BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION

LESSON PLAN

COURSE TITLE: Field Training Officer Program

LESSON TITLE: Diversity

New or Revised Course	**[ ] New**	**[X] Revised**
Prepared By: Charles Lewis-MPCTC Richard Duvall-BPD Police Officer Tarsha Taru		**Date:** 03/17/2021
Academic Director Approval: Director Gary Cordner		**Date:**

PARAMETERS	Lesson hours: 1 hour	[ ] Entry-level
	Class size: 25-30	[ ] Continuing Education
	Space needs: classroom	[**X**] Other

STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any) All student attendees must have served as a police officer for a minimum of two years as a certified police officer and successful completed an internal background check.

LESSON HISTORY (previous versions, titles if applicable) This lesson plan is a part of the field training program 5 day course and was adopted from MPCTC field training officer course.

PERFORMANCE OBJECTIVES	**ASSESSMENT TECHNIQUE**
1. Through a facilitated discussion and a mind mapping activity, the class will discuss the impact of cultural diversity on the FTO program to the satisfaction of the instructor.	1. Mind-Mapping Exercise & Facilitated Discussion
2. Through facilitated discussion and a case study, the class will discuss how a multi-generational workforce can impact an FTO to the satisfaction of the instructor.	2. Facilitated Discussion & Case Study

3. Through a case study and group activity, the class will examine and identify strategies to overcome multi-cultural and multi-generational differences in the field training program.	3. Case Study & Group Activity
4. Each student will be tested by cumulative written exam. A 70% score will indicate proficiency	4. Cumulative Exam

MPCTC OBJECTIVES (if applicable)

(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)

1. Discuss the impact of diversity on the Field Training Program. (C-2)

2. Discuss the impact of generational diversity on the Field Training Program. (C-2)

3. Examine ways to train, supervise, and mentor POTs in a multi-cultural and multi-generational workforce. (C-3)

INSTRUCTOR MATERIALS
Computer/laptop, video projector, speakers, power point with embedded videos, lesson plan, internet connection

TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED
Power point software, markers, flip chart paper, internet connection

STUDENT HANDOUTS
None

METHODS/TECHNIQUES
Lecture, power point presentation, group discussion

REFERENCES
2021 FTO Training Plan
FTO Policy

GENERAL COMMENTS

In preparing to teach this material, consider The most current FTO policy and 2021 training plan so that the facilitator is reinforcing the core competencies of the program. This lesson plan is intended for experienced instructors.
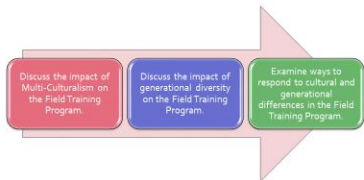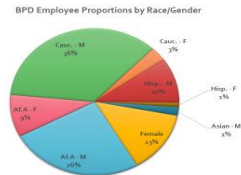
Lesson Plan Checklist (Part 1)

Format	Yes	No	N/A
1. All sections and boxes are completed.	x		
2. Performance objectives are properly worded and included in content.	x		
3. Assessment techniques are aligned with performance objectives.	x		
4. Copies of handouts and other instructional aids (if any) are included.			x
5. References are appropriate and up-to-date.	x		
6. Instructions to facilitators are in the right-hand column.	x		
7. Content is in the left-hand column.	x		
8. Timing of instructional content and activities is specified.	x		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	x		
10. Student engagement/adult learning techniques are included.	x		
a. Instructional content is not primarily lecture-based.	x		
b. Questions are posed regularly to engage students and ensure material is understood.	x		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	x		
11. Videos are incorporated.	x		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	x		
b. Videos underscore relevant training concepts.	x		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	x		
d. Videos portray individuals of diverse demographics in a positive light.	x		
12. Meaningful review/closure is included.	x		
a. Important points are summarized at the end of lesson plan.	x		
b. Assessments are provided to test knowledge of concepts.	x		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	x		
14. Does the lesson plan integrate BPD policies?		x	
15. Does the lesson reinforce BPD mission, vision, and values?	x		
16. Does the lesson reinforce the Critical Decision Making Model?		x	
17. Does the lesson reinforce peer intervention (EPIC)?		x	
18. Does the lesson incorporate community policing principles?		x	
19. Does the lesson incorporate problem solving practices?	x		
20. Does the lesson incorporate procedural justice principles?		x	
21. Does the lesson incorporate fair & impartial policing principles?		x	
22. Does the lesson reinforce de-escalation?		x	
23. Does the lesson reinforce using most effective, least intrusive options?		x	
24. Does the lesson have external partners involved in the development of training?		x	
25. Does the lesson have external partners in the delivery of training?		x	
Subject Matter Expert: Officer Tarsha Taru	**Date:** 3/17/21		
Curriculum Specialist: Kelsey Dziedzic	**Date:** 4/6/21		
Reviewing Supervisor: Sgt. Kara Gladden	**Date:**		
Reviewing Commander: Lt. Michael Brinn	**Date:**		

COURSE TITLE: FTO Program

LESSON TITLE: Multi-Cultural and Multi-Generational Differences and the FTO

PRESENTATION GUIDE	FACILITATOR NOTES
I. ANTICIPATORY SET **Slide 1:** **SAY:** Good morning, my name is Officer _____ and I have _____ years with the Baltimore City Police Department. In this course, we will discuss the importance of diversity and how that directly correlates to the FTO program.	**Time** 5 minutes **Slide 1:** Multi-Cultural & Multi-Generational Differences and the FTO
Slide 2: **SAY:** Let's take a moment to review the objectives for this segment of instruction. Today you will, 1. Discuss the impact of cultural diversity on the Field Training Program. (C-2) 2. Discuss the impact of the generational diversity on the Field Training Program. (C-2) 3. Examine ways to train, supervise, and mentor POTs in a multi-cultural and multi-generational workforce. (C-3)	**Slide 2:** Objectives:
Slide 3: **ASK:** What do you think our agency demographics look like? How much diversity do we have across the agency? Which groups form the majority of our personnel? *Ask the students to list their estimates in percentages:*	**Slide 3** BPD – Current Demographics

White, Black, Asian, etc. Then, click to reveal the pie chart and compare their responses to the actual data. Note that this data is also broken down by sex (male/female). **ASK:** What does this data tell you about the agency? Where do we need to improve? Who is in the minority here? **SAY:** Correct. However, it's important to keep in mind that these are absolute figures for BPD, not figures compared to any sort of standard. Later on, we will look at how BPD's composition compares to that of the nation and finally, to the City of Baltimore.	**Desired responses** 1. There is relative parity between Caucasians and African Americans within the department. 2. Hispanics, Asians, and females are underrepresented.
II. INSTRUCTIONAL INPUT (CONTENT) **Slide 4:** **SAY:** Agencies have made a concerted effort to recruit and hire individuals from diverse cultural and ethnic backgrounds in an attempt to reflect the communities that they serve. Likewise, they have also worked diligently to draw females to a profession that was once a predominantly male domain. As they did so, many agencies also made an effort to update their field training programs to ensure that their FTOs recognized, understood and appreciated the roles that cultural, ethnic and gender differences play in the transition of a trainee from the academy to the street environment. For the most part, through field training and oversight of their programs, they have been successful in minimizing the effects that stereotypes and bias might have played in early field training programs.	**Time:** 50 minutes **Slide 4:** Split the class up into 4 equal groups for mind map exercise. The groups will record their lists on flip board paper for presentation to the class. Each group will work on 1 of the following topics:

|	1. Advantages of multi-cultural workforce
	• Multiple voices, creativity, mutual respect
	2. Disadvantages of multi-cultural workforce
	• Different styles, misunderstandings, learning curve
	3. Advantages of multi-generational workforce
	• Multiple perspectives, mentoring opportunities, unique relationships
	4. Disadvantages of multi-generational workforce.
	• Communication issues, negative stereotypes, different expectations
	Give the groups about 5-6 minutes to form their lists. Then have them post them around the room. Each group will have a spokesperson share their list with the class. There will be class discussion with each group.
Slide 5: **SAY:** Let's discuss how cultural diversity influences our Field Training program and the agency. • ESL (English as Second Language) speakers - the BPD previously recruited heavily in Puerto Rico for new officers. Many of the ESL trainees required special training assistance to progress through the program.	**Slide 5:** **Impact of Multi-Culturalism** ESL (English as Second Language) speakers Religious Diversity LGBTQ Diversity 4
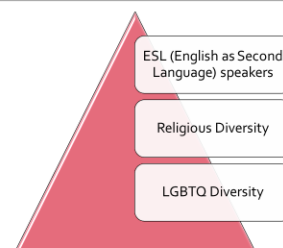
- Religious diversity – work schedules may affect some religious groups differently. Training may be needed to address or explain cultural differences and how they should be handled.

- LGBTQ diversity – training may be needed on how to better interact with the LGBTQ community or understanding new laws pertaining to LGBTQ.

ASK: What challenges may these groups face during their field training experience?

Possible responses:
- Language barriers
- Different belief systems
- Not from the area
- Identify differently

Slide 6:

SAY: This is what the American workforce looks like as of 2019 census data (see link for reference):

https://data.census.gov/cedsci/profile?q=United%20States&g=0100000US

- 72% White
- 18.4% Hispanic
- 12.8% Black
- 5.7% Asian
- 8.4% Other races (single or multiple)
- >1% American Indian or Alaska Native

ASK: Do you notice any surprising trends? What do you think has changed over time at the national level?
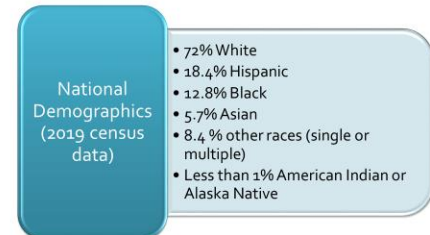
Click to play the animation and introduce the first chart (BPD vs. national statistics).

Slide 6:

Reflection of Culture in the Workforce

National Demographics (2019 census data)
- 72% White
- 18.4% Hispanic
- 12.8% Black
- 5.7% Asian
- 8.4 % other races (single or multiple)
- Less than 1% American Indian or Alaska Native

Desired responses:
- Growing proportion of Hispanic population.
- High percentage of individuals claiming "other" race(s), due in part to increasing recognition of racial nuances, histories, and lineages.

Slide 6, Animation 1: BPD vs. National Demographics

ASK: Let's compare the composition of BPD's workforce to that of the nation as a whole. What do you notice? Is BPD doing well in any particular category?

INSTRUCTOR NOTE: Point out that these national statistics are practically the same as those for the police profession (https://datausa.io/profile/soc/police-officers). We only show one chart here to avoid redundancy.

After the students have responded, click for the next animation/chart (BPD vs. city statistics).

Slide 6, Animation 2: BPD vs. City Demographics

ASK: Now, let's look at BPD versus the City. What differences do you notice? How representative is BPD of the community it serves?
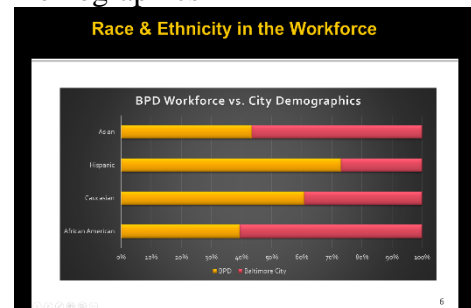
Slide 6, Animation 1: BPD vs. National Demographics
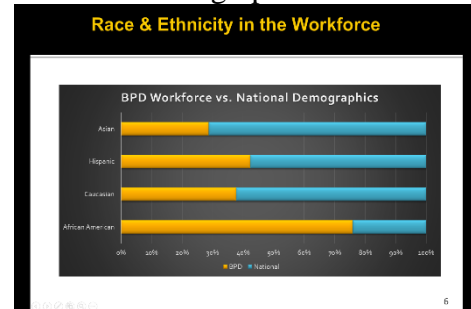
Desired responses:
- BPD employs a significantly larger proportion of African Americans than that represented at the national level.
- BPD is actually lagging slightly with respect to other races. We're not doing bad at around 40 percent of national proportions, but there is room for improvement.

Slide 6, Animation 2: BPD vs. City Demographics

Desired responses:
- Because Baltimore City has a higher proportion (62%)

of Blacks compared to other races, BPD naturally appears weaker on this front when compared to the national trend (75% against national, but only 40% against city statistics).

- Nevertheless, we are near parity with city demographics (only 10% more needed in most categories).
- Asians are relatively well represented.
- We are overweight on Hispanics despite the relatively small percentage of Hispanics (5%) residing in the city.
- One shortcoming: we are overweight on Caucasians despite them being a minority (28%) in the city.

Slide 6, Animation 3: BPD Overall Demographics

SAY: It's important not to be misled by these charts. Remember that these are *proportional comparisons*, not an absolute breakdown of the personnel within BPD. Let's return to the latter, though, to see if we can draw some conclusions about what to do with this diversity.

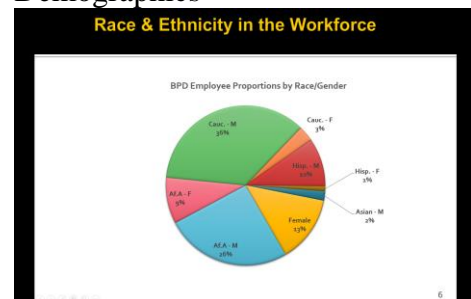*Click for the next animation (pie chart of BPD workforce demographics).*

ASK: According to this pie chart, who is/are the majority group(s) at BPD?

SAY: Correct. That means that this majority is the group charged with setting the tone for a multicultural environment within BPD. You see, research has shown that the natural tendency between people who

Slide 6, Animation 3: BPD Overall Demographics

Desired response:
- Whites and African Americans constitute a joint majority at BPD: 39 percent and 34 percent, respectively.

perceive themselves as part of different groups is to separate and create antagonism in an effort to differentiate themselves and become "unique." This is supported by many experiments in social psychology.

Click for next animation ("One cohesive group").

Slide 6, Animation 4: One Cohesive Group

SAY: So, the bottom line is that it falls upon those in the majority at the agency to uplift the ways and viewpoints of those who are less represented. Instead of creating resistance or barriers to entry into the majority, we need to form **one cohesive group which:**

- Accepts a variety of perspectives (political, social, behavioral, etc.) and ways of accomplishing our work.
- Includes people of all backgrounds.
- Does not attempt to suppress the views/practices of any individual who may not seem like they "belong."

Slide 7:

ASK: As trainers of the multicultural workforce, how should we interact?

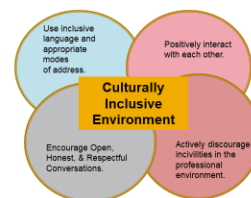| **Slide 6, Animation 4:** One Cohesive Group |
| --- |

Race & Ethnicity in the Workforce

- **One cohesive group** which:
  - Accepts a variety of perspectives (political, social, behavioral, etc.) and ways of accomplishing our work.
  - Includes people of all backgrounds.
  - Does not attempt to suppress the views or practices of any individual who may seem like they do not "belong."

Slide 7:
Content on this slide is hidden with animation. Reveal the content one point at a time after students have had a chance to respond to your initial question.

As trainers to this multi-cultural workforce, how should we interact?

Use inclusive language and appropriate modes of address.

Positively interact with each other.

Culturally Inclusive Environment

Encourage Open, Honest, & Respectful Conversations.

Actively discourage incivilities in the professional environment.

http://www.griffith.edu.au/__data/assets/pdf_file/0025/342595/Creating-a-Culturally-Inclusive-Classroom-Environment-micks.pdf

Slide 8:

SAY: The agency must adapt and provide a "culturally inclusive environment" for all.

Demographics are shifting in the following ways:

- More women are entering and staying in the workforce.
- Latinos will account for 30% of the population by 2050.
- 51% of the US workforce in 2010 was expected to be 40 years or older.
- By 2014, Millennials will make up almost 47% of the workforce

Slide 8:

Slide 9:

SAY: While most agencies have made significant efforts to address cultural, ethnic and gender differences in their field training programs, they have, unfortunately, not been as quick to recognize and address the most common difference that is present in their field training programs – the generational difference between the FTO and the trainee. In today's employment climate failing to consider and respond to that difference can have a significant negative impact on both the training of the recruits and also their retention with the agency. The following section of this training program highlights these differences and outlines steps that an FTO can take to deal with them .

The following is NOT intended to stereotype any age group or generation. Every individual possesses his/her own unique personal traits/characteristics/behaviors. This section is intended to point out some general characteristics that may be applicable to each generation of employee. The information provided is intended to provide

Slide 9:
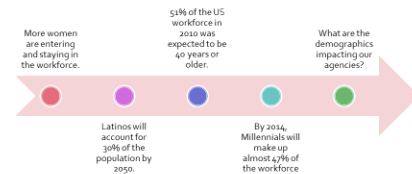
insight into how an FTO can manage trainees who may span several different generations.

Slide 10:

SAY: The following case study discusses the characteristics of the four generations of workers. Pay attention to how each generation is characterized and how that might affect the FTO program.

ASK: How can the concepts discussed in the video apply to the FTO program?

ASK: What challenges are there for individuals providing field training to new employees? Generational differences pose a couple of training challenges for individuals tasked with providing field training to new employees.

SAY: The following section of this field training officer program highlights the generational differences that an FTO will need to consider as he/she deals with new employees, both the young, inexperienced new hire and older, experienced lateral entry officer.

SAY: FTOs need to realize that their behavior and attitudes about their field trainees are guided and directed by a number of the generational differences that are outlined below and that their training methods, attitude and work ethic will be influenced by those differences.

Slide 10:

Case Study

- https://www.youtube.com/watch?v=Sy2q6QYxTPc

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Possible response:
Newer generations are looking for a purpose in their jobs. As FTOs, we must explain our reasoning and be clear on expectations.

Possible responses:
- Lack of work experience
- Shortened training time
- Career changers (difference in age/experience)

Slide 11:

SAY: Generational identity is a state of mind shaped by an individual's life experiences and/or world and national events

Slide 12:

SAY: We're going to take a deeper dive into each generation. In your groups, list events that have influenced that generation.

Generational Differences

What is generational identity?

It's a state of mind shaped by an individual's life experiences and/or world and national events.

People resemble their times more than they resemble their parents

Slide 12:

Activity

What events occurred during each generation that might shape their values and beliefs?

- **Baby Boomers**: born 1946 to 1964
- **Generation X**: born 1965 to 1980
- **Millennials**: born 1981 to 1996
- **Generation Z**: born 1997 or after

Break students into four groups and assign each one a different generation. Provide at least five minutes for them to list events that influence that generation.

Once they have completed the task, have a spokesperson from each group share out their findings.

Baby Boomers
- JFK, MLK Assassinations
- Civil Rights Movement
- Nuclear energy
- Vietnam
- 1st moon landing
- Kent State University shootings

Generation X
- Watergate scandal

- Iranian Hostage Crisis
- Energy crisis
- Fall of Berlin Wall
- Operation Desert Storm
- Jonestown mass suicide
- Corporate layoffs
- Rodney King beating
- Stock market decline

Millennials
- Rise of social media and online technologies
- 9/11
- War on Terror
- Oklahoma City bombing
- Columbine
- Divorces
- Google

Generation Z
- War on Terror
- Struggling economy
- Great Recession
- Gun Violence
- Election of Obama
- Gender/Sexuality Equality
- Deepwater Horizon Oil Spill

Slide 13:

Case Study #2

• https://www.youtube.com/watch?v=pFEKczVSskQ

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Slide 13:

SAY: Now that we've discussed some of the reasons why generations are different, and may view things differently, let's watch a case study that will help us overcome these differences.

Slide 14:

SAY: The speaker in the video gives 5 tips to overcome generational differences.

ASK: Which one do you think is the most important and why?

Slide 15:

SAY: Now that we've talked about cultural and generational diversity in the workforce and in the FTO program, let's talk about the delivery of feedback. Feedback to the trainee should not be restricted to written evaluation reports. It usually needs to be given immediately after a trainee has completed a task, or handled a situation, and highlights both the positive and negative aspects of the performance.

    Feedback should be **FAST:**

F = frequent
A = accurate
S = specific

Slide 14:

Case Study #2

- Awareness and appreciation
- Be respectful
- Find common ground
- Slay your assumptions
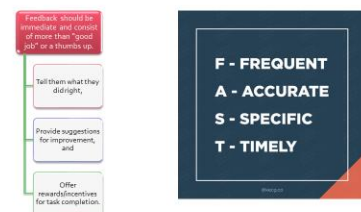- Pursue cross-generational interactions

Possible responses:
- Awareness and appreciation
- Be respectful
- Find common ground
- Slay your assumptions
- Pursue cross-generational interactions

Slide 15:

Instant Feedback/Reinforcement

F - FREQUENT
A - ACCURATE
S - SPECIFIC
T - TIMELY

Slide 16:

T = timely

Slide 16:

SAY: Today's recruits, no matter what generation or cultural background, learn best when trainers use training techniques that focus on problem solving and allow them the use of existing technology to resolve issues. Likewise, most respond well to lessons that they know they will apply as they perform their job in the field.

Slide 17:

SAY: As part of their adult learning strategy, FTOs should provide their trainees with the opportunity to:
- define and solve problems
- demonstrate their resourcefulness
- Allow them to be innovative.

Additionally, Gen Xers and Millennials do not respond well to being micro-managed, even while engaged in training. While a certain degree of close supervision is necessary, especially when engaged in situations that involve safety concerns, FTOs should recognize their trainees' desire to be involved in the management and direction of their own training.

Enhancing our Instructional Approach

Move away from "stand and deliver" lecture-based, left brain approach.

Move toward discovery learning.

"Telling" removes discovery & motivation from learning.

Students know if they wait, instructors will tell them everything.

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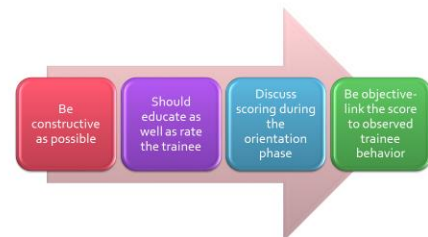**Slide 16:**

Strengths-Based Learning Model

As part of their adult learning strategy, FTOs should provide their trainees with the opportunity to:

Define and solve problems

Demonstrate their resourcefulness

Allow them to be innovative

Micromanaging

18

Slide 17:

Performance Scoring

Be constructive as possible

Should educate as well as rate the trainee

Discuss scoring during the orientation phase

Be objective- link the score to observed trainee behavior

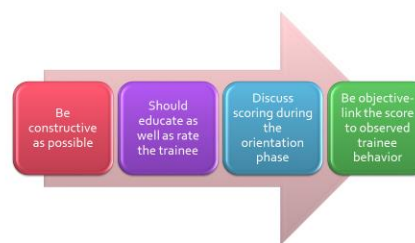19

Slide 18: **SAY:** First and foremost, an FTO's evaluation of a trainee's performance must be objective and accurately reflect the trainee's observed behavior. While a performance evaluation will out of necessity include both negative and positive feedback, an FTO's critique of a trainee's performance should be as constructive as possible. In the case of a field training program that means that a critique of a trainee's performance should educate as well as rate the trainee. Performance critiques should create a positive learning environment for the trainee and should include both the trainee's achievements/improvements as well as his/her shortcomings or areas that need improvement. **ASK**: How might newcomers (Gen Z, Millennials) view scoring?	 **Desired response:** A lot of emphasis has been placed on scores in their educational background and make up a part of their self-worth. Be sensitive in the delivery of scores and as constructive as possible.
III. REVIEW/EVALUATION/CLOSURE **Slide 19:** **SAY:** Working in pairs, identify two challenges and two solutions to having a multicultural and multigenerational FTO program. Be prepared to share with the class.	**Time 5-10 minutes** **Slide 19:**

Slide 20:

SAY: Here are some rules of the road to take with you.
- Worker shortages will exist for some time
- Racial and ethnic workforce demographic is changing
- An organizational "culture" developed by one
- generation may not be compatible with the next generation
- Employees are not motivated by the same things anymore
- Each generation has its own "generational personality"
- Today's career paths are multi-directional

Slide 20:

Slide 21:

SAY: Are there any questions?

Slide 21: