- TPO-3: Analyze different warrants for completeness and appropriateness in relationship to the charge.

- Psychomotor Domain TPOs:
  - TPO-4: Execute different warrants appropriate to the type of warrant presented.
  - TPO-5: Safely conduct an arrest of a subject with the appropriate warrant.

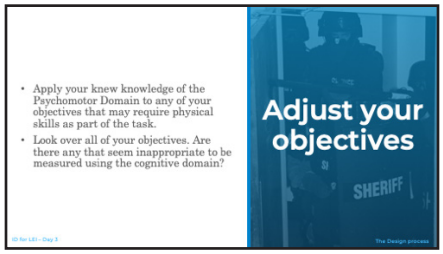
This divides the assessment into two functions. The Cognitive Domain could be conducted in several different ways, including a MCQ assessment. However, the addition of the Psychomotor Domain action verbs implies the need for a scenario-based assessment at best, a demonstration at the least. A scenario or a demonstration could measure both domains, where the Cognitive Domain can **only** measure TPOs-1 - 3.

Knowing that their are a potential for two different types of assessments now dictates the method of instruction, the content that needs to be included, and requires detailed instructions for the instructor on how to implement it all. It also implies the need for different assessment grading tools: if an MCQ assessment is still used, you will need an answer key. For the scenario or demonstration, a rubric or check-list is necessary.

### Adjust your objectives - 30 mins

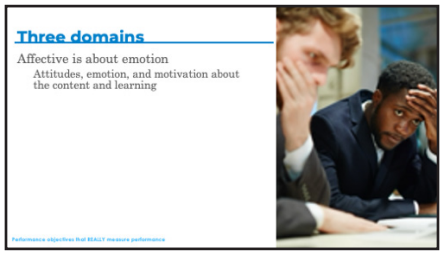
**Goal:** adapt objectives to the correct domain if appropriate.

**Instructions:**
- Apply your knew knowledge of the Psychomotor Domain to any of your objectives that may require physical skills as part of the task.
- Look over all of your objectives. Are there any that seem inappropriate to be measured using the cognitive domain?




### 3.1.4.1.3. Affective is about emotion

The Affective Domain was addressed in Dr. Bloom's second handbook. We won't get into the Affective Domain in this book primarily because of the complexity of using and measuring the Affective Domain.




I will say that the Affective Domain could be a game changer for how we perceive the courses we create. Imagine building performance objectives that include measuring attitudes and emotions about certain content and the course materials themselves. The action verbs for Affective Domain are in Appendix 4, pg. 263.

This may be a topic for a later edition - especially after I experiment with the efficacy and application of this domain in my own training creation. I don't know if this is a bridge too far for corporate and law enforcement training, but, especially with perception of training in the

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### *Activity: Adjust your objectives*

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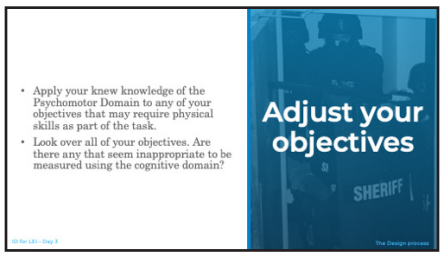


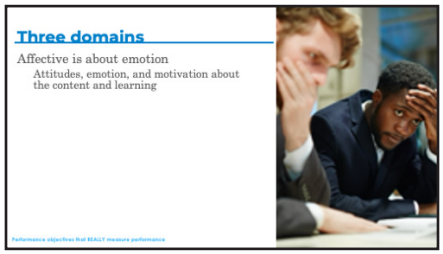


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workforce and the societal perceptions of law enforcement, coupled with the potential issues with the quality of recruiting, Affective Domain may be a major impact on how we design training and create training materials.

Honestly, I truly believe Affective domain can't be realized until we get away from the traditional way training is conducted now, where materials are minimal and participants sit in classrooms while being lectured with underwhelming slide decks. Until we can change the paradigm of training in our organizations, I believe the Affective domain will be too difficult to pull off.

## 3.1.5. Writing performance objectives

### *3.1.5.1. Tricks and tips for writing effective performance objectives*

#### 3.1.5.1.1. Start with SMART

There is an acronym that can help write performance objectives: SMART. It stands for:

**S - Specific**
What the performance outcome will be for the participant

**M - Measurable**
The objective assessment of how the participant performed

**A - Attainable**
Participants can accomplish the outcome expectation in the training time provided

**R - Relevant**
The expected performance outcome is directly related to organizational needs

**T - Time-framed**
There is a specific window of time where the outcome is realized

For this course, we want you to be able to develop right out of the gate, so we aren't going to go into the many different ways of building performance objectives. You are getting one person's opinion, based on research, observation, and analysis.

However, while this is the most common way to write objectives, it can get carried away. I have seen objectives written where it was obvious that someone was more focused on making sure it fit the SMART format rather than the objective being sensible. If there is an element of SMART that doesn't apply, ignore it. For instance, there won't always be a time-frame or meeting the performance requirement is a time-frame outside the scope of the training - don't add one.

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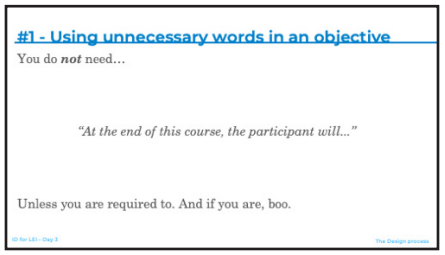
### 3.1.5.1.2. Using unnecessary words in an objective

How many times have you read an objective that says "At the end of this course, the participant will..."

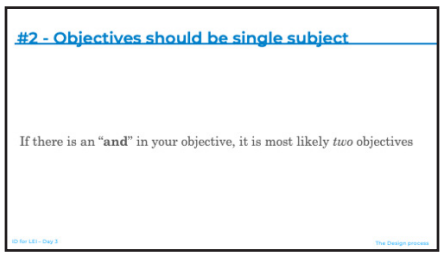
It is not necessary. This is detritus left over by ideas from the 1960s and the military idea of writing objectives. Just use plain language. It is already pretty clear that the implication is that they will be able to do something by the end of the course, it is exactly why they are in the course in the first place.




### 3.1.5.1.3. Objectives should be single subject

If your objective includes the word "and" in between two action verbs, you have two objectives - split them. Often, the first action verb before the "and" is actually an EPO, so it isn't even necessary to be in the list of TPOs for your documentation.

You may need an "and" to connect tools or situations, but there should never be an "and" between action verbs.




### 3.1.5.1.4. Not all objectives need three parts

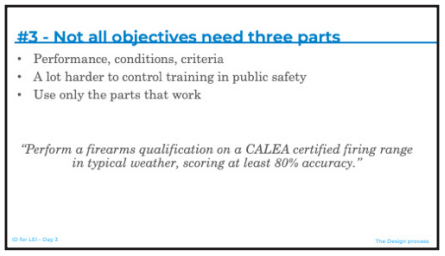
There are books on how to write performance objectives. The idea of a three-part objective has a lot of merit, but it isn't always conducive to every industry, especially in public safety.

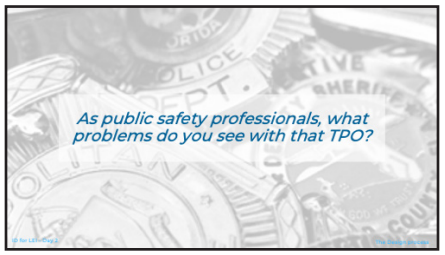
Academia says that objectives have three parts - performance, conditions, and criteria. Performance we already covered.

Conditions can be what circumstances need to be present for the performance to be measured or what tools, environment, etc., may need to be present during training.

Criteria is the qualitative performance of the objective - under what conditions they will be assessed in their performance and what competency looks like.

Using the firearms example, it could look something like "Perform a firearms qualification on a CALEA-certified firing range in typical weather, scoring at least 80% accuracy."




## Discussion Question

**ASK:** As public safety professionals, do you see the problems with this TPO?

**ANSWER:** Yes, it is too defined and creates an unreasonable expectation to train for every circumstance.

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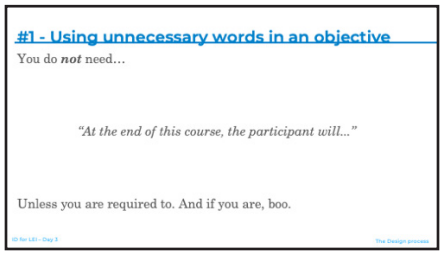


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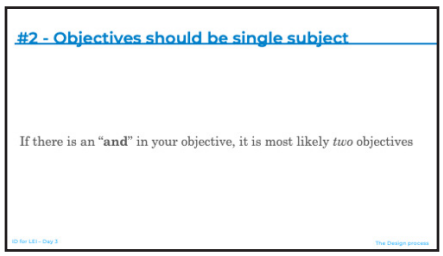


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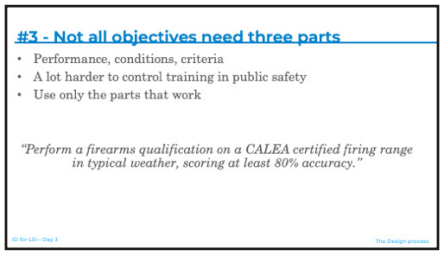
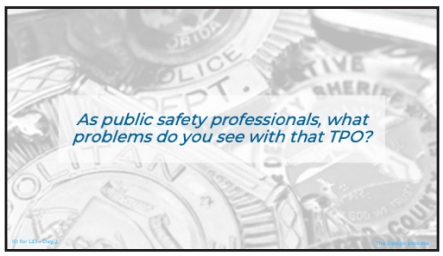



**As public safety professionals, do you see the problems with this TPO?**

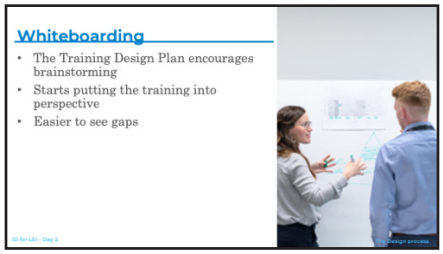


## 3.1.6. Building the Training Design Plan

The ***Training Design Plan*** is one of my favorite documents because it is war-gaming a course for me. I have all of my analysis and now I am writing TPOs, arranging them to make sense, and visualizing how the course will progress. I use this time to make notes about ideas that may come to mind as I am working through it about possible activities or references I want to make sure are included.

The Design phase is my favorite phase and where I really love to work. My first love in life was architecture, so it makes sense that the design is the first real step to seeing my vision coming to life.

### *3.1.6.1. Allows for "white-boarding" order and finding gaps*




Now that we have covered performance objectives, you are ready to attack the ***Training Design Plan***. One of the best parts of a ***Training Design Plan*** is your opportunity to "whiteboard" your ideas and really structure it to maximize performance competency.

If you do not already know the term, white-boarding is writing your ideas down to see them from a different perspective. It can be called mapping, brainstorming, etc. There is something palpable about writing your ideas down and seeing them aligned with your other thoughts. It helps you see the "math" behind what you are trying to accomplish.

### Training Design Plan - 30 minutes

Bring up the **2.01. Training Design Plan template** and walk through each column, explaining its purpose.

Each column should be filled in completely first before the next column is filled out.

As the columns are filled out, visualize the process, refer to your notes and reports, and develop a sense of what you will be doing in each situation.

This plan is designed to help the instructional designer organize thoughts, find gaps, and formulate plans of delivery.

- **Training Program Name** - name of the program; if there is more than one course being taught together, it is a program. For instance, if this course was taught as one of several follow-on courses dependent on the previous one, then each course would be in this column.
- **Performance expectation** - purpose for course; the overarching expected performance outcome for someone attending this course.
- **Module / Lesson** - the course broken down into different units of instruction that would have their own assessment; could be one TPO or could have several.

## Building the Training Design Plan

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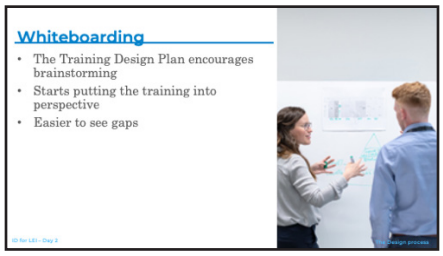


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# Demonstration: Training Design Plan

In your Documents and Template folder, go to the 2. Design folder and you will see the ***2.01. Training Design Plan template***. Open that up on your computer as we work through this. Remember, there are videos walking-through these documents that can be found on the jtec.jacobsetal.com website.

One key thing to keep in mind while you start filling out this document: each column should be filled in completely first before the next column is filled out. By filling out each column first, you are forcing yourself to avoid micro-editing and inadvertently making your plans too complicated. Also, by completing each column, especially if you already know what will go into the next column, you can mentally check your plan as you go.

As the columns are filled out, visualize the process, refer to your, analysis, notes, and reports, and develop a sense of what you will be doing in each situation. It may be helpful to have a pen and paper handy to jot down any epiphanies or questions you have as you are working through this sheet.

The ***Training Design Plan*** was created to help the instructional designer organize thoughts, find gaps, and formulate plans of delivery. Each column has a specific purpose, but some columns may not be