TECHNICAL MANUAL DESIGN WRITING SAMPLE

Introduction

1. Instructor selection:

Integrity training is very specific in terms of content and methodology of implementation. It requires the instructors to have the appropriate profile so that the police officers who will attend the training make the most of the opportunities learning. The following selection criteria are recommended for instructors who will undertake training on police integrity based on the content suggested in this manual:

Volunteering: The instructor should show willingness to conduct integrity training.

Pattern: The instructor must be a positive example to his colleagues. He / she must be a good example of integrity, a person who is well-received by his colleagues.

Good communication skills: The instructor must have good communicative skills, verbal and nonverbal, and must feel comfortable when speaking in public.

Work experience: The instructor must have at least two years of relevant experience in performing operational duties in the police. It would be ideal for him / her to be a police chief (middle or senior level).

Availability in terms of time: According to needs, but in the beginning it should be a full-time job, at least during the course of the pilot course and until a complete training cycle is completed.

2. Organization of training courses for selected instructors:

Training course should be tailored to the number of participants and their previous experience in training or facilitation. However, it is recommended for a minimum of five consecutive days.

When it comes to the content of the training course we recommend what is selected from the topics in the Adult Learning section - Guidelines for Facilitators / Moderators and Modules in this manual.

3. Implementation and review of pilot courses by trained instructors:

After successful completion of the facilitation course and before embarking on further implementation of training for all employees in the organization, it is recommended that trained facilitators / moderators conduct at least one pilot course for colleagues. This pilot course is an opportunity for instructors and trainers to assess whether the content and methodology used during the training course are adequate to conduct the course as a whole. Content and methodology facilitators / moderators and training organizers should be adequately evaluated. More information on assessment of training, review and evaluation is listed in Chapter 1. Adult Learning - Guidelines for Facilitators / Moderators. It is also recommended to conduct a pilot course immediately after the training course, ideally next week or one week away. This will allow the knowledge and skills acquired during the training course to be maximized, so that it will be immediately practiced. If too much time passes between these two phases, there is a risk that they will lose on the effectiveness of the training.

4. Consolidation and adaptation of training manuals and methodologies to enable further implementation of training for staff in the police:

It is recommended that a formal audit process be initiated immediately after conducting a pilot course. Facilitators / moderators and training organizers should gather and discuss the results of the pilot course and, accordingly, review the content

and methodologies. This process will enable the training to respond to the specific needs of the organization. However, it should be borne in mind that the training process is a never-ending cycle. This means there is a constant need to constantly evaluate, evaluate, and adapt to new circumstances. All of the above issues related to the methodology of training for the given

organization, as well as its implementation, more details are dealt with in Chapter 1. Adult Learning - Guidelines for Moderators / Facilitators.

Training for managers

The Police Integration Program recognizes that leaders play a key role in building and maintaining integrity within the organization. They should constantly acquire comprehensive knowledge on the topic; should show dedication to preservation integrity; to demonstrate the skills of planning, organizing, controlling and coordinating resources; and should positively show their colleagues. The functions and roles of police chiefs are dealt with in more detail in Chapter 2. Human Resources Management and integrity. Although this publication is primarily developed to support the implementation of training for police officers, it is extremely important for executives, with some adjustments. Police officers, regardless of their position, need training opportunities for integrity. When it comes to training content, some of the topics discussed in this manual on training of police officers are also useful for launching discussions with managers. However, other relevant topics need to be added in order to respond to specific roles and learning needs of managers. Adequate assessment of training needs needs to be carried out to identify those needs. And the methodology also needs to be tailored to meet the needs arising from the specific roles and responsibilities of managers. The Police Integration Program proposes combined learning as a primary methodology for training managers, or a combination of on-line training that takes place at their own rhythm with classroom training. This approach is especially suited to managers because they typically have less training time and they usually prefer to widen their knowledge individually than to risk their credibility in front of their colleagues.

Organizing training with the use of modules presented in this manual Training Strategy in the context of service for police officers can cover the following topics (modules):

1. Understanding integrity

2. Democratic work of the police and integrity

3. Values and Attitudes of Police Officers

4. Legal and regulatory framework of police integrity

5. Inappropriate police treatment

6. Colleague control and reporting of inappropriate behavior

7. Police Responsibility

8. Gender Equality, Non-Discrimination and Police Integrity

9. Ethical dilemmas in the police

Introduction to the course

o Before the first module plan, you will find the suggested content for the introduction to the course / training / workshop. Before you start with module one, it is important to highlight the following elements:

 Explain the context of this training and explain why participants attend the integrity training course.

o Explain the daily schedule of activities, ordering the modules and the links between the various modules you will deal with.

o of the overall training lasts longer than one day, ask the participants to sum up all the things that have been discussed and what has been done on the previous days of training. If necessary, please complete it.

Module structure

In each of the modules, you will find the following common elements:

Module overview

The first side of the module helps you implement. Within it are presented goals, duration, required resources, short description, and a brief overview of the module plan.

Module plan

Module plans and proposed activities can either be sequenced in detail or can be used as a set of instruments. Activities can be customized, skipped, or supplemented. It is recommended that you add examples from your country and customize its content to ensure it is relevant to your specific context. The use of multimedia material in your language can also be a useful addition to the proposed activities.

In order to prevent time constraints becoming a factor that limits the political will and organizational capacity that enables police officers to undertake integrity training, modules and activities within them are shortened as much as possible. Give time frames match the minimum time frame within which the proposed activity can be performed. However, it would be very useful to have more time available for each topic to allow longer discussions between the participants when there is interest therein.

Materials

Materials are delegated to the participants to carry out the activities. They can easily be photocopied from the manual before the start of the course.

Facilitator / moderator auxiliary materials

Auxiliary materials / facilitators / moderators are additional material that does not have to be shared with the participants, but will help you in carrying out certain activities and based on them you can take the discussions that lead to the elements of the answer.

Literature for preparation

The preparation literature contains some of the publications we recommend reading before you start preparing your workshop. It will allow you to feel safe when answering the questions of the participant and during the activities and discussions.

Additional Literature

The list of supplementary literature contains selected selected publications that would be useful to read if you think you are not familiar enough with the topics that will be discussed within the module or if you just want to find out more about the module theme.

Participants' manuals

They contain short reviews of key elements from each module, which participants need to remember. We suggest that you make a sample of these manuals that relate to the module you have implemented and share them all together with the participants at the end of the workshop / training

course so they can bring them along. Additionally, these manuals may also include examples of parts of relevant laws or regulations.

Prticipants

This should be police officers of the lowest rank, up to mid-level managers. From experience, implementing these modules is best when it comes to small groups, with a maximum of 15 participants. The groups should be more semi-meaning, and may be mixed in terms of specialization and action.

Facilitators / Moderators

We recommend that these modules be prepared and implemented by teams of two to three facilitators / moderators. Thus, one can take the lead and focus entirely on the participants, while others may be able to support it by collecting ideas that are generated by brewing stitching, can deliver materials, etc. Moreover, different voices and styles of execution have a positive impact on course dynamics and to the attention of the participants. As far as possible, facilitator / moderator teams should be balanced in terms of gender representation.

Course preparation

Instruct that you come to the workshop fully prepared with the necessary means, photocopied delivery material, manuals for participants, etc. We suggest you prepare a schedule for training and share the schedules with the participants at the beginning of the workshop. In order to keep the attention of the participants, we recommend shorter training days with regular breaks. Pauses also allow participants to continue informal discussion of the subject they have been discussing and exchanging personal experiences. Consider options for organizing refreshments for participants during breaks because they will have longer energy.

Establishing an Encouraging Learning Environment

As a facilitator / moderator, it is your responsibility to make sure that your physical and mental environment is also inspiring to learn. When it comes to the "physical environment", we recommend that the tables be U-shaped, because in this way encouraging participation and exchange among the participants, and thus the moderators become part of the group. Also, you need to make sure that the psychological environment is safe for the participants, meaning they can freely express their concerns and openly talk about their experiences.

Course Evaluation

At the end of the workshop / training course, you need to share and collect evaluation forms that are part of the participants. It is an opportunity for you to find out how well your course has been accepted and this helps you to improve some of the elements in future workshops. If the system in your country allows feedback from these workshops to hear at the level at which decisions are made and taken into account in strategic planning, then this is a unique opportunity to gather information about what police officers are concerned about, such as: and to bring their proposals up, which also improves the organization's integrity system.