

Stanhope II Group Discussion: Current Practices and Challenges in Online Police Training

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1. Uninterrupted time at the office to do e-learning.
 - Design training in smaller chunks of time (modular)
 - Bookmarking
 - Changing cultural mindset – value learning as part of the job
 - Assigned time for e-based training
 - Allow user to do outside the police env't
 - Provide adequate time to complete training/development
 - Initiate policies to allow people to see e-learning as valuable training
 - Best practices on CPKN website to assist orgs.
 - Think differently about e-learning - - mandatory vs. self directed learning
 - Create a dedicated learning place for users
 - Built into promotion process - - incentives and value props

2. Changing cultural mindset
 - Adopt active career management – personal and professional dev't plans (to encourage self directed learning)
 - Training/Coaching/Mentoring (for supervisors)
 - Budget training opportunities to enhance desire for training
 - Provide rationale/business case for e-learning
 - Engage management/learners on why transitioning to e-learning
 - Commitment to continuous learning for all HR (Change hiring practices/Promote those who exhibit a desire to learn) – “a learning organization”
 - Leadership and internal marketing
 - Awareness of support and reference value
 - A strong internal communication strategy, performance management and measurement/evaluation
 - E-learning to help enable change
 - Include e-learning as part of the overall learning strategy

3. Technology - - Access to internet, software
 - Budget allocations for technology
 - Partnerships with other facilities (colleges, libraries, etc.)
 - Establish the lowest common denominator and build to it (i.e. design courseware is compliant to baseline system)
 - Potentially building at threshold
 - Technology limitations on both user and designer ends
 - Requires strong IT support
 - KISS/S

4. Standards
 - Customized solutions with flexibility for jurisdictional issues ('standard' modules with provincial/jurisdictional inserts)
 - Collaboration on National Best Practices/Community of Practice
 - Peer reviews of content
 - Phased approach to National Standards

5. Computer Literacy
 - Coaching, mentoring, and technical support
 - Simple and standardized interface to course design (user friendly)

6. Distinguish between e-reading and training
 - Include activities and interactivity in courseware
 - Get user buy-in by using more "interesting" courses first (baby steps)
 - Assessment tool

7. Collective Agreements/Bargaining
 - Incentive-based (i.e. self directed learning for wage increases)
 - Compensated time strategies
 - Identify between training (mandatory) vs. development (optional) vs. education
 - Recognize that there is sometimes negative connotations towards "mandatory" training
 - Adequacy standards
 - Understanding and expectations of both parties (lateral transfers, continuous learning, promotional process, time issues, etc.)

8. Responsibility/Accountability to ensure completion of training
 - a. Advocating/Mentoring by supervisors
 - b. Peer pressure
 - c. Limit development opportunities based on performance
 - d. Reimbursement strategies based on performance
 - e. Notifications and completion deadlines