

# Army Basic Instructor Course (ABIC)

## Student Guide

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# ABBREVIATIONS AND ACRONYMS

Acronym or Abbreviation	Meaning
AAR .....	After Action Review
ABIC .....	Army Basic Instructor Course
APCE .....	Ask/Pause/Call/Evaluate
AC .....	Active Component
ATED .....	Army Training and Education Development
CDRL .....	Contract Data Requirements List
CMP .....	Course Management Plan
COE .....	Contemporary Operating Environment
COR .....	Contracting Officer's Representative
COTS .....	commercial-off-the-shelf
CMP .....	Course Management Plan
CRM .....	Composite Risk Management
CTA .....	cognitive task analysis
CTC .....	Combat Training Center
DA .....	Department of the Army
dL .....	Distributed Learning
DO .....	Delivery Order
DOTMLPF .....	Doctrine, Organization, Training, Material, Leadership and Education, Personnel, and Facilities
DSOPS&T .....	Deputy Chief of Staff for Operations and Training
ELO .....	enabling learning objective
GFI .....	Government Furnished Information
IAW .....	in accordance with
IBC .....	Instructor Basic Course
ICH .....	Instructor Contact Hours
IDP .....	Instructional Design for Performance
ILT .....	Instructor-led Training
IMDP .....	Instructional Media Design Package
IMI .....	Interactive Multimedia Instruction
ISD .....	Instructional Systems Design
ITAR .....	Individual Task Analysis Report
JIIM .....	Joint, Interagency, Inter-governmental, Multi-National
LMS .....	Learning Management System
LP .....	lesson plan
OE .....	Operational Environments
OEF .....	Operation Enduring Freedom
OIF .....	Operation Iraqi Freedom
OIL .....	observations, insights, and lessons
OTS .....	Occupational and Technical Studies
METT-TC .....	mission, enemy, terrain, time, troops available, and civil considerations
MOI .....	methods of instruction
MOS .....	Military Occupational Specialty
PAM .....	pamphlet
PE .....	practical exercise
PEC .....	Performance Evaluation Checklist
PMESII & PT .....	political, military, economic, social, information, infrastructure, and physical environment and time
POC .....	point of contact
REG .....	Regulation
SAT .....	Systems Approach to Training

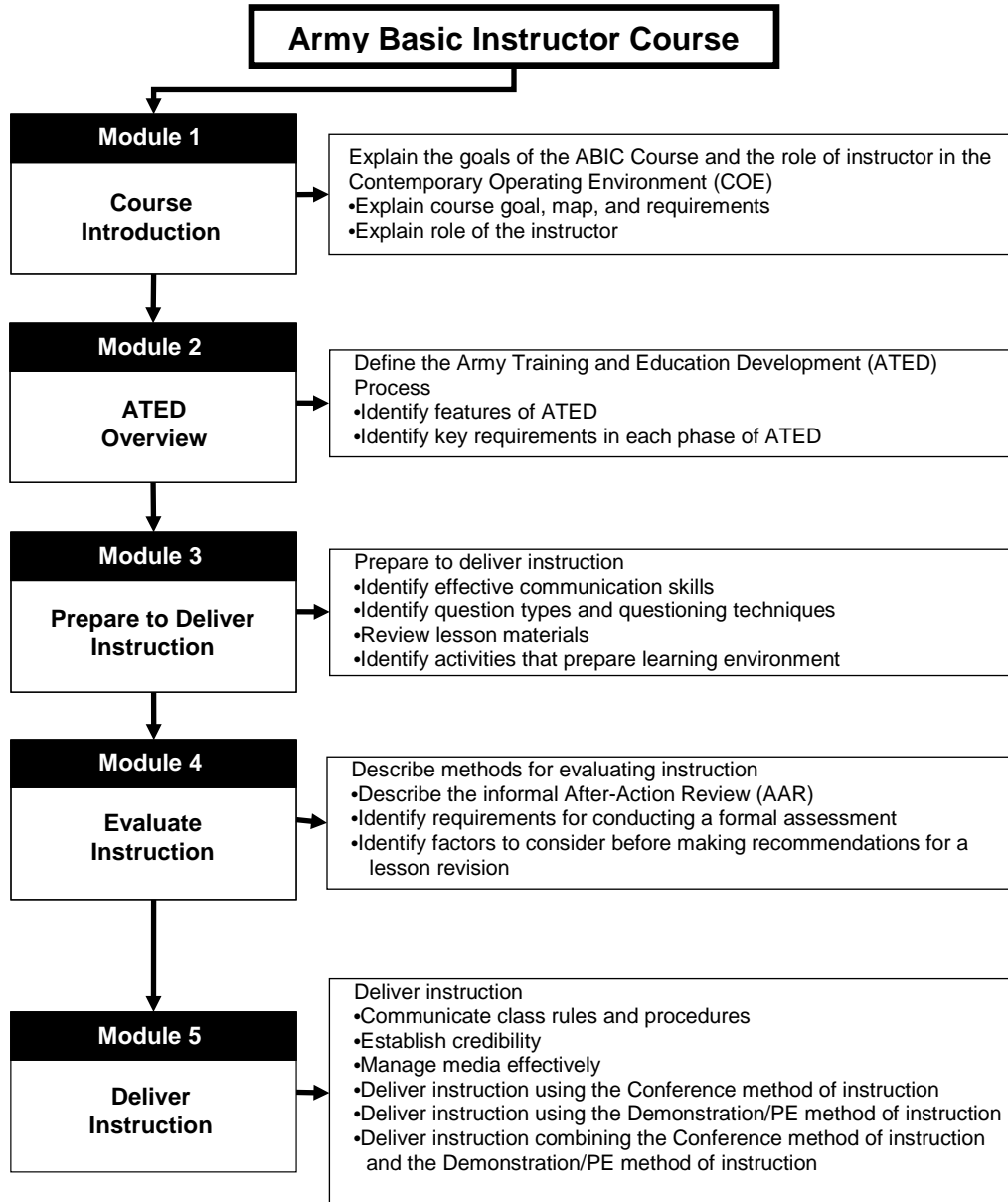
SAT BC ..... Systems Approach to Training Basic Course  
 SME..... subject matter expert  
 SPO.....standard operating procedure  
 SOW.....statement of work  
 TASS..... The Army School System  
 TD.....training development  
 TDDAD ..... Training Development and Delivery Directorate  
 TLO ..... terminal learning objective  
 TRADOC ..... Training and Doctrine Command  
 TSP ..... Training Support Package  
 USATSC..... U.S. Army Training Support Center  
 VTT..... video teletraining

Note: TR 350-70 also contains a comprehensive list of acronyms.

# Course Map

## Course Map

This course map shows the mandatory training sequence for the course. Failure to follow this sequence means students will receive training for which they have not received the required prerequisite training.



## Course Schedule

**Training Sequence** A possible training sequence and schedule is provided below. The ABIC consists of 10 academic days for a total of 80 academic hours. Under ideal circumstances, schools can implement the schedule over a two-week period, Monday-Friday, 0800-1700 each day. However, consideration must be given to a variety of scheduling factors that may preclude the availability of contiguous training days, for example: scheduled Holidays; Reserve Component Inactive Duty Training (IDT) days; Commander directed activities; and so on.

Schedule	Module sequence
A	1, 2, 3, 4, 5, graduation

### Day 1

Time	Activity	Hours	Media
0800-1005	<b>Session 1:</b> Module 1 - Course Introduction (Includes filling out and collecting student profiles)	2:05	CO
1005-1200	Module 2 - ATED Overview <ul style="list-style-type: none"> <li>• Identify the features of ATED</li> <li>• Identify key requirements in each phase of ATED</li> </ul>	1:25 0:30	CO PE
1200-1300	<b>Lunch</b>		
13:00-1700	Module 3 - Prepare to Deliver Instruction <ul style="list-style-type: none"> <li>• Identify effective communication skills</li> </ul>	4:00	CO

### Day 2

Time	Activity	Hours	Media
0800-1200	<b>Session 2:</b> Module 3 - Prepare to Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>• Identify question types and questioning techniques</li> <li>• Review lesson materials</li> </ul>	2:30 1:30	CO PE
1200-1300	<b>Lunch</b>		
1300-1700	Module 3 - Prepare to Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>• Identify activities that prepare the learning environment</li> <li>• Review lesson materials (PE)</li> </ul>	3:00 1:00	CO PE

### Day 3

Time	Activity	Hours	Media
0800-1200	<b>Session 3</b> Module 3 - Prepare to Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>• Review lesson materials (PE)</li> </ul>	4:00	PE
1200-1300	<b>Lunch</b>		
1300-1400	<b>Session 3</b> Module 3 - Prepare to Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>• Review lesson materials (PE)</li> </ul>	4:00	PE

**Day 4**

Time	Activity	Hours	Media
0800-0915	<b>Session 4:</b> Module 4 - Evaluate Instruction <ul style="list-style-type: none"> <li>Describe the informal After-Action Review</li> <li>Identify requirements for conducting a formal assessment</li> <li>Identify factors to consider before making recommendations for lesson revision</li> </ul>	0:50 0:25	CO PE
0915-1200	Module 5 - Deliver Instruction <ul style="list-style-type: none"> <li>Communicate class rules and procedures</li> <li>Establish credibility</li> <li>Manage media effectively</li> <li>How to use Conference MOI</li> <li>Deliver instruction using Conference MOI</li> </ul>	1:40 1:00	CO CO
1200-1300	<b>Lunch</b>		
1300-1700	Module 5 - Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>Prepare to Present Conference</li> </ul>	4:00	CO

**Day 5**

Time	Activity	Hours	Media
0800-1200	<b>Session 5:</b> Module 5 - Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>Deliver instruction using Conference MOI</li> </ul>	4:00	PE
1200-1300	<b>Lunch</b>		
1300-1700	Module 5 - Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>Present Conference</li> </ul>	4:00	PE

**Day 6**

Time	Activity	Hours	Media
0800-1200	<b>Session 6:</b> Module 5 - Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>How to use Demo/PE MOI</li> <li>Deliver instruction using Demo/PE</li> </ul>	1:00 3:00	CO PE
1200-1300	<b>Lunch</b>		
1300-1700	Module 5 - Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>Deliver instruction using Demo/PE</li> </ul>	4:00	PE

**Day 7**

Time	Activity	Hours	Media
0800-1200	<b>Session 7:</b> Module 5 - Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>Deliver instruction using Demo/PE</li> </ul>	4:00	PE
1200-1300	<b>Lunch</b>		
1300-1700	Module 5 - Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>Deliver instruction using Demo/PE</li> </ul>	4:00	PE

**Day 8**

Time	Activity	Hours	Media
0800-1200	<b>Session 8:</b>		

	Module 5 - Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>Combine Conference MOI and Demo/PE MOI</li> <li>Prepare to present Combined Conference MOI and Demo/PE MOI</li> </ul>	1:00 3:00	CO PE
1200-1300	<b>Lunch</b>		
1300-1700	Module 5 - Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>Prepare to present Combined Conference MOI and Demo/PE MOI</li> </ul>	4:00	PE

**Day 9**

<b>Time</b>	<b>Activity</b>	<b>Hours</b>	<b>Media</b>
0800-1200	<b>Session 9:</b> Module 5 - Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>Deliver instruction combining Conference and Demo/PE MOIs</li> </ul>	4:00	PE
1200-1300	<b>Lunch</b>		
1300-1700	Module 5 - Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>Deliver instruction combining Conference and Demo/PE MOIs</li> </ul>	4:00	PE

**Day 10**

<b>Time</b>	<b>Activity</b>	<b>Hours</b>	<b>Media</b>
0800-1200	<b>Session 10:</b> Module 5 - Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>Deliver instruction combining Conference and Demo/PE MOIs</li> </ul>	4:00	PE
1200-1300	<b>Lunch</b>		
1300-1700	Module 5 - Deliver Instruction (Cont) <ul style="list-style-type: none"> <li>Complete any remaining presentations</li> <li>Conduct After-Action Review (AAR), Wrap-Up &amp; Closeout</li> </ul>	4:00	PE CO

# Student Evaluation Plan

## MEMORANDUM

SUBJECT: Student Evaluation Plan for the Army Basic Instructor Course (ABIC).

1. ACADEMIC GRADING AND TEST PLAN: Academic subject matter is evaluated on a basis of either GO or NO GO. Measurable achievement is indicated by an assigned GO or NO GO for given assignments. The student's successful completion of training is based on the final presentation in Module 5; in order to pass the ABIC, students must achieve a GO on this exercise.

a. Module 1: Course Introduction Weight Points

There are no measurable exercises for this module. N/A

b. Module 2: Army Training and Education Development (ATED) Overview

(1) ELO B: PE/Learning Step/Activity 6 GO/NO GO

- The student is required to correctly match 20 (of 25) requirements (80%) of the ATED process to the corresponding ATED phase.
- This ABIC PE addresses the subject matter presented in Module 2, ELO B.

c. Module 3: Prepare to Deliver Instruction

(1) ELO B: PE/Learning Step/Activity 3 GO/NO GO

- The student is required to write five (5) questions designed to elicit student input, and to rehearse these questions using the APCE (Ask, Pause, Call, Evaluate) questioning technique.
- This ABIC PE addresses the subject matter presented in Module 3, ELO B.

(2) ELO D: PE/Learning Step/Activity 3 GO/NO GO

- The student is required to practice writing the following elements of a Lesson Plan:
  - Motivator
  - TLO
  - Safety Statement
  - Risk Level Statement
  - Environmental Considerations
  - Instructional Lead-in
  - Checks on Learning
  - Review/Summary



- Transition

- This ABIC PE addresses the subject matter presented in Module 3, ELOs A, B, C and D.

d. Module 4: Evaluate Instruction Weight Points

There are no measurable exercises for this module.

N/A

e. Module 5: Deliver Instruction

(1) Module B: PE/Learning Step/Activity 3

GO/NO GO

- The student is required to compose an introduction that shows their qualifications for becoming an instructor. Several students will be responsible for sharing their introductions with the class
- This ABIC PE addresses the subject matter presented in Module 5, ELOs A and B.

(2) Module D: PE/Learning Step/Activity 4

GO/NO GO

- The student is required to prepare for and present their first presentation using the Conference MOI.
- This ABIC PE addresses the subject matter presented in ABIC Module 5 ELOs C and D.

(3) Module E: PE/Learning Step/Activity 2

GO/NO GO

- The student is required to prepare for and present their second presentation using the Demonstration/PE MOI.
- This ABIC PE addresses the subject matter presented in ABIC Module 5 ELO E.

(4) Module F: PE/Learning Step/Activity 2

GO/NO GO

- The student is required to prepare for and present their third presentation, combining the Conference and Demonstration/PE MOI.
- This ABIC PE addresses the subject matter presented in ABIC Module 5 ELO F.

2. COUNSELING: Students will participate in counseling sessions conducted by instructor supervisors according to the Code of Conduct throughout the course to review academic progress and discuss personal development. Students will be formally counseled whenever their academic standing falls to borderline failing status.

3. MINIMUM ACHIEVEMENTS:

- a. The student will complete all requirements and attend a minimum of 9 full days of instruction (90% of the course).
  - b. To graduate, the student must complete and achieve a GO on the final PE by presenting a combination of the Conference and Demonstration/PE methods of instruction IAW the Performance Evaluation Checklist (PEC).
  - c. Students will be allowed one retest of their presentation.
4. OTHER EVALUATIONS: (none)
  5. CHALLENGING TRAINING: Students may participate in the final presentation prior to receiving the training. If the student receives a "GO" on the activity, the student will be given credit for and excused from the training.

# Performance Evaluation Checklist

Name \_\_\_\_\_ Subject \_\_\_\_\_

Presentation: 20 minute 40 minute 50 minute Start Time \_\_\_\_\_ End Time \_\_\_\_\_

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**INTRODUCTION** – Must receive a Go on TLO and four of six introduction items ..... **GO/NO GO**

Motivator ..... **GO/NO GO**

TLO ..... **GO/NO GO**

Safety Requirements..... **GO/NO GO**

Risk Assessment Level..... **GO/NO GO**

Environmental Considerations ..... **GO/NO GO**

Evaluation..... **GO/NO GO**

Instructional Lead-In ..... **GO/NO GO**

**PRESENTATION** – Must receive a Go on Safety and five of six Presentation items ..... **GO/NO GO**

ELO ..... **GO/NO GO**

Learning steps/activities ..... **GO/NO GO**

Student Interaction ..... **GO/NO GO**

Mannerisms ..... **GO/NO GO**

Training Aids..... **GO/NO GO**

COE ..... **GO/NO GO**

Safety..... **GO/NO GO**

**SUMMARY** – Must receive a Go on Review/Summary ..... **GO/NO GO**

Review/Summarize Lesson ..... **GO/NO GO**

Check on learning..... **GO/NO GO**

**OTHER** – Must receive a Go on Time Management..... **GO/NO GO**

Training Environment ..... **GO/NO GO**

Time Management..... **GO/NO GO**

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**REMARKS:**

**OVERALL RATING** – Must receive a Go on all highlighted areas ..... **GO/NO GO**

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

## Explanation of Checklist Items

**INTRODUCTION:** Must receive a GO on TLO and four of six introduction items.

**Motivator** – Gains students attention, explains why student needs to perform the task, consequences of nonperformance, relates task to battlefield conditions or actual job requirements.

**Terminal Learning Objective** – Describes exactly the task that the student must perform under what conditions and to what standard.

**Safety Requirements** – Explain safety considerations or state if there are none.

**Risk Assessment Level** – State risk assessment level for the lesson (extremely high, high, moderate or low).

**Environmental Considerations** – Explain environmental considerations or state if there are none.

**Evaluation** – Identify how, when, and where the TLO will be evaluated, including length of the test and the minimum passing score.

**Instructional Lead In** – Explains how training will be conducted, tested, and how it differs from actual job performance.

**PRESENTATIONS:** Must receive a GO on Safety and five of six Presentation items.

**Enabling Learning Objectives** – Supports student learning of TLO, describes exactly what the student must be capable of performing under the stated conditions to the prescribed standard.

**Learning steps/activities** – Includes tells and./or shows cues, shows steps in parts, ask questions, explains key points, uses logical sequence, uses smooth transitions, covers material in lesson plan.

**Student Interaction** – Engages students early and often, every 3-6 minutes. Instructor asks questions using Ask-Pause-Call method. Interaction may include asking questions, answering questions, practical exercises. Have a substantive amount of student practice, usually over 50%. Practice in parts, shape student skills, help students when needed, answer questions, give on the spot corrections and praises. During testing instructor briefs students, gives performance cues, observes (without interruption unless safety issue arises).

**Mannerisms** – Includes well groomed appearance, confident bearing, enthusiasm, no distracting mannerisms including: (gestures, movement, reading lesson plan, communication skills (clear enunciation; appropriate speech volume, tone and rate; good grammar choice of words, minimal crutch words, maintains eye contact).

**Training Aides** – Ensure equipment is operational and used properly, visuals are legible and appropriate.

**COE-** Incorporating COE concepts into curriculum or training

**Safety** – Gives appropriate warnings and cautions, STOPS training when dangerous situation occurs.

**SUMMARY:**

**Review/Summarize Lesson** – Both internal (when appropriate) and concluding.

**Check on Learning** – Determine if students are learning by asking review questions or having students demonstrate performance skill.

**OTHER:**

**Training environment** – includes ventilation, lighting, temperature, noise, interruptions, safety signs posted, safety equipment used, placement of observers station, cleanliness and acceptable space. Includes sufficient materials and resources are available. Includes class management (retains control of class, manages disruptive students).

**Time Management** – Student conducted training within the time requirements.

**Miscellaneous Comments** – Includes Visitors Folder maintained in accordance with local policy. Instructor respects students, no put-downs, no sarcasm, no off color material, no sexist/racist/ethnic remarks.

# Module 1 Student Handouts

## *Principles of Adult Learning*

By Stephen Lieb

Senior Technical Writer and Planner, Arizona Department of Health Services  
and part-time Instructor, South Mountain Community College  
from VISION, Fall 1991

### **Adults as Learners**

Part of being an effective instructor involves understanding how adults learn best. Compared to children and teens, adults have special needs and requirements as learners. Despite the apparent truth, adult learning is a relatively new area of study. The field of adult learning was pioneered by Malcom Knowles. He identified the following characteristics of adult learners:

- Adults are *autonomous* and *self-directed*. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (e.g., via a personal goals sheet).
- Adults have accumulated a foundation of *life experiences* and *knowledge* that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in learning.
- Adults are *goal-oriented*. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.
- Adults are *relevancy-oriented*. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.
- Adults are *practical*, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.
- As do all learners, adults need to be shown *respect*. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

### **Motivating the Adult Learner**

Another aspect of adult learning is motivation. Six factors serve as motivation for adult learning:

- **Social relationships:** to make new friends, to meet a need for associations and friendships.
- **External expectations:** to comply with instructions from someone else; to fulfill the expectations or recommendations of someone with formal authority.
- **Social welfare:** to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.
- **Personal advancement:** to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
- **Escape/Stimulation:** to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
- **Cognitive interest:** to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.

## Barriers and Motivation

Unlike children and teenagers, adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have *barriers against participating in learning*. Some of these barriers include lack of time, money, confidence, or interest, lack of information about opportunities to learn, scheduling problems, "red tape," and problems with child care and transportation.

**Motivation factors** can also be a barrier. What motivates adult learners? Typical motivations include a requirement for competence or licensing, an expected (or realized) promotion, job enrichment, a need to maintain old skills or learn new ones, a need to adapt to job changes, or the need to learn in order to comply with company directives.

The best way to motivate adult learners is simply to *enhance* their reasons for enrolling and *decrease* the barriers. Instructors must learn why their students are enrolled (the motivators); they have to discover what is keeping them from learning. Then the instructors must plan their motivating strategies. A successful strategy includes showing adult learners the relationship between training and an expected promotion.

## Learning Tips for Effective Instructors

Educators must remember that learning occurs within each individual as a continual process throughout life. People learn at different speeds, so it is natural for them to be anxious or nervous when faced with a learning situation. Positive reinforcement by the instructor can enhance learning, as can proper timing of the instruction.

Learning results from stimulation of the senses. In some people, one sense is used more than others to learn or recall information. Instructors should present materials that stimulates as many senses as possible in order to increase their chances of teaching success.

There are four critical elements of learning that must be addressed to ensure that participants learn. These elements are **Motivation, Reinforcement, Retention, and Transference**

**Motivation.** If the participant does not recognize the need for the information (or has been offended or intimidated), all of the instructor's effort to assist the participant to learn will be in vain. The instructor must establish rapport with participants and prepare them for learning; this provides motivation. Instructors can motivate students via several means:

- **Set a feeling or tone for the lesson.** Instructors should try to establish a friendly, open atmosphere that shows the participants they will help them learn.
- **Set an appropriate level of concern.** The level of tension must be adjusted to meet the level of importance of the objective. If the material has a high level of importance, a higher level of

tension/stress should be established in the class. However, people learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning.

- **Set an appropriate level of difficulty.** The degree of difficulty should be set high enough to challenge participants but not so high that they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.

In addition, participants need specific knowledge of their learning results (*feedback*). Feedback must be specific, not general. Participants must also see a *reward* for learning. The reward can be simply a demonstration of benefits to be realized from learning the material. Finally, the participant must be **interested** in the subject. Interest is directly related to reward. Adults must see the benefit of learning in order to motivate themselves to learn the subject.

**Reinforcement.** Reinforcement is a very necessary part of the teaching/learning process; through it, instructors encourage correct modes of behavior and performance.

- *Positive reinforcement* is normally used by instructors who are teaching participants new skills. As the name implies, positive reinforcement is "good" and reinforces "good" (or positive) behavior.
- *Negative reinforcement* is normally used by instructors teaching a new skill or new information. It is useful in trying to change modes of behavior. The result of negative reinforcement is *extinction* -- that is, the instructor uses negative reinforcement until the "bad" behavior disappears, or it becomes extinct.

When trying to change behaviors (old practices), apply both positive and negative reinforcement.

Reinforcement should be part of the teaching-learning process to ensure correct behavior. Use it on a frequent and regular basis early in the process to help the students retain what they have learned. Then, they should use reinforcement only to maintain consistent, positive behavior.

**Retention.** Students must retain information from classes in order to benefit from the learning. The instructors' jobs are not finished until they have assisted the learner in retaining the information. In order for participants to retain the information taught, they must see a meaning or purpose for that information. They must also understand and be able to interpret and apply the information. This understanding includes their ability to assign the correct degree of importance to the material.

The amount of retention will be directly affected by the degree of original learning. Simply stated, if the participants did not learn the material well initially, they will not retain it well either.

Retention by the participants is directly affected by their amount of practice during the learning. Instructors should emphasize retention and application. After the students demonstrate correct (desired) performance, they should be urged to practice to maintain the desired performance. Distributed practice is similar in effect to intermittent reinforcement.

**Transference.** Transfer of learning is the result of training -- it is the ability to use the information taught in the course but in a new setting. As with reinforcement, there are two types of transfer: *positive* and *negative*.

- Positive transference, like positive reinforcement, occurs when the participants use the behavior taught in the course.
- Negative transference, again like negative reinforcement, occurs when the participants do not do what they are told not to do. This results in a positive (desired) outcome.

Transference is most likely to occur in the following situations:

- *Association* -- participants can associate the new information with something that they already know.
- *Similarity* -- the information is similar to material that participants already know; that is, it revisits a logical framework or pattern.
- *Degree of original learning* -- participant's degree of original learning was high.
- *Critical attribute element* -- the information learned contains elements that are extremely beneficial (critical) on the job.

Although adult learning is relatively new as field of study, it is just as substantial as traditional education and carries and potential for greater success. Of course, the heightened success requires a greater responsibility on the part of the teacher. Additionally, the learners come to the course with precisely defined expectations. Unfortunately, there are barriers to their learning. The best motivators for adult learners are interest and selfish benefit. If they can be shown that the course benefits them pragmatically, they will perform better, and the benefits will be longer lasting.



# Contemporary Operating Environment

## OPERATION ENDURING FREEDOM TACTICS, TECHNIQUES AND PROCEDURES

<http://www.strategypage.com/articles/operationenduringfreedom/default.asp>

### CHAPTER I: The Contemporary Operational Environment (COE)

#### SECTION I: INTRODUCTION

At the direction of the Chief of Staff Army and the Commander, U.S. Army Training and Doctrine Command (TRADOC), the TRADOC Office of the Deputy Chief of Staff for Intelligence (ODCSINT) has studied the nature of current operational environments and those of the foreseeable future. The DoD officially defines an *operational environment* as “a composite of the conditions, circumstances, and influences that affect the employment of military forces and bear on the decisions of the unit commander” (Joint Pub 1-02).

The contemporary operational environment (COE) is the overall operational environment that exists today and in the near future (out to the year 2020). The range of threats during this period extends from smaller, lower-technology opponents using more adaptive, asymmetric methods to larger, modernized forces able to engage deployed U.S. forces in more conventional, symmetrical ways. In some possible conflicts (or in multiple, concurrent conflicts), a combination of these types of threats could be especially problematic.

Basic to understanding the nature of this COE are the following premises:

- The United States will have no single peer or near-peer competitor until 2020 or beyond.
- Nation-states will remain principal actors in the global political arena, but non-state actors (including transnational actors) will increasingly take prominent positions in world affairs. Such non-state actors will play important roles in any conflict – as combatants or noncombatants.
- Nations will continue to field armed forces and use them as tools to pursue national interests. Entities other than nations will also pursue their own interests (which may be ethnic, religious, economic, or political) through force or by other means, either independently or in conjunction with other non-state or nation-state actors.
- As nation-state or non-state actors pursue their own interests, their actions may cause U.S. intervention, either unilaterally or as a coalition partner, with or without United Nations mandate.
- Nations that believe the United States will act counter to their national interests will develop diplomatic and military plans for managing U.S. intervention.
- Nations will modernize their armed forces within the constraints of their economies, but based on an investment strategy of upgrading their conventional forces for possible use against regional foes and developing adaptive, niche technologies for possible use against extra regional foes such as the United States.
- The rapid development and proliferation of advanced technology will make such technology available on the world market for a wide variety of nation-state and non-state actors.
- All combat operations will be significantly affected by a number of variables in the environment beyond simply military forces.

#### SECTION II: CRITICAL VARIABLES

During the period covered by the COE, the Army will encounter a variety of conflicts in a number of different operational environments. There are eleven critical factors or variables that define the nature of the operational environments in which those conflicts or other U.S. military activities may occur. These factors are “variables,” because the exact nature of the conditions, circumstances, and influences that make up the operational environment will vary according to the particular situation. The variables are:

- Physical environment
- Nature and stability of the state
- Military capabilities
- Technology
- Information
- External organizations
- Sociological demographics
- Regional and global relationships
- National will
- Time
- Economics

These variables are interrelated and sometimes overlap. Different variables will be more or less important in different situations, but they are all common to any operational environment. Nevertheless, the collective content of these variables will define any operational environment the Army could face, whether we are involved in stability and support operations, smaller-scale contingencies, or major theater war.

In real-world operational environments, soldiers and leaders must be aware of the variables representing the “conditions, circumstances, and influences” that affect military operations. In Army training environments, these variables and effects must, therefore, be present to provide realistic and relevant training.

Each operational environment is different because the content of the variables is different. However, there are some common characteristics we can expect to find in any operational environment that exists between now and the emergence of a peer competitor. Only by studying and understanding these variables and incorporating them into our training can we keep adversaries from using them against us or find ways to use them to our own advantage.

### SECTION III: ASYMMETRIC, ADAPTIVE APPROACHES

The concept of asymmetric warfare is critical to understanding the COE. Nations and non-state actors in various regions of the world generally see the United States as a major international power, with large technological, economic, and material advantages and an overwhelming military capability. Given this strategic assessment, potential opponents will seek to avoid U.S. strengths while exploiting perceived U.S. weaknesses. In this way, they hope to achieve their own regional goals without U.S. intervention or, failing this, without the U.S. defeat of those objectives. If it comes to a fight with U.S. forces, they are not going to fight the same way they would fight their peers or lesser forces in their region.

Asymmetry is a condition of ideological, cultural, technological, or military imbalance that exists when there is a disparity in comparative strengths and weaknesses. In the context of the COE, asymmetry means an adaptive approach to avoid or counter U.S. strengths without attempting to oppose them directly, while seeking to exploit weaknesses.

While an asymmetric approach is not new, potential opponents will increasingly study and prepare for U.S. strategy, tactics, and capabilities. They will invest in technologies that negate U.S. strengths, but not necessarily in a direct, symmetrical way. They will use force design and investment strategies that allow them to achieve regional goals while preparing for the eventuality of U.S. intervention. Various countries and non-state entities have studied how the United States fights and have begun to devise ways to fight a technologically superior force, if necessary, and win.

### SECTION IV: THREATS AND OTHER INFLUENCES

In today's world, the U.S. Army must be prepared to go into any operational environment and perform its full range of missions while dealing with a wide range of threats and other influences. Some threats come in the form of nation-states; this may be a country or a coalition of countries. Threats can also come from entities that are not states; these can include insurgent, terrorist, drug-trafficking, and other criminal

organizations. These non-state actors may use force of arms to further their own interests and threaten the interests of the United States or other nation-states. Non-state threats may exist in isolation or in combination with other non-state or nation-state threats.

No single nation-state or non-state actor is expected to present a peer or near-peer threat to the United States until 2020 or beyond. However, this does not mean that the United States and its armed forces will not face serious challenges in the next two decades. The sum total of all the possible conflicts and the level of difficulty of those conflicts could present a challenge equivalent to that of having a near-peer competitor. For example, the net effect of the operational environments in Afghanistan, the Philippines, and in other areas where U.S. forces might be committed in the near term well expresses the challenge posed by the COE. Thus, when considered in its totality from a global, strategic perspective, the COE stretches our combat power in ways we have never before encountered.

We must be ready to counter all possible threats and, at the same time, be prepared to deal with various third-party actors, such as international humanitarian relief agencies, news media, refugees, and civilians on the battlefield. These groups may not be hostile to us, but they can affect our ability to accomplish our mission when we are operating in a foreign country. Their presence can change or constrain the nature of the conflict and can influence the outcome.

Most nations of the world and other actors of consequence have devoted considerable effort to studying the United States and how we fight. Since it is difficult for us to predict whom we might have to fight, we don't always have the luxury of having studied them in detail. So, it is quite possible that the enemy may know more about us than we know about them.

## SECTION V: WARFIGHTING IN THE COE

Given this overall situation, what does all this mean for future warfighting involving U.S. forces? Warfighting in the COE may transcend the traditional definitions of what constitutes "war" or "victory."

Most of the participants in conflicts around the world would not start out with the intent to fight the United States, so they are looking for ways to keep us out of the conflict or keep us from staying involved. If it does come to a fight, they are not going to fight us the same way they would fight their peers or lesser forces in their region. Thus, we can expect potential adversaries to adapt their methods of fighting, most likely using a combination of the following principles:

- Control access into the region
- Change the nature of the conflict
- Employ operational shielding
- Control tempo
- Neutralize technological overmatch
- Cause politically unacceptable casualties
- Allow no sanctuary

These principles attempt to exploit weaknesses or vulnerabilities believed to exist in the U.S. force's activities, force structure, or rules of engagement (ROE). Many of these principles are interrelated and overlapping, since all contribute to the overall goal.

Initially, potential opponents will seek to selectively deny, delay, and disrupt entry of U.S. forces into their region. Even if the opponent can't deny the U.S. access, he will seek to control it. Meanwhile, the time required for any phased U.S. deployment affords the enemy the opportunity to begin changing the nature of the conflict to something for which the U.S. force is least prepared once it gets there.

The enemy will begin to use operational shielding to protect key elements of his combat power from destruction – particularly by U.S. air and missile forces. This protection may come from use of any or all of the following: dispersion, complex terrain, fortifications, countermeasure systems, information warfare, and the risk of unacceptable collateral damage or noncombatant casualties.

During the initial phases of U.S. entry, the enemy may employ a high operational tempo, taking advantage of the weaknesses inherent in U.S. power projection. As U.S. forces gain a foothold in the region, the enemy may slow the tempo to prolong the conflict, taking advantage of a perceived lack of U.S. commitment over time. He will try to survive tactically and operationally long enough to win strategically. For the enemy, a stalemate may be good enough, as long as he maintains enough power to live to fight another day.

As our adversaries focus on preserving their own combat power, they will try to neutralize our technological overmatch, particularly our long-range, standoff precision fires. They will not mass their forces in predictable linear patterns of echelon and timing. Rather, they will disperse forces in areas of physical or moral sanctuary often located in urban or other complex terrain and shielded by civilians and manmade structures. Then they will use maneuver tied to opportunity, massing forces and fires from dispersed positions at a time and place of their own choosing. At the tactical level, there is a high likelihood of close combat in urban environments or other complex terrain. In specific tactical situations, the enemy might be able to employ a niche technology to create parity or overmatch U.S. forces deployed in that particular area.

The enemy will not avoid combat, but will seek battle in urban environments and other complex terrain that may be better suited for his forces than ours. Since we are fighting in his region, he may also have the advantage of being more familiar with the terrain and other features of the environment than we are. He will be looking for conditions or creating conditions advantageous for using his forces at the time and place of his choosing. When opportunities arise, he will use these forces to destroy high-visibility U.S. targets and cause politically unacceptable casualties. Thus, his targeting of U.S. systems and personnel is not always linked to military-style objectives, but often aimed at creating a psychological effect.

The enemy will seek to deny U.S. forces safe haven during every phase of deployment and as long as they are in the region. He is prepared to attack U.S. military and civilian targets anywhere on the battlefield, in the region, or even in our homeland.

## SECTION VI: COE IN THE TRAINING ENVIRONMENT

In U.S. Army training environments, the COE is the environment created by the opposing force (OPFOR) that portrays the military and/or paramilitary forces of a composite of potential adversaries and by manifestations of other COE variables in models and simulations, curriculum in training institutions, and the manning and equipping of training centers. Army training must contain sufficient manifestations of the COE variables to provide realistic conditions that challenge our leaders, soldiers, and units, to produce certain training outcomes desired for the legacy, interim, and objective force.

Another way to deal with U.S. technological overmatch is the use of military systemology – a warfighting concept that attempts to destroy or neutralize systems as opposed to formations or weapons platforms. Our military is a system of systems, and opponents will seek to disrupt or destroy the links and nodes that provide the synergy of our system of systems.

The training venues include combat training centers (CTCs) and home station training for units and institutional training (primarily in TRADOC schools) for soldiers and leaders. Models and simulations provide the driver for most training. In CTCs, as well as in home station training, the COE is the environment created by exercise design and manning and equipping of the centers to provide realistic conditions in which units train mission essential tasks to standard. Unit training must have sufficient manifestations of the COE variables (live or simulated) to realistically challenge the unit's ability to

accomplish those tasks. In leader and soldier training, training institutions must also have sufficient manifestations of COE variables in their curriculum, scenarios, and programs of instruction to produce the desired leader and soldier training outcomes.

The goal of COE implementation in Army training is to produce an objective force of leaders, soldiers, and units capable of rapidly adapting and optimizing capabilities to achieve mission objectives – to fight and win – in a complex and evolving environment across the spectrum of conflict. COE implementation is less about equipping and organizing our training venues to reflect the COE and more about seeing warfare through a different lens.

## Module 2 Student Handouts

### ***Army Training and Education Development (ATED)***

1. The ATED process supports the Army's mission by providing mission-focused, task-based training and education to our most important customers – the Soldiers and civilians who protect this nation. Products must be realistic, rigorous, and relevant, since the customers' performance can mean the difference between survival and death in full spectrum operations.
2. Each phase of the ATED process builds upon each of the preceding phases. Although the phases build upon each other, remember:
  - a. The normal training and education development process for a new requirement begins with evaluation (a perceived training/education requirement) and proceeds with analysis, followed by design, development, and implementation of the training and education and the products to support training and education.
  - b. All phases do not have to be followed in order; each phase can be entered individually as needed for revisions.
  - c. Evaluation permeates all phases and is the cement that ensures all training/education and training/education products are effective in producing trained units, organizations, Soldiers, and civilian employees.
  - d. The entire process must be managed within a given set of resources.
3. The ATED phases are described in this table:

Phase	Requirements
<p><b>Analysis</b> identifies:</p> <ul style="list-style-type: none"> <li>• Need for training/education.</li> <li>• Who gets the training/education?</li> <li>• What tasks (collective and individual [including Leader] tasks) and supporting skills and knowledge are critical.</li> </ul> <p>Note: A critical task is an individual or collective task a unit or individual must perform to accomplish their mission and duties and to survive in the full range of Army operations. Critical tasks must be trained/educated.</p>	<p>Needs analysis:</p> <ul style="list-style-type: none"> <li>• Identifies performance deficiency solutions (training/education or non-training/education).</li> <li>• Determines training and education development requirements.</li> </ul> <p>Mission analysis:</p> <ul style="list-style-type: none"> <li>• Establishes unit/organization missions.</li> <li>• Identifies critical collective tasks for mission accomplishment.</li> </ul> <p>Collective critical task analysis:</p> <ul style="list-style-type: none"> <li>• Establishes collective task performance specifications, including task performance standards.</li> <li>• Defines supporting individual tasks.</li> </ul> <p>Job analysis:</p> <ul style="list-style-type: none"> <li>• Develops critical individual tasks for job accomplishment.</li> <li>• Defines supported collective task(s).</li> </ul>

Phase	Requirements
	Individual critical task analysis: <ul style="list-style-type: none"> <li>• Determines individual task performance specifications, including task performance standards.</li> <li>• Defines supported and supporting individual tasks.</li> </ul>
<b>Design</b> of training/education determines: <ul style="list-style-type: none"> <li>• When, where, and how the training/education takes place.</li> <li>• Training/education resource requirements (instructors, equipment, munitions, ranges, facilities).</li> </ul>	<ul style="list-style-type: none"> <li>• Establish integrated training/education strategies for units and training/education base.</li> <li>• Design individual training/education courses.</li> <li>• Design training/education media and Training Aids, Devices, Simulators, and Simulations (TADSS).</li> <li>• Produce student criterion referenced, performance measurement documents, for example, tests and exercises.</li> </ul>
<b>Development</b> produces validated training/education and training/education products.	<ul style="list-style-type: none"> <li>• Write the training/education material (lesson plans and Training Support Packages).</li> <li>• Produce training/education media and TADSS.</li> <li>• Validate the training/education material, including tests and exercises.</li> <li>• Prepare material for reproduction.</li> <li>• Reproduce the training/education material.</li> <li>• Present estimated student population and estimated number of students through the Structure and Manning Decision Review process or the Training Resources Arbitration Panel process.</li> <li>• Acquire training/education resources.</li> <li>• Train instructor, training/education management, staff, faculty, and cadre.</li> <li>• Prepare facilities and equipment.</li> </ul>
<b>Implementation</b> executes: <ul style="list-style-type: none"> <li>• Standardized training/education at resident and unit/organization training/education sites.</li> <li>• Distribution of training/education products.</li> <li>• Use of training/education products.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter courses and schedules into Army Training Requirements and Resources System (ATRRS).</li> <li>• Distribute the training/education material.</li> <li>• Schedule classes for training/education. Course quotas will be managed in accordance with AR 350–10 depending on the type of training/education.</li> <li>• Manage student flow through ATRRS in accordance with AR 350–10.</li> <li>• Train/educate Soldiers and civilian students, units, and organizations.</li> <li>• Administer the tests and exercises.</li> <li>• Counsel students and Soldiers.</li> <li>• Conduct After-Action Reviews.</li> <li>• Maintain student records.</li> </ul>

Phase	Requirements
<p><b>Evaluation</b> determines:</p> <ul style="list-style-type: none"> <li>• How well training/education takes place.</li> <li>• How well Soldiers, DA civilians, units/organizations perform, and products support performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate school evaluation policy.</li> <li>• Develop evaluation plans.</li> <li>• Design and validate evaluation instruments.</li> <li>• Conduct internal evaluation (collect data).</li> <li>• Conduct external evaluations (collect data).</li> <li>• Conduct accreditation evaluations.</li> <li>• Accredite The Army School System schools.</li> <li>• Analyze data; identify deficiencies; report evaluation results; ensure corrections.</li> </ul>



## Module 3 Student Handouts

### *Verbal Communication*

Effective use of Pitch, Pace, Pauses, Projection, Pronunciation, and elimination of distracting crutch words increase instructor believability

<b>Voice Characteristics</b>	<b>Low Believability</b>	<b>High Believability</b>
<b>Pitch</b>	<b>High</b>	<b>Low</b>
<b>Pace</b>	<b>Fast</b>	<b>Controlled</b>
<b>Pauses</b>	<b>None</b>	<b>Frequent</b>
<b>Projection</b>	<b>Low</b>	<b>Changing</b>
<b>Language Characteristics</b>	<b>Low Believability</b>	<b>High Believability</b>
<b>Pronunciation</b>	<b>Poor Grammar</b>	<b>Proper Grammar</b>
<b>Fillers</b>	<b>Many</b>	<b>None</b>

## ***Active Listening***

### ***Hear What People Are Really Saying***

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others.

We listen to obtain information.

We listen to understand.

We listen for enjoyment.

We listen to learn.

Given all this listening we do, you would think we'd be good at it! In fact we're not. Depending on the study being quoted, we remember a dismal 25-50% of what we hear. That means that when you talk to your boss, colleagues, customers or spouse for 10 minutes, they only really hear 2½-5 minutes of the conversation.

Turn it around and it reveals that when you are receiving directions or being presented with information, you aren't hearing the whole message either. You hope the important parts are captured in your 25- 50%, but what if they're not?

Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade negotiate. What's more, you'll avoid conflict and misunderstandings – all necessary for workplace success.

Good communication skills require a high level of self-awareness. By understanding your personal style of communicating, you will go a long way towards creating good and lasting impressions with others.

The way to become a better listener is to practice "active listening". This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, to try and understand the total message being sent.

In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by what else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to lose focus on what the other person is saying. All of these barriers contribute to a lack of listening and understanding.

**Tip:** If you're finding it particularly difficult to concentrate on what someone is saying, try repeating their words mentally as they say it – this will reinforce their message and help you control mind drift.

To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. To understand the importance of this, ask yourself if you've ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it's even worthwhile to continue speaking. It feels like talking to a brick wall and it's something you want to avoid.

Acknowledgement can be something as simple as a nod of the head or a simple "uh huh." You aren't necessarily agreeing with the person, you are simply indicating that you are listening. Using body language and other signs to acknowledge you are listening also reminds you to pay attention and not let your mind wander.

You should also try to respond to the speaker in a way that will both encourage him or her to continue speaking, so that you can get the information if you need. While nodding and "uh huhing" says you're interested, an occasional question or comment to recap what has been said communicates that you understand the message as well.

## ***Becoming an Active Listener***

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they are saying.

### **1. Pay attention.**

Give the speaker your undivided attention and acknowledge the message. Recognize that what is not said also speaks loudly.

- Look at the speaker directly.
- Put aside distracting thoughts. Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors.
- "Listen" to the speaker's body language.
- Refrain from side conversations when listening in a group setting.

### **2. Show that you are listening.**

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes, and uh huh.

### **3. Provide feedback.**

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is..." and "Sounds like you are saying..." are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say..." "Is this what you mean?"
- Summarize the speaker's comments periodically.

**Tip:** If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

### **4. Defer judgment.**

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish.
- Don't interrupt with counterarguments.

### **5. Respond Appropriately.**

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person as he or she would want to be treated.

**Key Points:**

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening habits are as bad as many people's are, then there's a lot of habit-breaking to do!

Be deliberate with your listening and remind yourself constantly that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviors and concentrate on the message. Ask question, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!

Start using active listening today to become a better communicator and improve your workplace productivity and relationships.

(Source: <http://www.mindtools.com/CommSkill/ActiveListening.htm>)

## ***Instead of Excedrin, Try These Quick Tips for Handling Your Anxiety!***

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January 2006 — Face-to-Face Communications Skills Newsletter

By Judith Filek, President  
Impact Communications, Inc.

When an opportunity comes along for a meeting with an important client, it is not the time to rely on Excedrin or look like the village idiot! Customers need to see you as confident and knowledgeable, not nervous and unsure. To avoid freaking out, try the following quick tips.

1. **Be prepared.** The more you know your content and your audience, the more secure you will feel. Do your homework up-front.
2. **Practice, practice, practice.** If you want a polished presentation, it is important to practice on your feet, in front of your bathroom mirror. It is also important to practice with your visuals because technology can add another dimension of insecurity. Additionally, make sure to time your presentation. Allow time for questions, so make sure your prepared remarks take up only about 75% of your allotted time.
3. **Don't rush on the day of your presentation.** Pick out the outfit the night before, including all accessories. Make sure you have the right tie or the appropriate pin. The outfit needs to look up-to-date and appropriate for the audience you are addressing.
4. **Do a quick run through in the morning.** In the shower or on the way to your presentation, rehearse your opening and close and anything that is particularly complicated. It is important that you begin and end strong. You should not be note dependant.
5. **Get there early.** By being there early, you can scope out the room and be ready to greet people. You can also check your audio visual equipment.
6. **Drink lots of unchilled water.** It will lubricate your vocal cords. Avoid caffeine since caffeine or caffeinated beverages are a diuretic.
7. **Take some deep breaths.** By breathing deeply, you will eliminate the adrenalin rush that makes you feel nervous. The tension you feel will start to evaporate. You will feel more in control and eager to share your message.
8. **Release nervous energy in the upper body by doing some head rolls and shoulder rolls.** Your body should not show signs of tension.
9. **Have usable notes available.** Do not hold them in you hand but have them where you can see them if you need them. Your notes should be in a story board layout so that you can quickly gain the point you want to cover.
10. **Picture yourself being unbelievably successful.** Do not go into a presentation just wishing to be done. You will rush and be less engaging. Psyche yourself up by remembering how prepared you are. Focus on your audience, not yourself.

11. **Say something funny or clever when you begin.** It will relax you. If you are being introduced by someone else, be sure to think of some amusing anecdote about your self. Your listeners will see you as relaxed and confident.

12. **Be yourself.** While there are a lot of good speakers out there, the most successful ones are the ones who are genuine and real.

While it is natural to feel nervous in a high stakes presentation, you don't want your audience to see you anxious. Nervous energy is a good thing if you can channel it and release it appropriately. By using the suggested tips, you will come across as professional and confident.

## ***Practical Exercise: Questioning Techniques***

**Scenario:** *You are a newly assigned instructor at the Army Training Support Center (ATSC) at FT Eustis, VA. Your supervisor has asked you to examine the content for the ATED module in the ABIC course and develop some new questions about the ATED process for use during lecture. Since your supervisor places a lot of emphasis on preparedness, she has also asked you to practice delivering your questions to your peer instructors, who will then evaluate both the questions themselves and your use of the APCE (Ask, Pause, Call, Evaluate) questioning technique.*

**Part 1:** Using the content from ABIC Module 2, "Army Training and Education Development (ATED) Overview", and the Questioning Handout in the Student Guide, write five (5) questions on the ATED process/content. Write the following types of questions:

- Two (2) Open questions
- One (1) Closed question
- One (1) Procedural question
- One (1) Content question

Forty-five minutes have been allocated for this part of the exercise.

**Part 2:** When your group is called, the instructor will designate one of you to ask the questions using the APCE questioning techniques. The other groups will provide feedback on how to improve your questions and use of the APCE technique.

Forty-five minutes have been allocated for this part of the exercise.

# Lesson Plan Template

(Reference: TR 350-70)

## For Training Use Only

**IMPORTANT:** This document is for use *only* in the Army Basic Instructor Course (ABIC).

**INSTRUCTIONS:** Use this format in conjunction with the Sample Lesson Plans provided by your ABIC Instructor to gain familiarity with the format and content of typical Army Lesson Plans. Keep in mind that the school where you are assigned as an Instructor may use other formats to fulfill proponent requirements.

[LESSON TITLE]  
[Course #] / [Version #]  
[date]

---

**SECTION I. ADMINISTRATIVE DATA**

---

All Courses Including This Lesson	COURSE NUMBER(S)	COURSE TITLE(S)
	_____	_____
	_____	_____

---

Task(s) Taught or Supported	TASK NUMBER	TASK TITLE
	_____	_____
	_____	_____
	_____	_____

---

Task(s) Reinforced	TASK NUMBER	TASK TITLE
	_____	_____
	_____	_____
	_____	_____

---



**Academic Hours**

The academic hour(s) required to teach this **lesson** is (are) as follows:

	PEACETIME				MOB
	AC	TASS Training Bns		AC/RC	Hrs: Min/MOI
	Resident Hrs: Min/MOI	AT/ADT Hrs: Min/MOI	IDT Hrs: Min/MOI	Non-res DL Hrs: Min/MOI	
<b>TEST</b>	[If included in this lesson plan.]				
<b>TOTAL HOURS</b>					
<i>Time Example</i>	1:40/CO 1:15/PE	1:40/CO	1:15/PE	2:00/DM	1:40/CO 1:15/PE 2:00/DM

[**Note 1:** Time reflects summation of lesson academic time by MOI.]

[**Note 2:** Time must be shown in Hours:Minutes.]

[**Note 3:** 1 academic hour = 50 minutes and does **not** include "break" time. 1:40 represents a 50-minute academic hour and an additional 40 minutes.]

**Test Lesson Number**

[If the test is not included in this lesson, list the test lesson number in which this lesson's terminal learning objective is tested and the test results are reviewed with the students. Put "N/A" if not tested in a separate lesson.]

Hours	Lesson No.
Testing, (to include test review)	_____

**Prerequisite Lesson(s)**

[State if there are none.]

LESSON NUMBER	LESSON TITLE
_____	_____
_____	_____

**Security Clearance/ Access**

*Example:*  
Security Level: Unclassified  
Requirements: There are no clearance or access requirements for this lesson

**Foreign Disclosure Restrictions**

[Apply appropriate FD restriction statement (including number) per TR 350-70, Chapter I-1, Training Product Classification, Foreign Disclosure (FD) Restriction Statements, and Copyright/Proprietary Materials.]

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>

---

**Student Study Assignments** [State if there are none.]

---

**Instructor Requirements** [These are special qualifications or additional requirements.]

---

**Additional Support Personnel Requirements** [State if there are none.]

---

**Equipment Required** [List equipment required for this lesson. State if there is none.]

---

**Materials Required** INSTRUCTOR MATERIALS: [State if there are none.]  
STUDENT MATERIALS: [State if there are none.]

---

**Classroom, Training Area, and Range Requirements** [List requirements for training.]

---

**Ammunition Requirements** [State if there are none.]

---

**Instructional Guidance** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.  
[Include additional guidance as required.]

---

**Branch Safety Mgr Approval**

NAME	Rank	Position	Date
_____	_____	_____	_____

[If not required, put N/A. See TR 350-70, Chapter I-2 for requirements. If required and there is no Branch Safety Mgr, obtain signature of functional equivalent.]

---

**Proponent Lesson Plan Approvals**

NAME	Rank	Position	Date
_____	_____	_____	_____

\_\_\_\_\_

\_\_\_\_\_

[Plan approval signifies development of the lesson plan IAW policy requirements, application of appropriate high and medium risk management codes, and Safety Manager approval as appropriate.]

---

**SECTION II. INTRODUCTION**

Method of instruction:     [for introduction only]    

Instructor to student ratio is     :    

Time of instruction (minutes):             

Media:            [State if there is none.]             

---

**Motivator**

---

**Terminal Learning Objective**

**Note:** Inform the students of the following terminal learning objective requirements.

At the completion of this lesson you (the student) will:

<b>ACTION:</b>	
<b>CONDITION:</b>	
<b>STANDARD:</b>	
[Each lesson must have one, and only one, TLO. It is shown in the introduction portion of the lesson plan. ELOs are optional.]	

---

**Safety Requirements**

[State if there are none. See Chapter I-2, Safety and Environment.]

---

**Risk Assessment Level**

[See TR 350-70, Chapter I-2, Safety and Environment.]

---

**Environmental Considerations**

It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

[State if there are no environmental considerations. See TR 350-70, Chapter I-2, Safety and Environment.]

---

**Evaluation**

---

**Instructional Lead-in**

---

**SECTION III. PRESENTATION**

**[Presentation Option1: *Without* Enabling Learning Objectives]**

---

**1. Learning Step/Activity 1 -**

**Note:** The learning step/activity is a one-sentence statement describing the training activity, preferably in student action terms. See TR 350-70, Chapter VI-6, Training Course Design.

**Method of instruction:** \_\_\_\_\_ **Instructor to student ratio is** \_\_:\_\_

**Time of instruction (minutes):** \_\_\_\_\_

**Media:** \_\_\_\_\_ [State if there is none.] \_\_\_\_\_

**References:** \_\_\_\_\_ [Title, Number, Para No., Pg. No., etc.] \_\_\_\_\_

**Security Classification:** \_\_\_\_\_

a.

(1)

(2)

b. (Continued)

**Note:** Conduct a check on learning and summarize the learning activity.

**2.**

**Note:** Include as many learning steps/activities as necessary to train the soldier to perform the TLO to the established standard. Provide the same information as for Learning Step/Activity 1.

---

**[Presentation Option 2: *With* Enabling Learning Objectives (ELOs) to support the lesson TLO]**

---

**Note:** Inform the students of the Enabling Learning Objective requirements.

**ELO A.**

<b>ACTION:</b>	
<b>CONDITION:</b>	
<b>STANDARD:</b>	

**1. Learning Step/Activity 1 -**

**Note:** Include learning steps/activities as shown in Option 1 as necessary to train the soldier to perform the ELO to the established standard. For each learning step/activity, include MOI, instructor-to-student ratio, etc.

**ELO B.**

**Note:** Include as many ELOs as necessary to support training of the TLO.

**SECTION IV. SUMMARY**

**Method of instruction:** \_\_\_[for summary only]\_\_\_

**Instructor to student ratio is** \_\_:\_\_

**Time of instruction (minutes):** \_\_\_\_\_

**Media: [State if there is none.]** \_\_\_\_\_

**Check on Learning**

Determine if students have learned the material presented by ---

- a. Soliciting student questions and explanations.
- b. Asking questions and getting answers from the students.
- c. Providing immediate feedback in context to the material presented and correcting student misunderstandings.

**Review/ Summarize Lesson**

---

---

**Transition To Next Lesson**

[if applicable.]

---

**SECTION V. STUDENT EVALUATION**

[See TR 350-70, Chapter VI-7, Student Performance Measurement/Testing.]

**Testing Requirements**

Describe how the student must demonstrate accomplishment of the TLO.

**Note:** Refer student to the Student Evaluation Plan.

**Feedback**

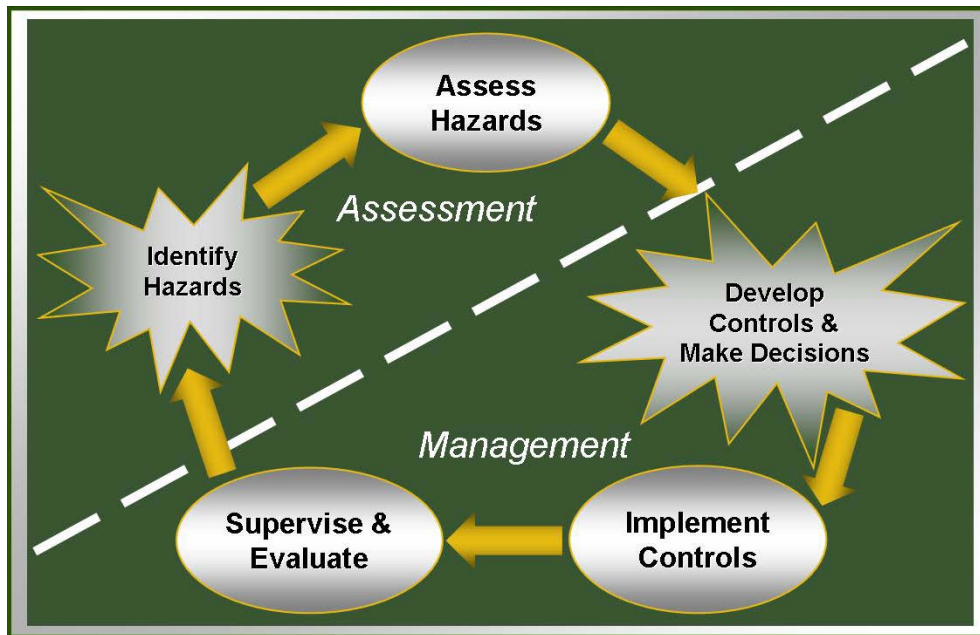
a. Schedule and provide feedback in context to the material presented; correct student misunderstandings.

**Requirement**

b. Provide remedial training as needed.

## The Composite Risk Management Process

Composite Risk Management is the process of identifying and controlling hazards to protect the force. Its five steps represent a logical and systematic thought process from which users develop tools, techniques and procedures for applying risk management in their areas of responsibility. It is a continuous process applicable to any situation and environment.



1. **Identify hazards to the force.** Consider all aspects of current and future situations, environments, and known historical problem areas.
2. **Assess hazards to determine risks.** Assess the impact of each hazard in terms of potential loss and cost based on probability and severity.
3. **Develop controls and make risk decisions.** Develop control measures that eliminate the hazard or reduce its risk. As control measures are developed, risks are re-evaluated until the residual risk is at a level where the benefits outweigh the cost. The appropriate decision authority then makes the decision.
4. **Implement controls that eliminate the hazards or reduce their risks.** Ensure the controls are communicated to all involved.
5. **Supervise and evaluate.** Enforce standards and controls. Evaluate the effectiveness of controls and adjust/update as necessary. Ensure lessons learned are fed back into the system for future planning.

**FM 5-19, Composite Risk Management, August 2006 is the definitive guide on Risk Management.**

### Philosophy

The purpose of the Army has not changed in the past 220-plus years: To fight and win our nation's wars! We train our force to defeat the enemy quickly and decisively with a minimum of losses. Yet a study from

our past major conflicts reveals that we have two enemies on the battlefield: them and us. In every modern conflict except Korea, more than 54 percent of the Army's casualties resulted from accidents.

Old command acceptance of accidents as "the cost of doing business" has been replaced by a command climate of continuous improvements in safety performance.

Over the past 15 years, the Army safety picture has steadily improved. Since the end of the Cold War in 1989, the Army has had more deployments than in the previous 40 years. This is more than a 13-fold increase in our deployment rate. Yet the Army Safety Program has made significant progress in keeping accidental losses to a minimum.

Since adopting risk management in the late 1980's, the Army's overall air and ground accident rates have dropped dramatically. This positive downward trend in accident rates continued through fiscal year 1998. In fact, the Army put three new marks on the wall in FY 98:

- The FY 98 total accident rate of 3.64 accidents per 1,000 soldiers was significantly lower than the previous record-low rate of 3.92 set in FY 97.
- The FY 98 Class A through C ground accident rate also continued downward, setting a record low of 3.46 accidents per 1,000 soldiers compared to last year's all-time low of 3.75.
- The rate for Class A through C personnel-injury accidents also dropped to a new low of 2.08 per 1,000 soldiers compared to the previous low of 3.05 in FY 97.

The Army's safety performance is something we can all be proud of. It is paying huge dividends in preserving the Army's warfighting capability. We have truly reached another milestone in our journey toward world-class performance. But we must not lose sight of one thing: any accidental loss of life is unacceptable.

We can't go on letting trucks rollover because drivers were poorly trained; we can't let paratroopers die because the unit didn't enforce the standards; we can't let soldiers be crushed by tank turrets or between vehicles because communications broke down; we can't do any of the things that cause soldiers to be injured or killed. Everyone is an important member of the team. Teammates don't let their buddies down. We can do better.

World-class performance in safety is not losing our nation's most precious resources - its sons and daughters - to an unplanned behavior or condition called an accident. World-class performance is achieved through a combination of proactive leadership, tasks performed to standard, teamwork, effective communications and this process of identifying hazards and implementing controls called risk management.

Risk assessment is pretty well understood in the field. People are identifying hazards and assessing risks - the trouble is, it often stops there. And when it does, that means no controls have been designed during the decision step to implement so therefore no supervision takes place to ensure that the controls are used.

By firmly fixing risk management into all of the Army's processes - decision making, training management, force protection, personnel assignments, maintenance, et al - we can stop killing soldiers and destroying equipment. It can be done, and we're going to do it. We just need to get on with it. We must get risk management standardized and institutionalized. Simply put, that means that we've got to get into the head space of every leader, every soldier, every civilian, every contractor and make risk management an intuitive part of everything we do.

Safety is not just leaders' business - everyone makes safety happen! We're moving out with efforts to standardize and institutionalize risk management - the key to future safety successes along our journey toward world-class safety performance.



## Module 4 Student Handouts

### *AAR Role Play Scenarios*

#### **Scenario 1:**

SSG Carruthers has been assigned the responsibility of teaching a one hour class on mines and demolitions. He has never taught a class before and is very nervous about this assignment. His classroom is designed to hold approximately fifty people but he only has twenty students listed on the roster. When the students arrive most move to the back of the classroom and take a seat. SSG Carruthers begins the class and immediately notices that students in the back of the room appear to be distracted. He decides to use a question to get the students involved and so he calls on "the third student from the right in the fifth row." The third student from the left stands up and SSG Carruthers interrupts saying "No. Not you. I mean that person." and he uses his pointer to indicate the student he had in mind. As this student begins, SSG Carruthers interrupts again and says, "I can't hear you that well. Let's all move closer. Will the guys in the last two rows please move to the front?" After the confusion has subsided SSG Carruthers begins lecturing on a new point. After a few minutes he calls on another student to answer a question. The answer to that question reminds SSG Carruthers of several experiences he has had, and he shares them with the class. He continues telling his story and before he knows it the allotted time for the class is up. He hurriedly summarizes the entire lesson, even though only a portion of the material has been covered and dismisses the class five minutes late.

Your group is composed of other instructors in the same office as SSG Carruthers. You have read the student evaluations and the report of the QA Evaluator who observed the course. Hold an informal section AAR ensuring that you cover all the items in the format including:

What was supposed to happen?

What really happened?

Strengths.

Weaknesses.

How to improve on weaknesses

## Scenario 2:

SGT Campbell is responsible for leading a practical exercise (PE) on removing the heads from the Cummins diesel engine. The class is composed of 33 trainees, five SGTs (with approximately 10 years military experience each), and two foreign officers. The students have received two hours of classroom instruction on how to accomplish the task. During the PE there will be four students per engine. The students proceed to remove the engine heads as outlined in the student workbook. At one point SGT Campbell announces to the students on engines #1 and #2 that it would be easier to do the ninth step in the workbook before they do the fifth step. On engine #5, one of the students removes a brass connection with a pair of pliers. SGT Campbell sees this and states "Are you stupid or something!" The students on engine #7 which include the two foreign officer and two trainees are working slower than the other students. SGT Campbell tells these students that he is grading them and if they don't hurry up he will flunk them.

Your group is composed of other instructors in the same office as SSG Campbell. You have read the student evaluations and the report of the QA Evaluator who observed the course. Hold an informal section AAR ensuring that you cover all the items in the format including:

What was supposed to happen?

What really happened?

Strengths.

Weaknesses.

How to improve on weaknesses

### Scenario 3:

CPT Whitely is set to teach a class on project planning. She has taught this lesson many times before. As the students enter the classroom she notices one student appears to be upset. As he walks by her podium she calls out to him and says "What's bugging you?" The student does not answer. As CPT Whitely begins the lesson she notices the same student is not concentrating on the information, and she calls on him and asks "What was the last point I covered?" The student can not answer and CPT Whitely reminds him that the class material is very important. After covering about half of the material, CPT Whitely asks the class if they have any questions. One student raises their hand and is called on by the CPT. Upon hearing the question CPT Whitely responds, "I have worked in this area a long time and that's just not important." CPT Whitely finishes the class fifteen 10 minutes early but assures the students that they "know all they'll ever need to know about the subject."

Your group is composed of other instructors in the same office as CPT Whitely. You have read the student evaluations and the report of the QA Evaluator who observed the course. Hold an informal section AAR ensuring that you cover all the items in the format including:

What was supposed to happen?

What really happened?

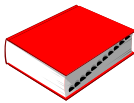


Strengths.

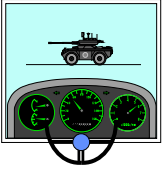

Weaknesses.



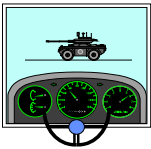



How to improve on weaknesses

## Module 5 Student Handouts

### Media I

MEDIA TYPE	DESCRIPTION	STRENGTHS	WEAKNESSES
<p>Print</p> 	<p>Paper based products include such items as training literature, correspondence courses, and programmed texts which can be utilized in either independent or group study. They can be used in multiple environments - self paced, instructor led, or classroom instruction.</p> <p><b>Examples:</b> Handouts, Manuals, Lesson Plans</p>	<ul style="list-style-type: none"> <li>&lt; Easy to update</li> <li>&lt; Low production &amp; delivery costs</li> <li>&lt; Adaptable to student schedules</li> <li>&lt; High quality graphics</li> <li>&lt; Can be retained as reference</li> <li>&lt; Can be widely distributed and used anywhere</li> <li>&lt; Portable</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Lacks real-time faculty interaction</li> <li>&lt; No instructional feedback</li> <li>&lt; Does not support remedial learning</li> </ul>
<p>Video Tape (TP)</p> 	<p>Videotapes use full-motion video to capture and present instruction prepared from multimedia sources. These sources include sound, live-action video, animation, graphics, and programmed text. They can be used in multiple environments - self paced, instructor led, or classroom instruction.</p> <p><b>Example:</b> VHS tapes</p>	<ul style="list-style-type: none"> <li>&lt; Adapts to student schedules</li> <li>&lt; High-quality color graphics</li> <li>&lt; Full-motion video</li> <li>&lt; High-fidelity sound</li> <li>&lt; Can be retained as a reference</li> <li>&lt; May be widely distributed</li> <li>&lt; Enhances information presentation</li> <li>&lt; Broadens learning style coverage</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Lacks real-time faculty interaction</li> <li>&lt; No instructional feedback</li> <li>&lt; Not adaptable to individual learner needs</li> <li>&lt; Requires expert production and editing capability</li> <li>&lt; Limited portability</li> </ul>
<p>Video Teletraining (VT)</p> 	<p>Video teletraining combines the lecture/ conference instructional approach of the traditional classroom with the wide distribution capabilities of broadcast television (TV). The training is delivered via two-way communication links, such as satellite or cable, enabling instructors to see, hear, and talk to students at various locations. It can be used only where teletraining equipment is available at both the broadcasting and receiving point.</p> <p><b>Examples:</b> Televised conference, demos.</p>	<ul style="list-style-type: none"> <li>&lt; Each site can be a broadcast center</li> <li>&lt; Very responsive to curriculum changes</li> <li>&lt; May be widely distributed</li> <li>&lt; Broadens SME access</li> <li>&lt; Compatible with multi presentation media</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Requires special receiving equipment</li> <li>&lt; Requires in depth scheduling</li> <li>&lt; High equipment and delivery costs</li> <li>&lt; Reliability</li> </ul>

MEDIA TYPE	DESCRIPTION	STRENGTHS	WEAKNESSES
<p>Training Aids, Devices, Simulators, and Simulations (TADSS)</p> 	<p>Training aids and devices are items, objects, and associated computer software developed, procured, or fabricated to assist training. Simulators are training devices which emulate and substitute for the functions and environment of actual equipment or systems. Simulations are any imitative representations of reality, or the functioning of a system or process. TADSS technologies applicable to Army distance learning include:</p> <ul style="list-style-type: none"> <li>&lt; Computer-based simulations that support company/team through corps-level command and control (C<sup>2</sup>) exercises.</li> <li>&lt; Stand-alone interactive simulators that support individual and collective operator and maintenance training.</li> <li>&lt; Embedded training capabilities that are built in, appended to, or connected with operational equipment.</li> </ul> <p><b>Examples:</b>  Unit Conduct of Fire Trainer (U-COFT)  Equipment mock-ups  Brigade/Battalion Simulation (BBS)</p>	<ul style="list-style-type: none"> <li>&lt; Replicates actual equipment/conditions</li> <li>&lt; Supports safe, economical training in/with equipment</li> <li>&lt; Can be networked for collective training</li> <li>&lt; Compatible with multi-presentation media</li> <li>&lt; Supports embedded training</li> <li>&lt; Low operating costs</li> <li>&lt; Responsive to curriculum changes</li> <li>&lt; Supports instructional feedback</li> <li>&lt; Supports remedial learning</li> <li>&lt; Adapts to student schedules</li> <li>&lt; Adapts to student needs</li> <li>&lt; Can be distributed to multiple sites</li> <li>&lt; Supports real-time faculty interaction</li> </ul>	<ul style="list-style-type: none"> <li>&lt; High development costs</li> <li>&lt; High Equipment costs</li> <li>&lt; System maintenance costs</li> <li>&lt; Cannot be retained by student as a reference</li> </ul>
<p>Actual Equipment</p> 	<p>Facilitates accomplishment of task/learning objective using actual equipment.</p> <p><b>Examples:</b>  Vehicles  Weapons  Assemblies</p>	<ul style="list-style-type: none"> <li>&lt; Optimal training media</li> <li>&lt; Facilitates hands-on instruction</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Equipment costs</li> <li>&lt; Equipment availability</li> <li>&lt; Safety constraints</li> <li>&lt; Maintenance</li> <li>Uses OP-TEMPO allocations</li> </ul>

EXAMPLES OF MULTIMEDIA	
Media	Example
<p>Interactive Courseware</p>  <p>supported by</p> <p>Video Tape</p> 	<p><u>Lesson: Perform Vehicle Service</u></p> <ul style="list-style-type: none"> <li>X Self-paced interactive courseware which walks students through a list of tools and materials required, identifies their use, and gives step by step procedures.</li> <li>X Followed by videotape that shows an actual service being performed on a vehicle.</li> </ul>
<p>Simulation</p>  <p>supported by</p> <p>Video Tape</p> 	<p><u>Lesson: Defend Convoy Against Ambush or Attack</u></p> <ul style="list-style-type: none"> <li>X Videotape that describes the proper actions/procedures used to defend a convoy against ambush or attack.</li> <li>X Followed by a simulation in a field environment where an ambush or attack is directed at a convoy and students are required to take proper action.</li> </ul>
<p>Equipment</p>  <p>supported by</p> <p>Video Teletraining</p> 	<p><u>Lesson: Perform Vehicle Inspection</u></p> <ul style="list-style-type: none"> <li>X Video teletraining from remote site that shows the proper procedure used to inspect a vehicle.</li> <li>X Followed by an equipment oriented practical exercise in which students actually inspect the equipment on-site.</li> </ul>

## ***Media II***

### **Types of Media/Training Aids**

You can categorize media by many ways and different names. For purposes of this class, we will be using the following:

- Projected
  - Overhead projector (Transparencies)
  - Slide or PC projector
  - Document cameras (Elmo)
  - Motion Picture
    - Television
    - Movies
  - Computer
- Printed (Handouts)
- Training Aids

### **Use of Projected Media**

The factors you need to consider when developing and/or using projected media are:

- Legibility of text
- Volume/quality of sound (if appropriate)
- Contrast and quality of video

These rules apply to overhead transparencies, flip charts, document projectors, and PowerPoint presentation slides.

- Minimum of a 24-point font.
- Army advocates 6x6 rule, NMT than 6 lines with 6 words per line, and a font size of 28 to 32.
- Use a font that is “Sans Serif”.

There should be adequate contrast between your text color and the color of slide background to view the text easily. The most extreme contrast is a white background with black text. The bright background, however, can cause eyestrain due to the amount of light reflected from the screen.

- Army VTT course recommends the use of a blue background and yellow letters. This particular combination of colors appears to work best on the projection equipment used to facilitate the VTT instruction.
- When developing PowerPoint presentations it is important to test the presentation appearance in the room or environment the instruction will be taking place. Often times what looks good on a typical size computer screen will look completely different when projected on a screen.

### **Chalkboard/Whiteboard**

Use to write down ideas, observations, or answers offered by students. They are excellent tools to use and can be especially useful when brainstorming with students.

- Make sure you writing is legible and large enough to be seen by all
- Use colors that can be seen from a distance
- Start at the top of the board to keep the information coherent
- Don't erase the board until all students have had enough time to take notes

## Flip Chart (Butcher Paper)

Similar to the chalkboard/whiteboards, flip charts can be used to facilitate idea generation, clarify objectives, and for brainstorming sessions.

- Write on every other page to prevent bleeding
- Print letters should be 1 to 3 inches dependent of room size
- Bend lower corners to assist with flipping
- Practice rolling the pages over the back of the easel
- Do not try to talk, write, and spell at the same time
- Do not obstruct students view
- Talk to students not the flipchart
- Turn pages out of sight when no longer pertinent
- When or if appropriate, tear off sheet and hang on wall or bulletin boards

## Training Aids

- Handouts – Like this one
- Models/Mock-ups – A stripped down version of the real object
- Simulators – An apparatus that approximates actual and/or operational conditions

## Selection of Media/Training Aids

- Must always be appropriate for the nature of the task.
- Consider your capability as an instructor to utilize that media.
- Classroom environment.
  - Can you control the lighting?
  - Is there ambient noise that could hamper the use of audio recordings or require you to use an amplified sound system?
  - Will the size of the room affect the placement of the media equipment as well as student seating.
- Are required resources available?

A large factor is **the learner**. Of particular importance is the number of learners in your class. For example, it would be relatively easy to demonstrate how to give someone an injection if you only had five students as you could demonstrate to the group. Teaching the task to a group of 25 or 50 students would require a different approach.

You can use projected media to display important or specific points of lesson content, and/or to display text and graphic content or combination of both. It should be relevant to the subject taught, and of sufficient quality to be visible and understandable by students.

Projected displays help the learner make association and thus assist with learner understanding. Consider a class where you are introducing students to the M-9 Pistol. When you first mention that you will be discussing the pistol, do you know what image the learner might have in his or her mind of a pistol? Does it look like an M-9, a western style six-shooter, a snub-nose 38, or a more modern 9mm pistol used by many police forces?'

You might even describe the M-9 as being 217 mm, a barrel that is 125 mm, and weighs 2.1 pounds unloaded. But, what image does that conjure in the learner's mind?

If you present the learner with an image of the M-9, they are likely to associate it with the name.



## **Methods of Instruction**

<b>METHOD (POI code)</b>	<b>DESCRIPTION</b>	<b>USES</b>
Brainstorming (BR)	Students are presented with a problem and develop and constrained solutions	Provides a means for students to develop solutions to unpredictable situations or problems.
Case Study (CS)	The student is presented a description of a situation and is required to solve problems or identify actions related to the situation.	Provides an excellent means for a student to solve problems either individually or as a member of a group.
Conference (Discussion) (CO)	<p>Student-centered instruction in which the instructor leads a discussion of the learning objective. Student participation is elicited. The three general types of discussion are as follows:</p> <ul style="list-style-type: none"> <li>• <b>Directed discussion --</b> The instructor guides the student discussion so the facts, principles, concepts, or procedures are clearly articulated and applied.</li> <li>• <b>Developmental discussion --</b> The instructor guides the discussion to pool student knowledge and past experience to improve the performance of all students.</li> <li>• <b>Problem solving conference --</b> The instructor uses the conference to find an acceptable answer or solution to a problem. The instructor defines the problem and encourages free and full student participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares students for --               <ul style="list-style-type: none"> <li>•• Follow-on training.</li> <li>•• The application of theory and procedures to specific situations.</li> </ul> </li> <li>• Stimulates interest and thinking.</li> <li>• Develops imaginative solutions to problems.</li> <li>• Summarizes, clarifies, and reviews the learning objective material.</li> </ul>
Demonstration (DM)	The instructor and/or support personnel show and explain operation or action to the students. The student is expected to be able to perform the operation or action after the demonstration.	<p>This method of instruction shows how something is done. Some of its more important uses are to --</p> <ul style="list-style-type: none"> <li>• Teach --               <ul style="list-style-type: none"> <li>•• Manipulative operations and/or procedures, e.g., how something is done.</li> <li>•• Equipment operations or functions, e.g., how something works.</li> <li>•• Safety procedures.</li> <li>•• Teamwork, e.g., how people work together to do something as a team.</li> </ul> </li> <li>• Illustrate principles, e.g., why something works.</li> <li>• Set workmanship standards.</li> </ul>
Flight: dual or solo (DF/DS)	Used in aviator courses in conjunction with other type of instruction.	See "Practical Exercise" and "Test" below.

METHOD (POI code)	DESCRIPTION	USES
Gaming (GA)	<p>Provides a means to simulate a complex activity. The students "play" the game by obtaining information, making decisions, and taking actions required to accomplish the game objective. Games may be on a board, but with current technology, they will probably be played on a computer.</p> <p>The student may tend to "play" in terms of winning and losing instead of thinking in terms of learning objectives.</p>	<p>Provides --</p> <ul style="list-style-type: none"> <li>• A means for individuals to make decisions and take actions to accomplish the game objective without killing people or destroying material.</li> <li>• Immediate feedback for increased learning,</li> <li>• A means for students to be exposed to determine solutions to unpredictable situations to increase learning.</li> </ul>
Guest Speaker (GS)	<p>An individual, other than a member of the normal Staff and Faculty, presents information to support a specific lesson to the class.</p> <p><b>Note:</b>Avoid having the speaker present a "Lecture" instead of a discussion-type lesson.</p>	<p>Experts provide information directly supportive of the learning objectives. The most important uses of the guest speaker is to provide --</p> <ul style="list-style-type: none"> <li>• Expertise not available within the course staff.</li> <li>• Information based on extensive experience.</li> <li>• Current information.</li> <li>• Motivation.</li> </ul>
Lecture (LE)	<p>An individual verbally passes information to attending students. Student participation is minimal. It has low training efficiency. It violates all three of the self-paced learning principals.</p> <p>Note: Dissemination of information in written format is usually more efficient and effective.</p>	<p>Lecture is a means to tell students information they need to know. Some of its more important uses are to --</p> <ul style="list-style-type: none"> <li>• Disseminate information that is not yet available in print.</li> <li>• Motivate, e.g., set the stage for a demonstration, discussion, or performance.</li> <li>• Orientate.</li> </ul>
Mentoring (ME)	<p>Involves a knowledgeable individual who trains, tutors, and/or guides a subordinate or individual, e.g., a leader mentors subordinates.</p>	<p>Provides direct one-on-one training and guidance to the individual. Provides direct real life, on-the-job experience with that guidance.</p>
Panel Discussion (PD)	<p>A panel consisting of instructors, guest speakers, or a combination discusses material pertinent to the lesson learning objective. The panel presents information and responds to student questions.</p>	<p>Provides a variety of views and opinions concerning material or problem for which there is no one correct solution.</p>
Practical exercise (PE) (Performance)	<p>Student is required to perform the action required by the learning objective under controlled conditions to the established standard.</p>	<p>The most efficient way to learn to do something is to actually do it. This method of instruction is the best way for a student to learn to perform the required action to the established standard. Examples: operation and repair of equipment, exercises (e.g., field training exercises [FTX]), forms completion. Also, see "CBI."</p>

METHOD (POI code)	DESCRIPTION	USES
<ul style="list-style-type: none"> <li>Hardware oriented</li> </ul>	Performance is on actual equipment, to include simulators and training devices.	Used when the actual hardware is available and the risk to individuals and equipment is kept to an acceptable level.
<ul style="list-style-type: none"> <li>Non-hardware oriented</li> </ul>	Performance not involving actual equipment, e.g., a paper-based exercise.	Used when the uses of hardware is not required to perform the required actions, e. g., "Plan Convoy Operations."
Programmed instruction (PG)	Information is presented by a text, structured to guide the student through the material depending on the student's response to questions. It is a form of self-paced instruction. Immediate feedback is provided for student responses.	Programmed instruction takes advantage of how we learn. It provides information in small bits, provides immediate feedback, and lets the individual progress at his/her own pace. See "IMI" (this appendix).

Research/ study (RS)	Students research/study material in preparation for subsequent course requirements. It is associated directly to specific, identified lesson(s). Research/study is conducted during regular training hours.	<p>Research is used to provide the students the opportunity to locate, analyze, and determine facts, procedures, and concepts on their own.</p> <p>Study is used to provide the students time to learn provided material on their own.</p>
Role playing (RP)	Similar to the case study method. The students act out the simulated situation. The student may assume the duties of a staff member in an organization and perform the work of that position.	<p>Provides --</p> <ul style="list-style-type: none"> <li>Simulated experience in the situation being acted out.</li> <li>A means to assess decision making in a specific role.</li> <li>Provides opportunities for the student to develop solutions to unpredictable situations and conditions.</li> </ul>
Seminar (SE)	A group, usually guided by an instructor, seeks solutions to problems.	<p>It is primary used by a group working on advanced studies or a research project to --</p> <ul style="list-style-type: none"> <li>Provide general guidance to the group.</li> <li>Provide information on techniques and approaches being explored.</li> <li>Develop imaginative solutions to problems under study.</li> </ul>
Student panel (SP)	Students participate as members of a panel. They discuss material directly related to the lesson learning objective.	<p>Student panels are used to obtain --</p> <ul style="list-style-type: none"> <li>Full student participation in a discussion.</li> <li>A variety of student views, especially on material directly associated with subject matter expertise. See "Peer Instruction."</li> </ul>

METHOD (POI code)	DESCRIPTION	USES
Study assignment (SA)	Assignments are provided to the students that they must complete as either independent or supervised study. This is testable material.	Provides a means to -- <ul style="list-style-type: none"> <li>• Capitalize on individual differences, thereby improving learning.</li> <li>• Provide enrichment material.</li> <li>• Reduce classroom time.</li> </ul>
Test (TE) <ul style="list-style-type: none"> <li>• Hardware oriented</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• Non-hardware oriented</li> </ul>	Students are evaluated on the performance of the action required by the learning objective.  Performance test is on actual equipment, to include simulators and training devices.  Performance not involving actual equipment, e.g., a paper based exercise.	Used to determine if the -- <ul style="list-style-type: none"> <li>• Students can perform the objectives to the established standards.</li> <li>• Instruction, teaches what it is supposed to train.</li> </ul>
Test Review (TR)	After-action review of test with students.	Increases learning.
Tutorial (TU)	The instructor works directly with an individual student. It permits adaptive instruction, stimulates active participation, and promotes effectiveness and safety.	The primary uses are to -- <ul style="list-style-type: none"> <li>• Teach highly complex operations.</li> <li>• Provide individual remedial assistance.</li> </ul> <b>Note:</b> See "CBI" this appendix.

## **Techniques of Delivery**

<b>TECHNIQUE (POI code)</b>	<b>DESCRIPTION</b>	<b>USES</b>
Group-paced Instruction	The training of individuals in a group that moves through the training as a class (in lock-step).	Provides for easy management of students.
Large Group Instruction (GP)	A means of delivering training that places much of the responsibility on the instructor or facilitator for the presentation and management control of the training. The instructor uses various methods of instruction, e.g., discussions, demonstrations, practical exercises.	Process provides a means easily manage the training process. Students are moved through the training as a group with minimal attention to individual training/assistance requirements.
Small Group Instruction (SG)	SGI is a means of delivering training which places the responsibility for leaning on the soldier through participation in small groups led by small group leaders (SGL) who serve as role models throughout the course. SGI uses small group processes, methods, and techniques to stimulate learning. The SGL is an instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGI.	<p>The small group process is a technique for learning in small groups that capitalizes on (uses) student experiences, requires intensive student interaction, and makes each student responsible for his/her own learning. Cooperation takes precedence over competition. A faculty advisor is required. It provides --</p> <ul style="list-style-type: none"> <li>• Individualized learning</li> <li>• Team building.</li> <li>• Maximum exchange of ideas.</li> </ul>
Self-paced, Individualized, Instruction (IP)	The individual completes lessons at his/her own pace. This method of instruction is an extremely effective when properly managed. It is the foundation for programmed learning and individual IMI. When used in a formal environment, it frees up instructors to provide 1:1 instruction to individuals needing assistance. This technique does not reduce instructor requirements.	<ul style="list-style-type: none"> <li>• It is of immense value because it is built on three principals of learning. They are -- <ul style="list-style-type: none"> <li>•• Information is presented in small steps.</li> <li>•• Learner is given immediate feedback.</li> <li>•• Learner learns at his/her own pace.</li> </ul> </li> <li>• To be most effective, management controls are put on the time it takes to complete the training and the number of times the learner may take a test to prove mastery of the objective.</li> </ul>
Peer instruction (PI)	<p>Individuals learn from their peers in a group (team, squad, etc.) when working toward achieving common learning objectives.</p> <p>Students are trained by instructors; then the trained students train other students.</p>	It is useful for team building if properly controlled by the staff. This technique leverages the advantages of individual training, peer pressure, and motivation to achieve a team objective. Peer training is most effective for training job-related individual critical tasks.

TECHNIQUE (POI code)	DESCRIPTION	USES
Computer Based Instruction (IC)	<p>CBI <b>is</b> a means for delivering instruction -- it <b>is not</b> a method of instruction. It is essentially individualized self-paced or group-paced interactive instruction combined with multimedia presentations. Interactive instruction is student/group centered performance oriented training that requires students/groups to practice what they learn, receive immediate feedback, and be tested. The priority for interaction is between the student and the equipment/subject matter. In CBI, the computer courseware controls the training content, delivery pace, and learning sequence based on trainee input. The courseware is designed using a variety of methods of instruction to lead the student/group through the learning process.</p>	<p>CBI is of value for presenting learning material in any situation that will maximize individual or group learning by full use of multiple learning methods. It provides a means of practicing activities without causing damage to individuals or equipment. Each member of the group may have a different role to play. In <b>CBI</b> -</p> <ul style="list-style-type: none"> <li>• Information to be learned is presented in small bits.</li> <li>• Learners are provided rapid feedback.</li> <li>• Learners proceed at their own pace within certain limits.</li> <li>• Material presentations take advantage of media benefits.</li> <li>• Exercises/simulations can be repeated many times using/developing different solutions to problems, e.g., what if drills.</li> <li>• Students can be exposed to unpredictable situations to maximize learning.</li> </ul>
Correspondence (CC)	<p>Provides a relatively low cost means for providing a learning opportunity that maximizes student participation. Usually text based but not necessarily so. The two basic arrangements for correspondence study are as follows:</p> <ul style="list-style-type: none"> <li>• <b>Independent study --</b> The individual student works alone, at a time and place of his/her own choosing. Lesson material designed for individual, self-paced learning is provided by the proponent school.</li> <li>• <b>Group study --</b> The students meet with a group leader available to facilitate the discussions and guide learning toward achieving the learning objective. Tests are usually taken by each student independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides -- <ul style="list-style-type: none"> <li>•• Learning opportunities to personnel who are unable to attend residence courses.</li> <li>•• Prerequisite instruction for attendance at a resident or other type distributed course.</li> <li>•• "Electives" for students in other fields of study.</li> <li>•• Continuing education opportunities.</li> </ul> </li> <li>• Supplements on-the-job training.</li> </ul>
Field trip (FT)	<p>The students visit a place to acquire information required to support a specific learning objective. The instructor/guide may provide a discourse and/or written material concerning the site. Audio/video tapes may be used at the site.</p>	<p>The primary uses of a field trip are to motivate and to show the relationship between provided information and the reality of the location.</p>

TECHNIQUE (POI code)	DESCRIPTION	USES
Simulation (SI)	Any representation or imitation of reality simulating part of a system, the operation of a system, and the environment in which a system will operate are three common types.	<ul style="list-style-type: none"> <li>• Replace live training.</li> <li>• Provide the means to safely practice an action or activity under any condition.</li> <li>• Can be used for individual training, e.g., repair of equipment, gunnery; or group training, e.g., fighting a tank or tank company.</li> <li>• May be used in a single computer or distributed over a LAN/WAN to multiple simultaneous users</li> </ul>
Simulator (SO)	Substitutes for, by emulation, the functions and environment of an actual process, equipment, or system. Any training device, machine, or apparatus that synthetically reproduces a desired set of conditions. Specifically for training, a relatively complete item or training equipment, using electronic/mechanical means to reproduce conditions necessary for an individual or a crew to practice tasks/learning objectives. It represents the operational equipment physically and functionally to varying degrees.	<ul style="list-style-type: none"> <li>• Substitute for real equipment, thereby -- <ul style="list-style-type: none"> <li>•• Saving material and maintenance costs.</li> <li>•• Freeing real equipment for operational use.</li> <li>•• Increasing training safety.</li> </ul> </li> <li><b>Note:</b> Generally, the higher the fidelity, the higher the transfer of training.</li> <li>• May be used in conjunction with simulations, e.g., a tank simulator with operational simulations presented to the trainees.</li> </ul>
Television (TV)	Broadcast or networked television program is a primary technique to deliver the instruction. See video teletraining	Used to distribute training to a number of students simultaneously. Different methods of instruction may be used to present the material.
Training Aid (TA)	Provides a means for reducing the training development/training costs and improving efficiency. They clarify information and present it in a concise, efficient manner, whereas job aids actually replace training.	<ul style="list-style-type: none"> <li>• Enable trainers to conduct and sustain task-based training in lieu of using extensive printed material or an expensive piece of equipment.</li> <li>• May increase performance as on-the-job training or job aids.</li> <li>• Usage ranges from quick reference memory aids to battalion simulation games.</li> </ul>

TECHNIQUE (POI code)	DESCRIPTION	USES
Training Device (TD)	<p>Three-dimensional object and associated computer software developed, fabricated, or procured specifically for improving the learning process. Categorized as either system or nonsystem devices.</p> <ul style="list-style-type: none"> <li>• <b>System device.</b> Device designed for use with a system, family of systems, or item of equipment, including subassemblies and components. It may be stand-alone, embedded, or appended.</li> <li>• <b>Nonsystem device.</b> Device designed to support general military training and nonsystem-specific training requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the means to safely practice an action or activity under any condition.</li> <li>• Substitute for real equipment, thereby -- <ul style="list-style-type: none"> <li>•• Saving material and maintenance costs.</li> <li>•• Freeing real equipment for operational use.</li> <li>•• Increasing training safety.</li> </ul> </li> </ul>

Video tape/film (TP/FI)	<p>A videotape/film is not a method of instruction. It is used as the primary means to deliver the instruction. The tape/film is introduced verbally or with text. The students are informed as to what they are to learn from the tape/film.</p> <p>Different methods of instruction may be used to present the material, e.g., demonstrations can be used to present information.</p> <p>Film/Video images can be presented in IMI.</p>	<p>Use videotape/film to show action that is too dangerous, cannot normally be observed by the eye, or cannot be readily observed. They are specifically useful for showing --</p> <ul style="list-style-type: none"> <li>• Things or actions that are very small or large.</li> <li>• Actions that occur too fast or slow.</li> <li>• Things that are dangerous, such as destroying a bridge.</li> </ul>
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Video teletraining (VT)	<p>An interactive transmission vehicle for training deliver, VTT consists of two networks: TNET and SEN --</p> <ul style="list-style-type: none"> <li>• TNET equipment and communications are contractor owned and government operated.</li> <li>• SEN uplinks and studio equipment are government owned and contractor operated; downlinks are government owned and operated.</li> </ul>	<p>Used to distribute training to a number of students simultaneously. Different methods of instruction may be used to present the material.</p> <p>Using VTT, proponents can--</p> <ul style="list-style-type: none"> <li>• Increase class size and the span of coverage, including OCONUS.</li> <li>• Reach students in remote locations.</li> <li>• Reduce travel and per diem costs.</li> <li>• Provide critical, short-notice training.</li> <li>• Originate training from any network link.</li> <li>• Conduct joint, multiservice, federal, and civilian courses.</li> <li>• Interlink with other DoD, government, and private sector training networks.</li> </ul>
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TR 350-70

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# Appendix A – Task Verb List

Reference: TR 350-70

## Standard Verb List

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The verbs in Sections I-III are the approved verbs for **task titles**. They also provide a partial source of verbs for **learning objectives** and **task performance steps**. The use of standard, well-defined verbs provides clarity, prevents duplicate work, and aids in providing quality training. Standardized verbs ---

- Promote clarity.  
Allows analysts, task selection boards, trainers, and soldiers to understand what the task statement means. This is particularly important since ---
  - The person who analyzes the task may not be the person who developed the task statement.
  - Task selection boards usually make their decisions based on the task statement, before the conditions and standards are fully developed.
- Prevent duplication.  
It is possible to write the same task many different ways, some so differently that it is almost impossible to tell if it is the same task. If you use standard verbs, it is simple to group tasks by verb and see if you have duplication.
- Promote application of sound training principles.  
There are many words which may appear to be action verbs, but which don't actually refer to an observable action (such as 'know', 'understand,' 'appreciate,' and so on.) By using standard verbs, you will avoid these words and produce sound, observable tasks.

**Note:** Sections I-III provide a partial source of verbs for use in task titles and learning objectives. Individual schools may have branch-unique terminology in addition to these lists. Submit additions to Commander, TRADOC, ATTN: ATTG-CD, Fort Monroe, VA 23651-5000

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## Section I STANDARD VERBS

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<b>Note:</b>	Those verbs marked with an asterisk (*) in Section I, should be used with caution. For a fuller explanation, see Section II, VERBS TO BE USED WITH CAUTION.
<b>*Achieve</b>	To attain a desired end.
<b>Adjust</b>	1. To correct the actions of a distant unit. <b>Example:</b> Adjust Indirect Fire. 2. To bring parts of instruments into a truer or more effective relative position or setting.
<b>*Administer</b>	To manage or supervise the execution, use, or conduct of a relatively structured activity.
<b>Advise</b>	To counsel or recommend.
<b>Alert</b>	To make aware of.
<b>Align</b>	To place parts in the proper position to one another.

<b>Allocate</b>	To apportion for a specific purpose or to particular persons or things.
<b>Ambush</b>	<ol style="list-style-type: none"> <li>1. To attack (by surprise) a moving force with a stationary force.</li> <li>2. To conduct a surprise attack on another aircraft. <b>Example:</b> Ambush Hostile Aircraft.</li> </ol>
<b>*Analyze</b>	To separate a whole into its constituents with a view to its examination and interpretation.
<b>Annotate</b>	To make or furnish critical or explanatory notes or comments.
<b>*Apply</b>	<ol style="list-style-type: none"> <li>1. To put on. <b>Example:</b> Apply Base Coat of Paint.</li> <li>2. To use practically.</li> <li>3. To concentrate.</li> </ol>
<b>Approve</b>	To give formal or official sanction.
<b>Assault</b>	To carry out the close combat phase of an attack. <b>Note:</b> See also FM 101-5-1.
<b>Assemble</b>	<ol style="list-style-type: none"> <li>1. To fit the parts of an item together. <b>Note:</b> Usually said of a machine.</li> <li>2. To bring together. <b>Note:</b> Usually said of an organization or group.</li> </ol>
<b>*Assess</b>	<ol style="list-style-type: none"> <li>1. To determine the importance, size, or value of.</li> <li>2. To fix the amount of.</li> </ol>
<b>Assign</b>	<ol style="list-style-type: none"> <li>1. To give responsibility. <b>Note:</b> For the execution of a task.</li> <li>2. To place under the control of. <b>Example:</b> Assign Replacements to Units.</li> </ol>
<b>Assist</b>	To give aid by participating in a task.
<b>Attack</b>	To operate against offensively. <b>Example:</b> Attack Under Conditions of Limited Visibility.
<b>Authenticate</b>	<ol style="list-style-type: none"> <li>1. To verify identity in response to a challenge. <b>Note:</b> See Challenge.</li> <li>2. To verify the authenticity of.</li> </ol>
<b>Breach</b>	<ol style="list-style-type: none"> <li>1. To break through. <b>Note:</b> As an enemy position.</li> <li>2. To secure passage through. <b>Note:</b> Usually said of an obstacle.</li> </ol>
<b>Brief</b>	To give information or final precise instructions.
<b>Calculate</b>	To ascertain by computation.
<b>Camouflage</b>	Concealing of personnel, equipment, and facilities.
<b>Challenge</b>	To order to prove identity.
<b>Change</b>	To make different in some particular.
<b>*Check</b>	To inspect for satisfactory condition, accuracy, safety, or performance.
<b>Clear</b>	<ol style="list-style-type: none"> <li>1. To make secure by searching and eliminating enemy resistance. <b>Examples:</b> Clear a Trench Line. Clear a Building.</li> <li>2. To make safe by following a prescribed procedure for unloading. <b>Example:</b> Clear a M16A2 Rifle.</li> <li>3. To render operable by overcoming a temporary condition.</li> </ol>

	<b>Example:</b> Clear a Stoppage in a M60 Machine Gun.
<b>Close</b>	1. To move into combat range of an enemy force. <b>Example:</b> Close With the Enemy.
	2. To arrive at a designated position.
	3. To move in such a manner as to present passage through.
<b>Collate</b>	To bring parts together to form a whole. <b>Note:</b> Usually said of information or intelligence.
<b>Collect</b>	1. To gather or exact from a number of persons or sources. <b>Note:</b> Usually said of information.
	2. To bring together in a group.
<b>Combine</b>	To join two or more things such as units, or chemical substances into one.
<b>Communicate</b>	To convey knowledge of or information about; to make known.
<b>*Compare</b>	To examine the character or qualities of, especially in order to discover resemblances or differences. <b>Example:</b> Compare Courses of Action.
<b>Complete</b>	To bring to an end and especially into a perfected state.
<b>Comply</b>	To act in accordance with orders, regulations, policy, etc.
<b>Compute</b>	To determine, especially by mathematical means.
<b>*Conduct</b>	To direct or control, lead, or guide.
<b>Confirm</b>	To validate.
<b>Connect</b>	1. To join. 2. To fasten together.
<b>Consolidate</b>	1. To organize or reorganize, bringing separate parts together into one whole. 2. To secure or complete an action. <b>Example:</b> Consolidate the Objective.
<b>Construct</b>	To build.
<b>Control</b>	1. To exercise restraining or direct influence over. 2. To regulate. 3. To dominate.
<b>Coordinate</b>	To bring into a common action, movement, or condition.
<b>Correct</b>	To alter or adjust so as to bring to some standard or required condition.
<b>Correlate</b>	To present or set forth so as to show relationship.
<b>*Counsel</b>	Advise or provide guidance.
<b>Counter</b>	To act in opposition to; nullify.
<b>Cover</b>	To afford protection or security to. <b>Note:</b> See also FM 101-5-1.
<b>Cross</b>	To pass over or through.
<b>Cross-check</b>	To check from various angles or sources to determine validity or accuracy.
<b>Debrief</b>	To obtain an oral report on an action or mission immediately afterwards. <b>Example:</b> Debrief Reconnaissance Patrol.
<b>Decontaminate</b>	To cleanse or remove chemical or radiological contamination.
<b>Defend</b>	To ward off an actual or threatened action. <b>Note:</b> See also FM 101-5-1.
<b>*Define</b>	1. To determine the limits and nature.

	2. To state the meaning of.
<b>Delay</b>	To slow the advance of an enemy force without becoming decisively engaged. <b>Note:</b> See also FM 101-5-1.
<b>Deliver</b>	To send to an intended target or destination.
<b>*Demonstrate</b>	1. To feign an action for the purposes of deceiving an enemy. 2. To show by reasoning. 3. To show the operation or working of. 4. To explain by using examples, experiments, or action.
<b>Deploy</b>	1. To spread out, utilize, or arrange, especially tactically. 2. To position for use.
<b>Designate</b>	1. To indicate and set apart for a specific purpose, office, or duty. 2. To select. <b>Note:</b> Usually said of a target.
<b>Destroy</b>	1. To render unusable and unrepairable. <b>Example:</b> Destroy Disabled Vehicles. 2. To render combat ineffective. <b>Example:</b> Destroy Attacking Force.
<b>Detect</b>	To discover.
<b>Determine</b>	1. To settle or decide by choice of alternatives or possibilities. 2. To fix precisely.
<b>Develop</b>	To set forth or make clear by degrees or in detail.
<b>Direct</b>	1. To regulate the activities or course by acting through subordinate leaders. 2. To control through suggestions and guidelines.
<b>Disassemble</b>	To take apart, usually for the purposes of cleaning or repair.
<b>Disconnect</b>	To sever the connection between.
<b>Disengage</b>	1. To release or break contact with. <b>Example:</b> Disengage the Drive Shaft. 2. To terminate combat. <b>Example:</b> Disengage from Enemy Force.
<b>Dismantle</b>	To render inoperable by taking apart. <b>Note:</b> See Disassemble.
<b>Dispatch</b>	To send away with promptness or speed, especially on official business.
<b>Displace</b>	To leave one position and occupy another.
<b>Disseminate</b>	To disperse throughout. <b>Note:</b> Usually refers to orders, information, and similar matters.
<b>Distribute</b>	To give out or deliver, especially to members of a group.
<b>Draft</b>	To draw the preliminary sketch, version, or plan of.
<b>*Effect</b>	To cause the desired result or outcome. <b>Note:</b> See Achieve.
<b>Emplace</b>	To put in a prepared position. <b>Example:</b> Emplace the Howitzer.
<b>Employ</b>	To make use of, usually in the role of a leader or commander.
<b>Encrypt</b>	Encipher, encode.
<b>Enforce</b>	To see that the provisions (of an order or regulation) are carried out effectively.
<b>Engage</b>	1. To intermesh or interlock.



	<b>Note:</b> Usually refers to machinery.
	2. To fight. <b>Note:</b> See also FM 101-5-1.
<b>*Ensure</b>	1. To make certain. To guarantee.
<b>Enter</b>	To come in.
<b>Erect</b>	To build or set up. <b>Example:</b> Erect OE-254 Antenna.
<b>Establish</b>	1. To bring into existence. 2. To introduce as a permanent entity or procedure.
<b>Evacuate</b>	To move from an area, usually for the purpose of treatment, repair, or prevention of capture.
<b>Evade</b>	To avoid.
<b>*Evaluate</b>	To determine the significance or worth of, usually by careful appraisal and study.
<b>Exchange</b>	To part with for a substitute.
<b>Extend</b>	1. To increase the scope, meaning, or application of. 2. To elongate or to increase the size. <b>Example:</b> Extend the Legs of the Tripod.
<b>Extract</b>	1. To remove from an area, usually for combat purposes. <b>Example:</b> Extract a Ranger Team Under Fire. 2. To select and copy out or cite.
<b>Finalize</b>	To put in final or finished form: to give final approval to. <b>Example:</b> Finalize Operations Order.
<b>Fire</b>	To discharge a weapon.
<b>Format</b>	To produce a document or electronic report in a specified form or style.
<b>Formulate</b>	To put into a systematized statement or expression.
<b>Forward</b>	To send onward.
<b>Fuel</b>	To provide with fuel.
<b>Ground</b>	To connect electrically with a ground.
<b>Guard</b>	1. To protect by physical security means. 2. To prevent from escaping by physical security means. 3. To protect by accepting combat. <b>Example:</b> Guard a Flank. <b>Note:</b> See also FM 101-5-1.
<b>Harden</b>	To protect passively by providing or increasing resistance to projectiles and similar threats.
<b>Hover</b>	To hold a flying aircraft relatively motionless.
<b>*Identify</b>	1. To determine critical or necessary conditions or other factors. <b>Example:</b> Identify all Specified and Implied Missions. 2. To determine the specific model of an item. <b>Example:</b> Identify Threat Armored Vehicles. 3. To ascertain the origin, nature, or definitive characteristics of.
<b>Implement</b>	To give practical effect to and ensure of actual fulfillment by concrete measures.
<b>Infiltrate</b>	To move by small groups, usually clandestinely.
<b>Inform</b>	To make known.
<b>Input</b>	To provide information to or to enter information into a system.
<b>*Inspect</b>	To examine officially.

<b>Install</b>	To put in an indicated place, condition, or status.
<b>Integrate</b>	To form, coordinate, or blend into a functioning or unified whole.
<b>Interpret</b>	To present or delineate the meaning of. <b>Example:</b> Interpreting for Russian and English Speakers.
<b>Issue</b>	To give out. <b>Example:</b> Issue the Operations Order.
<b>Land</b>	To bring an aircraft to earth.
<b>Launch</b>	To send an aircraft or missile into the air. <b>Note:</b> See Take Off. <b>Note:</b> Launch usually refers to unmanned vehicles; however, launch may also mean a collective act of sending a manned aircraft aloft. <b>Example:</b> Launch Aircraft from Flight Deck.
<b>Lay</b>	To point a weapon in a precise direction. <b>Example:</b> Lay the 60mm Mortar.
<b>Lead</b>	1. To go at the head. <b>Example:</b> Lead a Convoy. 2. To exercise direct, low-level control. <b>Example:</b> Lead Search Party.
<b>Level</b>	1. To make even or uniform. 2. To apportion equally.
<b>Load</b>	1. To insert ammunition into a weapon or launcher. 2. To place in or on a means of conveyance.
<b>Locate</b>	To determine or set the position of.
<b>Log</b>	To enter details of or about an event in a log.
<b>Maintain</b>	To preserve, fix, or keep in good repair.
<b>Make</b>	To create or cause to happen.
<b>*Manage</b>	1. To handle or direct with a degree of skill or specialized knowledge. 2. To exercise executive, administrative, and supervisory direction.
<b>Modify</b>	To make minor changes in/to.
<b>*Monitor</b>	To watch, observe, or check, especially for a special purpose. <b>Example:</b> Monitor Enemy Radio Traffic.
<b>Motivate</b>	To provide with an incentive.
<b>Move</b>	To proceed from one point to another.
<b>*Name</b>	1. To designate or mention by name. 2. To appoint. 3. To identify by giving the right name. 4. To give a name.
<b>Navigate</b>	Determine and follow a course.
<b>Notify</b>	To inform, to warn, to make known, or to make notice of.
<b>Observe</b>	To watch carefully.
<b>Obtain</b>	To gain or attain. <b>Note:</b> Usually by planned action or effort.
<b>Occupy</b>	To reside or control <b>Example:</b> Occupy a Battle Position.
<b>Open</b>	1. To make ready for business.

	<b>Example:</b> Open a Forward Area Rearming and Refueling Point (FARP).
	2. To make available for entry or passage.
<b>Operate</b>	1. To cause a piece of equipment to function.
	2. To perform a function.
<b>*Orchestrate</b>	1. To compose/arrange music.
	2. To organize, manage, or arrange.
<b>Order</b>	To command a specific action to be executed.
<b>Organize</b>	To arrange by systematic planning and united support.
<b>Orient</b>	To point or look in a specific direction. <b>Example:</b> Orient Weapons on Assigned Sector.
<b>*Oversee</b>	To watch over and direct.
<b>Pack</b>	To place in a container for transportation or storage.
<b>Patrol</b>	To conduct security or offensive operations with small, specially tailored groups. <b>Example:</b> Patrol the Gaps Between Units.
<b>*Perform</b>	To carry out an action or pattern of behavior.
<b>Place</b>	Put in proper position or location. <b>Note:</b> "Position" or "locate" are usually better choices.
<b>Plan</b>	1. To devise or project.
	2. To formulate a systematic scheme or program of action.
<b>Plot</b>	To mark or note on a map, chart, or graph.
<b>Police</b>	1. To provide protective or police services.
	2. To make clean and put in order.
<b>Position</b>	To put in place; to set.
<b>Post</b>	1. To make transfer entries.
	2. To position at a certain site. <b>Example:</b> Post the Guard.
<b>Predict</b>	Foretell on the basis of observation, experience, or scientific reason.
<b>Prepare</b>	1. To put together. <b>Example:</b> Prepare Launcher for Firing.
	2. To combine elements and produce a product. <b>Example:</b> Prepare a Meal.
	3. To make ready. <b>Example:</b> Prepare to Continue the Attack.
	4. To make other persons or things ready. <b>Example:</b> Prepare a Battle Position.
<b>Prevent</b>	To keep from occurring or recurring. <b>Example:</b> Prevent Cold Weather Injuries.
<b>*Prioritize</b>	To put in order or rank. <b>Note:</b> Especially for the purpose of allocating resources.
<b>Process</b>	To initiate a series of actions or operations leading to a particular end. <b>Example:</b> Process a Request for Transfer.
<b>Produce</b>	To develop or create.
<b>Project</b>	To plan, calculate, or estimate for the future. <b>Example:</b> Project Ammunition Expenditures.
<b>Protect</b>	To shield from destruction; safeguard.

<b>Provide</b>	To supply or make available.
<b>Publish</b>	To produce for distribution. <b>Example:</b> Publish the Duty Roster.
<b>Range</b>	To determine the distance. <b>Note:</b> Usually to a target.
<b>Reach</b>	To arrive at a location.
<b>React</b>	To respond, usually to an emergency situation with a limited choice of actions. <b>Example:</b> React to Engine Failure in Flight.
<b>Read</b>	To examine carefully so as to understand.
<b>Realign</b>	To reorganize or make new groupings.
<b>Reassess</b>	To redetermine the extent or value.
<b>Recall</b>	To bring back to another location.
<b>Receive</b>	To acquire from someone else. <b>Example:</b> Receive Patients.
<b>*Recognize</b>	To determine the category of an item. <b>Learning Objective Example:</b> Recognize Threat Armor Vehicles.
<b>Recommend</b>	To endorse as worthy, fit, competent, exceptional, etc.
<b>Reconnoiter</b>	To obtain information by visual observation or other methods. <b>Note:</b> Reconnoiter usually implies a physical movement to the area to be observed.
<b>Record</b>	<ol style="list-style-type: none"> <li>1. To set down as a means of preserving information.</li> <li>2. To document.</li> <li>3. To mechanically or electronically save information.</li> </ol>
<b>Recover</b>	To extract damaged or disabled equipment and move to a location for repair.
<b>Redistribute</b>	To reallocate, usually in response to uneven consumption or usage. <b>Example:</b> Redistribute Ammunition.
<b>Reduce</b>	<ol style="list-style-type: none"> <li>1. To diminish in size, amount, extent, or number.</li> <li>2. To render operable by following a prescribed procedure to eliminate a malfunction. <b>Example:</b> Reduce a Stoppage in a M249 Squad Automatic Weapon.</li> <li>3. To render ineffective by partially dismantling. <b>Example:</b> Reduce an Obstacle.</li> </ol>
<b>Reestablish</b>	To establish again, usually in response to a combat loss or damage. <b>Example:</b> Reestablish Communications.
<b>Reexamine</b>	To examine again.
<b>Release</b>	<ol style="list-style-type: none"> <li>1. To let go.</li> <li>2. To set free from configuration or condition.</li> </ol>
<b>Relieve</b>	<ol style="list-style-type: none"> <li>1. To replace. <b>Example:</b> Relieve a Company in Place.</li> <li>2. To reduce or eliminate pressure on. <b>Example:</b> Relieve an Encircled Unit.</li> </ol>
<b>Relocate</b>	Establish or lay out in a new place.
<b>Remove</b>	<ol style="list-style-type: none"> <li>1. To take away or displace.</li> <li>2. To dismiss.</li> <li>3. To eliminate, kill, or destroy.</li> </ol>
<b>Reorganize</b>	To organize again, usually as a result of combat damage or loss.

<b>Repair</b>	To restore to serviceable condition.
<b>Replace</b>	To substitute a new or workable item or person.
<b>Replenish</b>	To fill again.
<b>Report</b>	<ol style="list-style-type: none"> <li>1. To present an account officially.</li> <li>2. To formally or regularly carry back and repeat to another.</li> <li>3. To provide information on ongoing activities. <b>Example:</b> Report Initial Enemy Contact.</li> </ol>
<b>Request</b>	<ol style="list-style-type: none"> <li>1. To ask for.</li> <li>2. To ask someone to do something.</li> </ol>
<b>Resolve</b>	To reduce by analysis.
<b>Restate</b>	To state again or in another way.
<b>Resume</b>	To begin again.
<b>Return</b>	To restore to a former or proper place.
<b>*Review</b>	To go over for the purpose of determining correctness or currency.
<b>Revise</b>	To correct or improve. <b>Note:</b> Usually applied to a plan or document.
<b>Rotate</b>	To cause to turn about an axis or center.
<b>Schedule</b>	To appoint, assign, or designate for a fixed time.
<b>Secure</b>	<ol style="list-style-type: none"> <li>1. To make safe.</li> <li>2. To fix tightly.</li> <li>3. To make immobile.</li> </ol>
<b>Select</b>	To choose from among others to meet specific standards or criteria.
<b>Send</b>	To dispatch.
<b>Set</b>	To adjust a device to a desired position, to make ready for future action.
<b>Set up</b>	To erect or position components.
<b>Sort</b>	To examine and place into categories.
<b>Splint</b>	To support or restrict.
<b>Stand to</b>	To increase security by coming to full alertness, with all weapons manned and ready. <b>Note:</b> Derived from the phrase "Stand to Arms."
<b>State</b>	To declare or set forth; a condition. <b>Example:</b> Suppress Enemy Air Defenses.
<b>Stockpile</b>	To accumulate supplies for use. <b>Example:</b> Stockpile Ammunition on a Battle Position.
<b>Store</b>	To stock or deposit. <b>Note:</b> Store implies protecting from deterioration or pilferage.
<b>Strike</b>	<ol style="list-style-type: none"> <li>1. To attack.</li> <li>2. To disassemble. <b>Example:</b> Strike a Tent.</li> </ol>
<b>Submit</b>	To send forward for approval.
<b>Supervise</b>	<ol style="list-style-type: none"> <li>1. To oversee.</li> <li>2. To critically watch, motivate and direct the activities of subordinates.</li> </ol>
<b>Support</b>	To aid or help. <b>Note:</b> Usually refers to collective tasks. See FM 101-5-1. <b>Example:</b> Support by Fire.

<b>Suppress</b>	To actively prevent, usually by firing on.
<b>Sweep</b>	To move through and search an area.
<b>Take charge</b>	To assume control or command.
<b>Take off</b>	To send an aircraft into the air. <b>Note:</b> Usually said of a manned aircraft. <b>Note:</b> See Launch.
<b>Task</b>	To assign responsibility.
<b>Template</b>	To estimate or predict enemy dispositions or actions by applying known enemy doctrine.
<b>Test</b>	To examine to prove the value or ascertain the nature of something.
<b>Track</b>	1. To keep a moving target within the sight reticle. <b>Example:</b> Track Target with M47 Dragon Medium Antiarmor Weapon. 2. To follow by means of marks or scent.
<b>Train</b>	To make proficient by instruction and practice.
<b>Translate</b>	To express in more comprehensible term, or in a different language.
<b>Transmit</b>	To send over a communications net.
<b>Transport</b>	To carry from one place to another; convey.
<b>Treat</b>	To care for medically.
<b>Triage</b>	To assess patients' physical condition to determine treatment priority.
<b>Troubleshoot</b>	To locate the source of trouble in equipment, systems, or operations.
<b>Tune</b>	To put on the proper setting or frequency. <b>Note:</b> As a radio.
<b>Turn</b>	To change the direction or orientation of something.
<b>Update</b>	To bring up to date or make current.
<b>Validate</b>	To substantiate accuracy by comparison or investigation.
<b>Verify</b>	To confirm or establish the accuracy or truth of something.
<b>War game</b>	To conduct comparisons of options under a war time scenario. <b>Example:</b> War Game Courses of Action.
<b>Wear</b>	To bear or have on the person; to carry on the person.
<b>Zero</b>	To set a sight to enable a firearm to shoot a target.

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## Section II

### VERBS TO BE USED WITH CAUTION FOR TASK TITLES AND TLOs

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These verbs should be used with care. Some are only variants of the verb 'Do,' and don't convey any special meaning. Their overuse defeats the purpose of standardized verbs and results in vague, "fuzzy" task statements.

Other verbs in this list are often used for procedural step in the performance of the task. When selecting a verb for a task title:

1. Choose a verb you think is appropriate.
2. Give yourself the "why" test, i.e., ask "Why would someone perform this task?"
3. Determine if the answer to the "why" test is truly "to perform the entire task as written" **or** "to perform a task step." Your answer will indicate ---
  - a. You selected the correct verb for the task title;

- b. You need to change the task verb;
- c. You really have a task step.

Other verbs are most often used to define enabling objectives. For example, when teaching a student to repair an item of equipment, the instructor might require the student to LIST, NAME, or IDENTIFY the component parts of the item.

<b>Achieve</b>	This verb implies you are going to measure the product (or quality), not the process. A common mistake is to use the verb "achieve" and then to use standards that represent steps in the task rather than the quality of the outcome.
<b>Administer</b>	The use of this verb should be restricted to fairly mechanical or structured activities or to medical activities. It is not a synonym for 'Manage.'
<b>Analyze</b>	One usually analyzes something in order to accomplish a real task.
<b>Apply</b>	The use of "Apply" often leads to unobservable or unmeasurable task statements. <b>Improper Use Example:</b> Apply the Principles of War.
<b>Assess</b>	Difficult to observe or measure. Usually the analyst would be better off stating what the individual has to do in order to assess something.
<b>Check</b>	Checking is usually done as part of supervision or verification.
<b>Compare</b>	The answer to the "why" test may indicate the "compare" statement is really a task step and not a task.
<b>Conduct</b>	The verb 'Conduct' should be used ONLY when a more precise verb does not exist or when the use of a more precise verb would result in an unusually clumsy construction. <b>Example 1 of Proper Use:</b> Conduct a Deliberate Attack. <b>Example 1 of Improper Use:</b> Attack Deliberately. <b>Note:</b> "Attack" is the proper verb in the above task statement --- that's what you're going to do --- but the construction is so clumsy that in this case it is preferable to use "Conduct." <b>Example 2 of Proper Use:</b> Suppress Enemy Fires. <b>Example 2 of Improper Use:</b> Conduct Suppression Operations.  <b>CAUTION:</b> The verb "Conduct" (as well as "Perform" and other verbs that simply mean 'Do') is often used to mask a serious error ---using more than one verb in a task statement.
<b>Counsel</b>	This has the connotation of simply providing general information. The verbs "advise" and "recommend" are usually what is really meant and indicate "action."
<b>Define</b>	Use of this verb often indicates an enabling objective that would be used in a classroom setting, not the task itself. <b>Example Of Improper Use:</b> Define the Purpose of a Front End Analysis.
<b>Demonstrate</b>	Like "define", "demonstrate" is usually indicative of an enabling objective. <b>Example Of Improper Use:</b> Demonstrate an understanding of Front End Analysis by defining the Purpose of a Front End Analysis.
<b>Effect</b>	Similar in meaning to "achieve" but more vague.
<b>Ensure</b>	Difficult to observe or measure. Usually the analyst would be better off stating what the

	individual or unit has to do in order to ensure something happens or doesn't happen.
<b>Evaluate</b>	Usually indicates a step or enabling objective.
<b>Identify</b>	May indicate a step or enabling objective. <b>Example Of Improper Task Title:</b> Identify the Parts of the M16A2 Rifle.
<b>Inspect</b>	Usually indicates a step or enabling objective.
<b>Manage</b>	Difficult to observe or measure. Usually the analyst would be better off stating what the individual has to do in order to manage something. Since management is a complex set of skills, a task that uses the verb "manage" should be closely examined. It will often be found to be so broad that it must be split into several more well-defined tasks.
<b>Monitor</b>	Usually indicates a step or enabling objective.
<b>Name</b>	Nearly always indicates an enabling objective.
<b>Orchestrate</b>	1. To compose/arrange music. 2. To organize, manage, or arrange.
<b>Oversee</b>	To watch over and direct.
<b>Perform</b>	"Perform", like "conduct", is simply another way of saying "do."
<b>Prioritize</b>	Usually indicates a step or enabling objective.
<b>Recognize</b>	"Recognize" may be very appropriate for a learning objective, but caution must be used if it is used in a task title as the resulting statement may really be a task step. <b>Example:</b> Recognize friendly aircraft" may be a step in the task "Report enemy aircraft."
<b>Review</b>	Usually indicates a step or enabling objective.

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### Section III

## VERBS TO USE WITH CAUTION FOR ENABLING LEARNING OBJECTIVES OR LEARNING ACTIVITIES

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#### **Describe**

- Usually indicates an enabling objective.
- Not an action verb.

#### **Discuss**

- Usually indicates an enabling objective or a learning activity.
- Not an action verb.

#### **Elucidate**

- Not measurable or observable.
- Not an action verb.

#### **Explain**

- Usually indicates an enabling objective.
- Not an action verb.

#### **List**

- Usually indicates an enabling objective.
  - Not an action verb.
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## Section IV

### VERBS WITH SIMILAR DEFINITIONS

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#### **Administer, Manage**

"Administer" refers to relatively structured activities, while "manage" refers to broader activities requiring great depth of knowledge and experience. A clerk may administer the unit's publications. An executive or senior officer manages weapons procurement.

#### **Assist, Support**

"**Support**" usually indicates a collective task, while

"**assist**" usually indicates an individual task.

Assist: An assistant participates in the action with the principal actor.

***Illustration:*** The loader assists the gunner.

Support: Implies a different kind of activity than the primary activity.

***Illustration:*** The Maintenance Company supports the Brigade.

#### **Decide, Determine**

Decide: Refers to arriving at a conclusion and to pronounce that decision.

Determine: To settle or decide by choice of alternatives or possibilities and to fix precisely.

#### **Disassemble, Dismantle**

Disassemble implies taking apart for the purpose of repairing or cleaning.

Dismantling implies taking apart on a relatively long-term basis to render inoperable.

#### **Lead, Command**

"Lead" implies to go ahead, or to control the activities of a small group.

"Command" is a legal status, which includes not only direction, but also disciplinary authority.

#### **Operate, Employ**

"Operate" is to turn on, control, and turn off a piece of equipment.

"Employ" is to ensure that the equipment is used to further the mission of the organization.

***Illustration:*** SP4 Jones operates the radio. CPT Smith employs the communications system.

#### **Recognize, Identify**

"Recognize" implies a less stringent standard than "identify". A soldier may recognize a threat vehicle by a characteristic that is common to many different threat vehicles (for example, the boat-shaped nose on most Soviet-designed personnel carriers). In order to identify the vehicle, he would have to determine the model (for example, a BMP-80).

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## Section V

### VERBS NOT TO USE

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#### **Appreciate**

- Not measurable or observable.
- Not an action verb.

#### **Become aware of**

- Not measurable or observable.
- Not an action verb.

#### **Be familiar with**

- Not measurable or observable.
- Not an action verb.

#### **Believe**

- Not measurable or observable.
- Not an action verb.

**Clarify** Usually indicates an enabling objective.

#### **Consider**

- Rarely observable.
- Not an action verb.

#### **Enjoy**

- Not measurable or observable.
- Not an action verb.

**Execute** Vague. Another version of 'Do.'

#### **Know**

- Not measurable or observable.
- Not an action verb.

#### **Relate**

- Usually indicates an enabling objective.
- Not an action verb.

#### **Summarize**

- Not an action verb.

#### **Synthesize**

- Not measurable or observable.
- Not an action verb.

#### **Understand**

- Not measurable or observable.
- Not an action verb.

**Use** Vague. Another version of 'Do.'  
**Utilize** Vague. Another version of 'Do.'

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# Appendix B – Instructor Evaluation Criteria

TR 350-70

## Instructor Evaluation Criteria - All Instructors

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### **Basic Instructor Performance**

a. The following criteria applies to all instructors regardless of whether the training is conducted in a traditional classroom, in a small group environment, or via video-teletraining. The Basic Instructor Performance Checklist can be found at paragraph number III-4-3. The checklist provides greater detail for evaluating these criteria. To meet acceptable performance standards, the instructor must ---

- (1) Implement risk control measures.
- (2) State Terminal Learning Objective.
- (3) Demonstrate technical or tactical competence.
- (4) Introduce the instruction.
- (5) Present learning steps/actions.
- (6) Explain the relationship of task or training activity to job performance.
- (7) Generate questions/obtain feedback.
- (8) Use training aids to support learning.
- (9) Ensure that all students can see and hear all activities.
- (10) Exhibit acceptable personal appearance.
- (11) Demonstrate basic delivery skills.
- (12) Use appropriate questioning techniques.
- (13) Facilitate student performance.
- (14) Exhibit respectful behavior.
- (15) Provide interim and concluding summaries.
- (16) Demonstrate effective management of training resources.
- (17) Conduct AAR.

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### **Classroom Instructor Performance**

b. These additional criteria apply to instructors who are training in a classroom environment. The Classroom Instructor Performance Checklist can be found at Paragraph III-4-4. In addition to the basic instructor performances, the classroom instructor must ---

- (1) Manage the training environment to promote learning, comfort, safety, and hygiene.
- (2) Maintain a Visitors Folder in accordance with local policy.

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### **VTT**

c. These additional criteria apply to instructors who are conducting training via VTT. The

**Instructor Performance** Video Teletraining (VTT) Instructor Performance Checklist can be found at Paragraph III-4-5. In addition to the basic instructor performances, the VTT instructor must ---

- (1) Establish eye contact with the camera.
- (2) Operate the media effectively.
- (3) Develop and use effective visual aids.

**Small Group Instructor Performance** d. These additional criteria apply to instructors who are conducting smallgroup training. The Small Group Instructor Performance Checklist can be found at Paragraph III-4-6. In addition to the basic instructor performances, the small group instructor must ---

- (1) Demonstrate the three small group roles.
- (2) Facilitate the group during the Experiential Learning Cycle.

**AAR Instructor Performance Checklist** e. These criteria apply to all instructors. The AAR Instructor Performance Checklist can be found at paragraph III-4-7. In addition to the basic instructor performances and any other appropriate criteria, the instructor must ---

- (1) Prepare AAR outline.
- (2) Prepare the training area for the AAR.
- (3) Introduce the purpose for the AAR.
- (4) Present training events for consideration.
- (5) Facilitate student participation.

### III-4-3. Basic Instructor Performance Checklist

**Basic Instructor Checklist** To achieve a satisfactory rating, the instructor must receive a "GO" rating for Instructor Actions 1 through 3 and must receive no more than three (3) ratings of "NO-GOs" for Instructor Actions 4 through 17.

Instructor Action	GO	NO-GO
1. <u>Risk Control Measures</u> ("a" through "d" required for a "GO" rating):  <ul style="list-style-type: none"> <li>a. Provided WARNINGS for training safety hazards.</li> <li>b. Identified high risk assessment level.</li> <li>c. Emphasized environmental hazards.</li> <li>d. STOPPED practice or testing when dangerous situation occurred.</li> </ul>		
2. <u>Terminal Learning Objective</u> : Stated the action, conditions, and standard.		
3. <u>Technical or Tactical Competence</u> ("a" and "b" required for a "GO" rating):  <ul style="list-style-type: none"> <li>a. Responded to standard questions relating to objectives.</li> <li>b. Conducted demonstrations and exercises when appropriate.</li> </ul>		
4. <u>Introduction</u> ("a" through "d" required for a "GO" rating):  <ul style="list-style-type: none"> <li>a. Used motivator.</li> </ul>		

<p>b.Explained ---  (1) Difference between training and task performance on the job.  (2) How performance will be tested.  (3) Why task is important.  (4) Risk assessment level.  (5) Environment protection considerations.</p> <p>c. Defined new terms.  d. Provided WARNINGS and CAUTIONS for training safety and job safety.</p>		
<p>5. <u>Learning Steps/Actions</u> ("a" through "f" required for a "GO" rating):</p> <p>a. Explained and/or replicated cues.  b. Showed steps in parts.  c. Asked questions.  d. Explained key points.  e. Covered material in lesson plan.  f. Used ---  (1) Logical sequence.  (2) Smooth transitions.</p>		
<p>6. <u>Job Performance Context</u>: Explained relationship of task or training event to the performance soldier will carry out in the job environment.</p>		
<p>7. <u>Questions and Feedback</u> ("a" through "e" required for a "GO" rating):</p> <p>a. Engaged students every 3 to 6 minutes.  b. Asked or answered questions.  c. Stopped for discussion.  d. Asked for feedback.  e. Actively involved all students.</p>		
<p>8. <u>Training Aids</u> ("a" and "b" required for a "GO" rating):</p> <p>a. Ensured training aids/equipment were operational  b. Used ---  (1) Training aids/training equipment properly.  (2) Legible and appropriate visuals.</p>		
<p>9. <u>Facilitation of Student Ability to See and Hear</u> ("a" and "b" required for a "GO" rating):</p> <p>a. Asked students if they could see and hear instruction.  b. Corrected any identified situations where student was unable to see or hear instruction.</p>		
<p>10. <u>Personal Appearance</u>: Demonstrated well-groomed appearance, confident bearing, enthusiasm, no distracting mannerisms.</p>		
<p>11. <u>Basic Delivery Skills</u>: Used appropriate gestures, movement, communication skills (clear enunciation; appropriate speech volume, tone and rate; good grammar and choice of words with minimum "crutch" words.)</p>		
<p>12. <u>Questioning Techniques</u>: Conducted Ask-Pause-Call techniques (also called pose/pause/pounce) for conference and direct questioning during practice exercises or one-on-one questions.</p>		

<p>13. <u>Facilitate Student Performance</u> ("a" through "c" required for a "GO" rating):</p> <p>a. Provided frequent 'checks on learning' and practice opportunities (usually over 50% for module or lesson prior to testing).</p> <p>b. Conducted practice sessions that included--</p> <ol style="list-style-type: none"> <li>(1) One best way (correct demonstrations).</li> <li>(2) Student activity that matched or closely modeled required job performance.</li> <li>(3) Practice in parts.</li> <li>(4) Shaping of student skills.</li> <li>(5) Specialized individual help when needed.</li> <li>(6) Answers to student questions.</li> <li>(7) On-the-spot correction and praise.</li> <li>(8) Immediate stopping of practice when dangerous situation occurred.</li> </ol> <p>c. Conducted performance tests that included ---</p> <ol style="list-style-type: none"> <li>(1) Preparation of test conditions.</li> <li>(2) Briefings to students.</li> <li>(3) Presentation of performance cues.</li> <li>(4) Observation of student performance without interruption except for intervention for safety purposes.</li> </ol>		
<p>14. <u>Respectful Behavior</u>: Displayed no signs of put downs, sarcasm, off-color material, or sexist/racist/ethnic remarks.</p>		
<p>15. <u>Summaries of Instruction</u>: Provided interim (when appropriate) and concluding summaries.</p>		
<p>16. <u>Training Resource Management</u> ("a" through "d" required for a "GO" rating):</p> <p>a. Ensured availability of sufficient materials and resources.</p> <p>b. Retained control of class.</p> <p>c. Managed disruptive students</p> <p>d. Used instructional time wisely.</p>		
<p>17. <u>After-Action Review</u>: Conducted AAR following field exercise, practical exercise, or testable module.</p>		
<p><b>Note:</b> The AAR Instructor Performance Checklist is at paragraph III-4-7.</p>		

### III-4-4. Classroom Instructor Performance Checklist

**Classroom Instructor Checklist**

To achieve a satisfactory rating, the instructor must receive a "GO" rating for both Instructor Actions.

Instructor Action	GO	NO-GO
<p>1. <u>Training Environment</u> ("a" through "j" required for a "GO" rating). Ensured classroom met safety, comfort, and hygiene standards, to include ---</p>		

<ul style="list-style-type: none"> <li>a. Ventilation.</li> <li>b. Lighting.</li> <li>c. Temperature.</li> <li>d. Noise levels.</li> <li>e. Interruptions.</li> <li>f. Visibly posted safety signs.</li> <li>g. Availability and use of safety equipment.</li> <li>h. Placement of observer station.</li> <li>i. Cleanliness.</li> <li>j. Adequate space for planned activities.</li> </ul>		
<p>2. <u>Visitors Folder</u>: Maintained Visitors Folder in accordance with local policy.</p>		