stated for them to return.

Lunch

Lunch breaks, when they are given and for what length are at the discretion of the instructor. We typically see a 1 hour to 1 hour and 15 minutes lunch break in most locations. These times can be longer in busy downtown metro areas, shorter perhaps in academy environments where food is quickly available. Ask the local personnel what they do, then use your best judgment. Tell the students *when* you want them to return, not just the length of the break, and stick to it. Start teaching at the time you stated for them to return.

Ending the class on the first day

At the end of the first day, I recommend you review the materials from the class, preview materials for the next day, and give a **homework assignment**. Even if this is just a mental exercise for students to dwell on over the evening, it will separate your class from a lecture.

At the end of the day, I always thank the students for being in class, encourage them to stay safe until the morning, and tell them what time to be in class tomorrow morning (8:00AM). As they leave I typically will stand at the door and say goodbye to each of them, frequently shaking their hands as they leave.

These may be personal choices, but these actions make a difference in your ability to connect with your students, to learn their names, and to separate yourself from 99% of the instructors they have ever had. Most instructors they have ever had, or ever will have, will be out the door before all the students are gone. And they will rarely stay to personally say goodbye to everyone in class.

Note: If you have taught an interesting class, don't be surprised to have a student or two hanging out to talk with you. I always try to say goodbye to the majority of the students before engaging a conversation with someone hanging out to see me.

Day Two

Start of Second Day

Get into the classroom before your students. This, again, allows you time to get everything set up (things may have changed from the night before), and time for you to get comfortable, again, in your environment. I usually take this time to deescalate myself in preparation for teaching.

In the beginning of Day Two I like to see:

1. A review of the previous day's material, even if it's just quick and verbal
2. A preview of what is going to be covered on the second day
3. A chance for students to ask questions on the Day One materials
4. The homework assignment reviewed

I will also employ a variation of the Card Activity again on Day Two. While the purposes are different, the process is the same, starting with a single slide in PowerPoint®.

Index Cards

Name

Agency

Title / Position

Some application of the homework assignment

Upon completing the cards, I have the students introduce themselves, without the card exchange, and give a debrief on their card/information. This creates a sense of continuity with the class from day one to day two, and gives the students a chance to speak for themselves in your class. While simpler in context, this activity still fulfills many of the positives from the day one activity. At the end I still collect the cards for my own review.

Ending a class

At the end of day two, around 3:30, I wrap up the introduction of new material and begin to close the class.

This will usually include:

1. A review of course material
2. Acknowledgement and appreciation for the students
3. Completion of Evaluations

I try to end a class at 4:00. After class, try and thank the host (if they were not in class) for the opportunity to work with their agency and for the use of their facilities. This is a good time too to gauge our ability to return in a year or to ask about other needs for their agency. If a student wants an extra manual to take home (they will have a million reasons for this), I usually will let them have one, but not 20 extra, take any spare/unused manuals with you. Note: There is a greater chance of you teaching for their agency next year because of this simple act than there is of that student stealing your material and trying to teach your class.

After packing up and leaving the agency, gas up the rental car, go directly to the airport, and return it. Schedules to return you to your home will often be tight. It's better for everyone involved that you sit at the airport for an hour or two than to miss the last flight home.

Post Class

Once the class is completed, please contact the office 812-232-4200, or Tom Manson 317-695-6358 to check in. We want to know that the course went well and that you are on your way home.

Scan and Email

After the class, at your earliest convenience, scan and email to the office the following information:

- Signed class roster
- Any additional receipts for rental car, hotel, flight
- Any additional expenses
- All student evaluations
- Any additional information pertinent to the class
- Any requests for additional training

You may wish to keep documents related to your classes for your own records, but please do not distribute copies of any materials generated by the training process to anybody else. Index cards, class rosters, and evaluation sheets often contain law enforcement sensitive information and proprietary business information.

If you have students interested in talking with you about future classes, either serving as a hosting location or as an in-service for their agency, please get the officer's contact information and email it along with the other course materials to the office.

Most registration payments will be paid online, or handled through the office, but any checks or cash collected at class should be mailed to the office with notations student and class; a receipt will be emailed to the student/agency.

Payment

Once all class generated paperwork has been received by Police Technical, the office will mail payment in the form of a business check from Police Technical to the instructor, mailed to their current address on file.

During a scheduled course, Police Technical pays for instructor air fare (or .50 per mile for personal vehicles), rental car (if needed), lodging, \$500 a day while teaching, \$100 for (1) travel day, and \$50 a day stipend while teaching. A typical 2 day class should net the instructor \$1200.00.

Instructors are Independent Contractors, receiving a 1099 form from Police Technical Inc. Instructors are required to pay their own taxes. Health and medical benefits are not currently available.

After a period of successful instruction, instructors will be paid on a graduated scale in relationship to the class attendance.