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OPERATIONS

TRAINING PLAN

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May 16, 2006

Federal Bureau of Investigation
Training and Development Division
Office of Training and Development

Training Project Plan

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DATE 10-03-2011 BY 65179/DMH/BAW/STP/bls

Training/Curriculum Request

Name of Project: [Redacted] Operations [Redacted]
Date of Request: 01/13/2006
EC File Number: [Redacted]
Description of Project: Development of [Redacted]
training program
Training Sponsor: Assistant Director Wayne M. Murphy
Origin of Project: Career Path
Intended Audience: Special Agents in Stage 3/4 of their career
OTD Response to Request: Accepted-Priority Project
Response Date: EC File Number: [Redacted]

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Development Team

1. Lead SME [Redacted]
Contact Information: [Redacted]
Additional SME Team Members & Contact Information:
[Redacted]
2. Lead ISD: [Redacted]
Contact Information: [Redacted]
Additional USD Team Members & Contact Information:
[Redacted]
3. Lead Instructor: [Redacted]
Contact Information: [Redacted]
Additional [Redacted]
Contact Information: [Redacted]
4. Extended Development Team (Developers, Marketing, Evaluation Specialists,
Course Life Cycle Manager, etc.) [Redacted]
[Redacted]

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Milestones	Draft Completion		Development Team Approval		Operations	Comments
	Target Date	Actual Date	Target Date	Actual Date	Training Sponsor Approval Signature/ Date	
Development Steps						
Analysis and Design Summary	02/03/06	02/03/06	02/10/06	02/10/06	RS 5/16/06	
Course Goals & Design Plan	02/03/06	02/03/06	02/10/06	02/10/06	RhE 5/16/06	
Learning Objectives	02/03/06	02/03/06	02/10/06	02/10/06	RhE 5/16/06	
Course Content Map	02/03/06	02/03/06	02/10/06	02/10/06	RhE 5/16/06	
Content Development	03/17/06	03/17/06	05/01/06	04/29/06	RhE 5/16/06	
Course & Material Development	04/14/06	04/14/06	05/01/06	04/29/06	RhE 5/16/06	
Instructor Strategy/ Development	02/28/06	02/28/06	03/17/06	03/17/06	RhE 5/16/06	
Evaluation Plan	02/28/06		03/17/06	5/6/06	RS 5/16/06	
Marketing Plan	02/28/06	02/28/06	05/01/06	05/01/06	RhE 5/16/06	
Pilot	05/01/06	04/29/06	05/01/06	05/01/06	RhE 5/16/06	
Course Launch	07/31/06		01/07		RhE 5/16/06	
Course Life Cycle Management						

Version 1.0

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Milestones	Draft Completion		Development Team Approval		Training Sponsor Approval	Comments
	Target Date	Actual Date	Target Date	Actual Date	Signature/ Date	
Development Steps						
Analysis and Design Summary	02/03/06	02/03/06	02/10/06	02/10/06		Signed by Training Sponsor on 5/16/2006
Course Goals & Design Plan	02/03/06	02/03/06	02/10/06	02/10/06		Signed by Training Sponsor on 5/16/2006
Learning Objectives	02/03/06	02/03/06	02/10/06	02/10/06		Signed by Training Sponsor on 5/16/2006
Course Content Map	02/03/06	02/03/06	02/10/06	02/10/06		Signed by Training Sponsor on 5/16/2006
Content Development	03/17/06	03/17/06	05/01/06	04/29/06		Signed by Training Sponsor on 5/16/2006
Course & Material Development	04/14/06	04/14/06	05/01/06	04/29/06		Signed by Training Sponsor on 5/16/2006
Instructor Strategy/ Development	02/28/06	02/28/06	03/17/06	03/17/06		Signed by Training Sponsor on 5/16/2006
Evaluation Plan	02/28/06		03/17/06			Signed by Training Sponsor on 5/16/2006
Marketing Plan	02/28/06	02/28/06	05/01/06	05/01/06		Signed by Training Sponsor on 5/16/2006
Draft Pilot Program	05/01/06	04/29/06	05/01/06	05/01/06		Signed by Training Sponsor on 5/16/2006
Pilot Program	07/10/2006		07/10/2006			
Course Launch	12/31/06		01/07			
Course Life Cycle Management						

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[redacted] Operations [redacted]

Name of Project: [redacted] Operations [redacted]

EXECUTIVE DEVELOPMENT SUMMARY

Project Overview

[redacted] is collaborating with the Training and Development Division (TDD) to develop training for [redacted] primarily for a course in stage three/four in the SA Career Path Intelligence subprogram. In response to this request TDD, in cooperation with [redacted] selected a team of Instructional System Specialists (ISS) and [redacted] Subject Matter Experts (SMEs) to participate in a two-week workshop to initiate the curriculum development process. SMEs, [redacted] served as a focus group to complete an analysis of the job and tasks associated with [redacted]. Below is a summary of the Job-Task Analysis and Preliminary Design Considerations completed at the workshop.

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Key Deliverables

The product from this workshop will be [redacted] Operations Training Program plan. Training materials will be developed based on Training Plan requirements by TDD and reviewed by appropriate SMEs. Training materials will be published in final draft after all approvals are obtained. Course materials will be completed by May 2006 and a Pilot course is scheduled for July 2006. Appropriate feedback from the pilot will be incorporated into the course materials and the course will be available for full implementation by the first quarter of FY07.

Front End Analysis Summary

Purpose

To provide a summary of the job-task analysis and initial course design effort conducted at [redacted] Curriculum Development Working Group offsite from January 17 through January 27, 2006. This summary outlines the findings from the job-task analysis and describes its use to develop [redacted] curricula for SAs and it presents preliminary course design and evaluation decisions made at the meeting.

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Scope

A job-task analysis, as part of an overall needs assessment or front-end analysis was conducted with members of the working group. This analysis included an in-depth review and documentation of the job and tasks performed [redacted] particularly at the Stage 3 level (SAs with over 3 years' experience). The results were used to determine the overall design and initial evaluation strategy for the course and will be used to derive lesson-learning objectives, learning strategies, student performance and knowledge assessments, methods and media, implementation requirements and program evaluation. The job-task analysis will also provide the basis from which to design and develop prerequisite courses at Stage 2 level and modify training at the Stage 1 level.

Job-Task Analysis Findings

The working group of SMEs, also referred to as 'expert performers' [] [] job responsibility, served as a focus group to identify the job, its major areas of responsibility, tasks performed to accomplish each major area, and in most cases, task steps to accomplish each task.

The focus group achieved consensus on the definitions, descriptions, and broad tasks for the overall job.

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These tasks were further analyzed by [] expert performers to determine task steps, performance standards to which the task must be performed on the job, conditions under which the task is performed, and the tasks' overall criticality and difficulty levels. Further, the group generated knowledge, skills, and attitudes (KSAs) needed in order to perform the task as well as prerequisite KSAs, when known. Please see Attachment 1 [] Job Task Analysis (page 19).

An important finding from the job-task analysis is the determination that the tasks themselves (behaviors, activities, and steps) are primarily the same throughout the Special Agent (SA's) career. However, the expectations and requirements [] [] change significantly between the SA's first office (Stage 1, 18 weeks-1 ½ years) and journey level* (Stage 2, 1½-3 years), and again at the expert level** (Stage 3, 3+ years). The differences in performance expectations and expertise among the three stages are reflected in the following factors:

- Standards of performance
- Conditions under which the tasks are performed
- Level of supervision
- Complexity
- Fluency

* *Journey level is defined as a gradual passing of one state to another, e.g. from entry-level knowledge to a more advanced level of knowledge.*

** *Expert level is defined as someone with a great deal of knowledge about, or skill, training, or experience in a particular field.*

These factors, along with other course design considerations, led the group to identify the purposes of [] training curricula at all three stages, outlined below:

STAGE 1 New Agents' Investigative Training Course

Course Intent: [] training for New Agents seeks to produce SAs who possess the [] investigative and intelligence collection skills necessary to function as GS-10 Step 1 SAs in field assignments. Successful graduates are competent, under supervision, to handle basic investigative and intelligence collection operations, to include []

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Learning Philosophy: Stage 1 promotes general conceptual understanding, skills acquisition and initial skills application through lectures, practical exercises, and rigorous assessment. A formal practical problem is introduced across the 18-week training cycle,

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which builds in complexity and sophistication and allows learners to practice new learning and generate appropriate FBI reporting and dissemination documents.

Course Content: Stage 1 consists of 30 classroom hours devoted to introductory content [redacted] documentation, management and practical exercises.

Stage 2 [redacted] Course

Course Intent: [redacted] training for SAs in Stage 2 (18 months to 3 years) seeks to enhance the existing skills of the SA in the area [redacted] with emphasis on [redacted] investigative, intelligence collection [redacted] Successful graduates are proficient, with minimal supervision, to handle moderately complex investigative and intelligence collection operations, with a special emphasis [redacted]

Learning Philosophy: Stage 2 challenges learners to enhance their existing skills, with a particular emphasis [redacted] and to do so with a greater degree of independent operational thinking. Students are expected to demonstrate a greater ability in the context of the fact pattern introduced in New Agents' training.

Stage 3 [redacted] Operations Course [redacted]

Course Intent: The certified (pending Intelligence Community certification**) [redacted] training program for SAs in Stage 3/4 (3+ years) produces masters in [redacted] while honing advanced investigative skills and techniques in the areas of [redacted] intelligence collection. They are expert, without supervision, to handle [redacted] operations and serve [redacted] catalysts in their respective field offices.

Learning Philosophy: Stage 3 culminates in successful completion of the certified [redacted] Operations course**, which is certified by other members of the U S Intelligence Community. Students, who are considered by their peers to be experts, are demonstrating the highest levels of performance [redacted] Students work in the context of extremely complex scenarios based on a information that originates in Stage 1, continues in Stage 2, and culminates in Stage 3 with mastery performance***.

The job-task analysis results as well as the decision on the intent of the courses at each stage led the working group to make some preliminary course design decisions so that the design and development teams could commence.

** *Certification as defined for this project is acceptance by the Intelligence Community [redacted] Operations training course.*

*** *Mastery performance is defined as expert knowledge or outstanding ability.*

Course Design Decisions

Overall course design considerations were generated; decisions were made primarily for the Stage 3 Course. In summary, these goals for the course design and development project include, but are not limited to:

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- The overall sequence of learning and instruction will follow the job performance sequence required
- The course will primarily be performance based; it will reflect the actual job tasks, conditions, and standards to the fullest extent possible. Learning objectives and classroom instruction component will be developed to be interactive and participatory (e.g., scenario-based).
- The course will include a structured/managed on-the-job training component and/or a supervised job TDY assignment.
- Each individual will be required to perform and achieve the learning objectives; the learning objectives will describe the action and behavior of the individual learner.
- Performance of each learning objective will be observed and evaluated, that is, each individual is expected to demonstrate the ability described in the learning objective and will be observed, measured/evaluated, and provided appropriate feedback.
- For performance tests, the standard criteria will be documented by which student-learning achievements will be measured.
- Prerequisites will be determined and published; a distance pre-course component may be developed so that students entering this course will have the foundations and concepts needed to achieve the objectives.

These preliminary course design decisions and goals and the results of the job-task analysis are inputs into the design and development phases of curricula development. A draft outline of course blocks of instruction was derived from a previous course and other existing courses. The content and objectives are being reviewed to determine what modifications are needed to meet the intent of the Stage 3 course. Additionally, other materials from FBI courses' content are being reviewed to be used, as appropriate.

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Learning Objectives

The performance learning objectives listed below are the actions that the SA will be performing, the condition for each of the actions will be "Given a scenario the SA will demonstrate their ability to" and the standard will be 100% (pass/fail).

1. Design an overall Plan.
2. Coordinate with FBI Divisions.
3. Develop Plan.
4.
5.
6.
7. Develop Plan.
8.
9.
10.
11. Complete paperwork in accordance with policies, procedures, requirements and laws.
12. Develop
13. Formulate Plan.
14. Create strategy
15. Execute
16. Conduct
17.
18. Design
19. Execute
20.
21.
22. Develop Plan.
23. Execute Plan.
24.
25. Based on legal requirements maintain compliance
26. Manage
27. Report intelligence/case information.
28. Conduct
29. Effectively run joint operations.
30. Develop Plan.
31. Develop a plan
32. Develop a plan
33. Develop a plan
34. Execute Plan.
35. Develop Plan.
36. Execute Plan.

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Course/Lesson Map

Lesson Name	Lesson #	Lesson Overview	Learning Type (*)	Instructional Method
Introduction	1	Introduction of course.	C	Lecture
Review	2	Review of previous learning	C	Lecture
	3		C/A	Lecture and role playing
	4		C/P	Lecture and practical exercise
	5		C/P	Lecture and practical exercise
	6		C	Lecture
	7		C	Lecture and group discussion
	8		C	Lecture and practical exercise
	9		C	Lecture and class participation
	10		C/A	Lecture
Enterprise Theory of Investigation	11	Theory of criminal investigation.	C	Lecture and role play
Denial and Deception	12	Understanding denial and deception behavior.	C	Lecture
Interview and Interrogation	13	How to interview and interrogate.	C	Lecture and practice
Interviews	14		C	Lecture
Interview	15	Scenario of an interview.	C	Lecture
Brief				
Interview	16	Interviewing practical exercise.	C/P	Practical Exercise
Operational Security	17	Operational security requirements.	C	Lecture
	18		C/A	Lecture/ Demonstration

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Operations

Lesson Name	Lesson #	Lesson Overview	Learning Type (*)	Instructional Method
				and practice
	19		C	Workshop
	20		C	Lecture and practice
	21		C/A	Lecture with various activities
	22		C	Lecture with activities
	23		C	Lecture with activities
Weekend Homework	24	Activity has not been determined.	C	Homework
Practical Exercise Brief	25		C	Lecture
Practical Exercise	26		C	Practical Exercise
Practical Exercise Brief	27		C/P	Lecture
Practical Exercise	28		C/P	Practical Exercise
Practical Exercise Brief	29		C	Lecture
Practical Exercise	30		C	Practical Exercise
	31		C/A	Lecture
Review of Homework assignment	32	Review homework comments and discuss.	C	Discussion and facilitation
	33		C	Lecture
	34		C	Lecture and class activities
	35		C	Lecture and class activities

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Operations

Lesson Name	Lesson #	Lesson Overview	Learning Type (*)	Instructional Method
	36		C/A	Lecture and class activities
Practical Exercise Brief	37	Brief of follow on meeting with the building manager.	C	Lecture
Practical Exercise	38	Follow on meeting with the building manager.	C	Practical Exercise
	39		C/A	Lecture and class activities
	40		C	Lecture and class activities
Practical Exercise Brief	41		C	Lecture
Practical Exercise	42		C	Practical Exercise
	43		C	Lecture and class activities
	44		C	Lecture and class activities
	45		C/A	Discussion and facilitation
Practical Exercise Brief	46		C	Lecture
Practical Exercise	47		C	Practical Exercise
	48		C/A	Lecture
	49		C	Lecture and class activities
Practical Exercise	50		C	Practical Exercise
	51		C	Lecture and class activities
Practical Exercise	52		C	Lecture and class activities
Homework	53		C	Homework assignment
Practical Exercise	54		C	Practical Exercise
	55	Review of homework assignment.	C	Discussion and facilitation
Practical Exercise Brief	56		C	Lecture
Plan and Role Play	57		C/P	Discussion and

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Operations

Lesson Name	Lesson #	Lesson Overview	Learning Type (*)	Instructional Method
				facilitation
	58		C	Lecture
	59		C	Discussion and facilitation
	60		C/P	Practical Exercise
Practical Exercise	61		C/P	Practical Exercise
	62		C	Lecture
	63		C/P	Lecture
	64		C/P	Discussion and facilitation
	65		C/P	Homework assignment
	66		C	Lecture
	67		C/P	Practical Exercise
Practical Exercise Brief	68		C	Lecture
Practical Exercise	69		C/P	Practical Exercise
	70		C	Discussion and facilitation
	71		C	Discussion and facilitation
	72		C	Discussion and facilitation
	73		C/A	Discussion
Practical Exercise Brief	74		C	Discussion and facilitation
	75		C	Discussion and facilitation
Practical Exercise Brief	76		C	Lecture

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Lesson Name	Lesson #	Lesson Overview	Learning Type (*)	Instructional Method
Practical Exercise	77		C	Practical Exercise
	78		C	Discussion and facilitation
Practical Exercise	79		C	Practical Exercise
Brief for Weeks 5 - 8	80	Overview of what to expect over the next 4 weeks, where to be, what to bring and when to be there.	C	Discussion
Week 5	81		C/P	Practical Exercise
Week 6	82		C/P	Practical Exercise
Weeks 7 & 8	83		C/P	Practical Exercise

(*) C = Cognitive; P = Psychomotor; A = Affective

Content Development

The training material content will be based on a detailed job task analysis developed while working with Subject Matter Experts (SME) from the FBI and other members of the US Intelligence Community. These same SMEs will be working with our design/development team throughout the design and development phase providing guidance, comments, and approvals on all course materials developed.

Course & Material Development

Based on information gathered during the Analysis and Design phase classroom instruction followed by practical exercises was determined to be the most effective and efficient means to provide this training. To support this type of training our team will develop instructor guides, lesson plans, PowerPoints and practical exercises/scenarios. Student materials will not be developed per a request from the training sponsor.

Instructor Strategy/Development Plan Summary

The instructors selected to instruct in the pilot course are seasoned instructors that are currently instructing in various programs throughout the FBI such as:

-
- New Agent Training (NAT)
- Law Enforcement Communication Unit (LECU)
- Hostage Rescue Training Unit (HRTU)
- Behavioral Analysis Program (BAP)
- Investigative Training Unit (ITU)
-
- Washington Field Office (WFO)
- And many others

The chosen instructors are also the Subject Matter Experts (SMEs) that assisted in the development of the various training materials and will be providing instruction in their areas of expertise. Unit Chief along with the staff of the Classroom Instruction and Faculty Development Unit (CIFDU) will work with all instructors to ensure their success in the classroom. Instructors will be provided guidance in classroom presentation, lesson content, lesson timing, use of media equipment, etc.

Course instructors will be selected from the original instructors used in the pilot program and from students who attended the course. Potential instructors who have not completed the Instructor Development Course will be required to complete this course prior to instructing. All instructors will be provided additional assistance on how to instruct their specific lesson from the staff of the Classroom Instruction and Faculty Development Unit.

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Marketing Plan Summary

The Marketing Plan for [redacted] Operations [redacted] course includes the following:

- Development of a unique "branding" to be used on all PowerPoints, brochures, training materials, poster, lapel pins, briefing pamphlets, program invitations, diplomas, and other media to be used in the marketing of this course
- Development of the 24-7 logo
- Purchase of leather portfolios for each participant
- Purchase of [redacted] for each participant

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Associate Executive Assistant Director Phillip Mudd will/has contacted the various field offices stressing the importance of this training and how it supports and aligns with the FBI's top 3 priorities as stated by the Director.

Prior to the course each participant will receive a package containing the required reading materials, the portfolio, and an invitation to attend the training. A few weeks before the training each participant will receive another package containing [redacted] additional materials along with instructions on when and where the training will occur.

Evaluation Plan Summary

The evaluation of this training program will utilize the first three phases of Kirkpatrick's Four Levels of Evaluation.

Level 1 Reaction – Each student will be provided a course feedback form at the end of each lesson in an attempt to answer questions regarding the participant's perception of the completed lesson. This information will be reviewed, quantified, and evaluated.

Level 2 Learning – Each participant will be required to take a pretest and posttest. By comparing the results of these tests a determination of the amount of learning that occurred can be quantified.

Level 3 Transfer – At a TBD period of time a survey will be sent to each of the participants and their supervisors. The surveys will ask questions regarding the participant's ability to utilize the knowledge and skills acquired in training. What could they do well? What are some skill deficiencies that still need to be addressed?

Additional Evaluation Strategies for the Pilot Program

- Three Instructional System Specialists (ISS) will attend the eight week training program monitoring and evaluating each lesson
- Each lesson will receive a Level 1 Evaluation
- Each Saturday morning the instructors and the ISSs will debrief the participants on each of the lessons completed the previous week
- After completing the debriefing with the participants, the instructors/facilitators, adjunct instructor, ISSs, and role players will review the lessons completed the previous week and discuss possible enhancements

At the completion of the pilot program; all valid comments and concerns will be addressed and decisions made on the incorporation of comments into [redacted] course. All required changes will be incorporated into [redacted] course and submitted

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to the training sponsor for approval in a timeframe that supports the projected [redacted] course launch date of mid January 2007. Once the course is approved any revisions to the [redacted] Operations course will be in accordance with the existing formal curriculum revisions process.

Based on the training sponsor input the Life Cycle Manager will develop a formal review and revision process schedule that will require the course to be reviewed periodically (every 6 months, once per year, TBD) to ensure that overall course integrity and quality is maintained.

Risks

There are many risks associated with this type of training program, such as:

- Injury to students, instructors, or civilians
- Loss of equipment (laptops, wires, cameras, etc.)
- Accidental property damage
- Loss of classified training materials
- Lack of funding to support ongoing training
- Lack of qualified instructors to support training

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Risk Mitigation

- Safety is a primary concern and will be addressed by the instructors prior to every practical exercise.
- SAs have been conditioned from day one to maintain and protect equipment and documents assigned to them. Additional instruction will be provided in the Introduction module explaining that they are responsible for all equipment and materials assigned to them. Students will not be provided with a "Student Handout" nor will they be allowed to keep any classified notes. The students will leave the course with only non-classified notes or templates they develop during training.
- Every effort will be made to ensure that all practical exercises are conducted in a manner that precludes accidents.
- Loss of funding is always a possibility, but due to the high priority assigned to this project the risk should be low. Loss of instructors or potential students should also be considered a low risk based on the priority of this project.

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Executive Implementation Summary

The pilot program will begin on July 10, 2006. The first four weeks will be conducted in week five will be conducted in with the remaining three-week period conducted out of one of the large field offices. Two primary instructors will remain with the class for the full eight-week period and will be supported by adjunct instructors providing instruction on specialty classes, Role players will be contracted from one of the five approved vendors that are currently providing this service Additionally, some of the adjunct instructors will function as role players, as required. The site for the first four weeks has been selected and arrangements made for the use of the facility for the specified time frame; the field office to be used the last three weeks has not been selected at this time. SAs will be selected to attend this course in accordance with existing FBI policies and procedures. Those attending this course will be expected to work within FBI guidelines and policies for making arrangements for travel, rental cars, and accommodations via their appropriate field office procedures. The SAs will receive all necessary documentation (times, motel listing, etc.) well in advance of the reporting date.

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This training program is very fast paced, consisting of classroom instruction followed by practical exercises designed to enhance and reinforce the learning experience. Evenings and some weekend work will be required. SAs attending this training are well seasoned and are already considered experts in their field; the goal of this developmental process is to hone their skills to a level of mastery that meets or exceeds the expectations of the US Intelligence Community.

Pilot Evaluation Training Alignment Index

This pilot program will be designed to support and align with the FBI's top 3 priorities as stated by the Director. SAs completing this course will have the knowledge and skills to actively protect the United States from:

- Terrorist attacks
- From foreign intelligence operations and espionage
- From cyber-based attacks and high-technology crimes

This course is performance based, providing each SA with the opportunity to demonstrate his/her ability to satisfy each objective in a real world environment.

This course will be designed primarily to support the FBI's top three priorities: Intelligence, Counterintelligence, and Counterterrorism. The skills and knowledge developed in this training program are also aligned with and will support the Special Agent Career Path for Criminal and Cyber SA development.

Assessments/evaluations administered during the pilot training will be aligned with the Bureau's organizational and individual fit index in order to ensure that future programs are in direct alignment and can be mapped back to the FBI's strategic plan and priorities. Analysis of assessments/evaluations will also be cross-walked with the Special Agent Career path developmental opportunities at appropriate stages in order to provide appropriate developmental opportunities to the over 15,000 SAs of the FBI.

Initial Implementation Training Alignment Index

Observation of the training and structured interviews with both students and instructors will provide valuable feedback on the pilot program. This feedback will be utilized in accordance with the existing formal curriculum revisions process to revise the training material and to ensure continued alignment with the FBI's priorities.

Attachment 1 Job Task Analysis

Common Conditions, Resources, and Standards

The following conditions, resources, and standards are common across all tasks, unless specifically stated otherwise, and are not listed on the Task Analysis Worksheet. Only those unique to each specific task are listed on the Task Analysis Worksheet for each task.

Conditions/Equipment Required:

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Resources/References Used:

- Applicable laws, authorities, regulations, policies, and procedures
- Appropriate personnel, vehicles, recording equipment, etc.
- Appropriate computer-based resources (e.g., internal and open-source)

Performance Standard:

- In accordance with applicable laws, authorities, regulations, policies, and procedures
- Fluently
- Completing appropriate reporting and documentation
- Securing appropriate approvals
- Following applicable OPSEC procedures

Task Analysis Worksheet

Position Title/Lével: Special Agent [Redacted] Stage 3

Major Job Responsibility: 1.0 Plan [Redacted]

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Task Title: 1.1 Perform Research on Methods, Substantive Background Areas,
Trends, Best Practices, etc.

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

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Major Job Responsibility: 1.0 Plan [Redacted]

Task Title: 1.2 Apply Requirements [Redacted]

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Task Analysis Worksheet

Position Title/Level: Special Agent - [Redacted] Stage 3

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Major Job Responsibility: 1.0 Plan [Redacted]

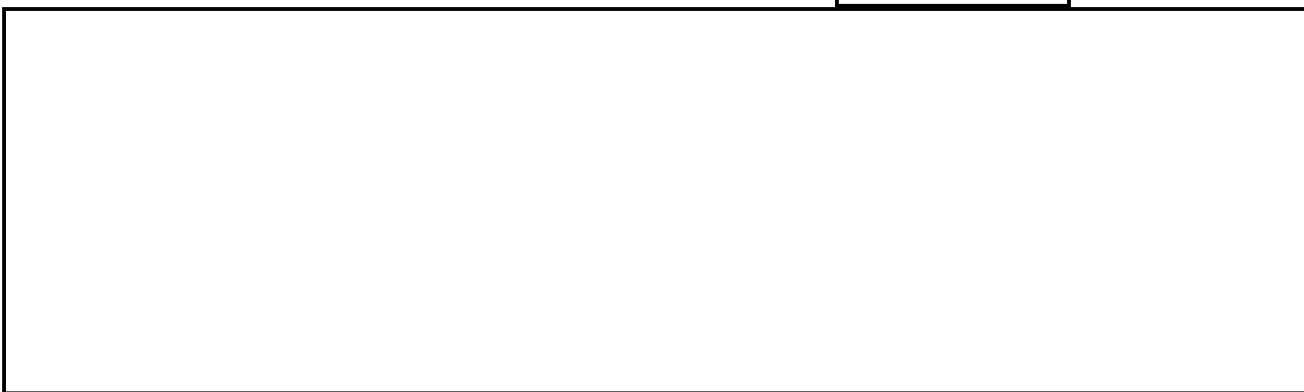
Task Title: 1.3 Design Plan [Redacted]

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Task Analysis Worksheet

Position Title/Level: Special Agent - [Redacted] Stage 3

Major Job Responsibility: 1.0 Plan [Redacted]

Task Title: 1.4 Coordinate With [Redacted] FBI Divisions, etc.

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

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Major Job Responsibility: 2.0 [Redacted]

Task Title: 2.1 [Redacted]

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Task Analysis Worksheet

Position Title/Level: Special Agent - [Redacted] Stage 3

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Major Job Responsibility: 2.0 [Redacted]

Task Title: 2.1.1 Formulate [Redacted] Plan

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Operations

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

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Task Title: 2.1.2 [Redacted]
[Redacted]

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Operations

Content Notes:

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Task Analysis Worksheet

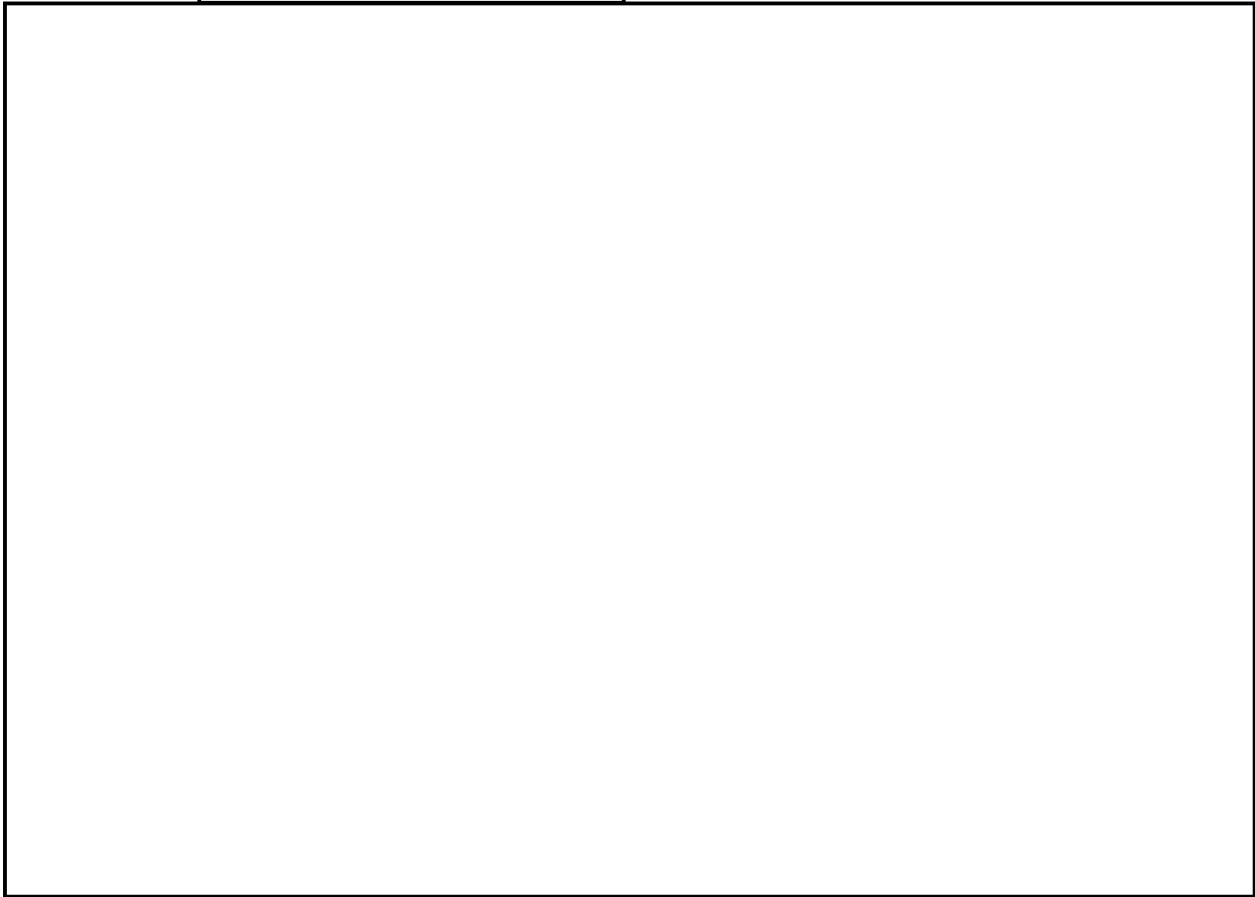
Position Title/Level: Special Agent - [Redacted] Stage 3

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Major Job Responsibility: 2.0 [Redacted]

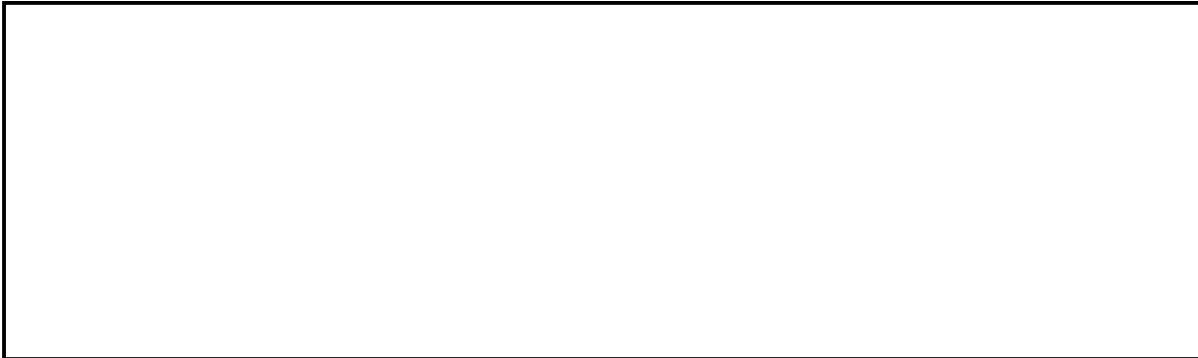
Task Title: 2.1.3 [Redacted]

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Content Notes:



Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

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Major Job Responsibility: 2.0 [Redacted]

Task Title: 2.2 [Redacted]

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Task Analysis Worksheet

Position Title/Level: Special Agent - [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

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Task Title: 2.2.1 Formulate [Redacted] Plan

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

Task Title: 2.2.2 [Redacted]

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

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Task Title: 2.2.3 [Redacted]

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Operations

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Content Notes:

Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3
Major Job Responsibility: 2.0 [Redacted]
[Redacted]

Task Title: 2.2.4 Complete Paperwork in accordance with Laws, FBI Policies and Procedures, Requirements and Regulations

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

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Task Title: 2.3 Develop [Redacted]

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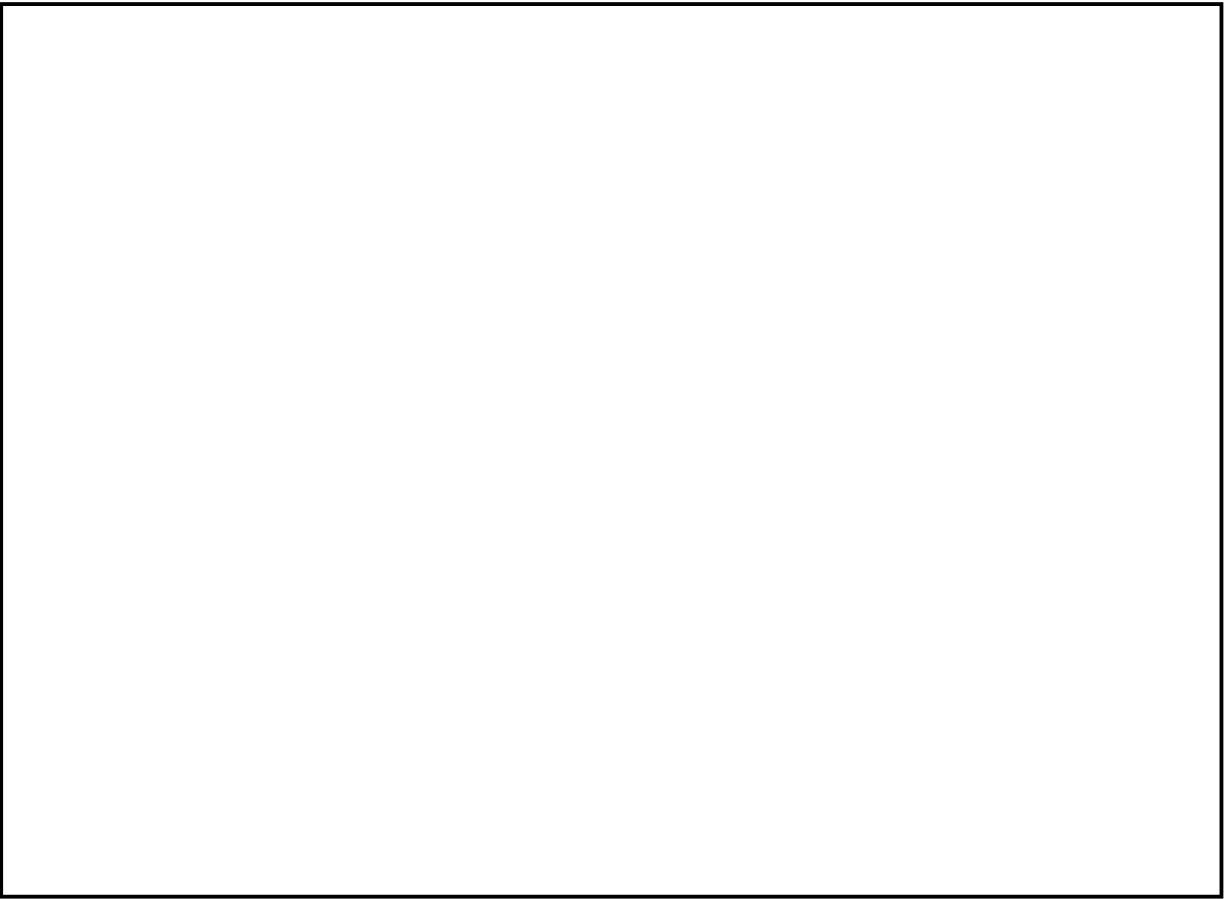
Task Analysis Worksheet

Position Title/Level: Special Agent - Stage 3

Major Job Responsibility: 2.0

Task Title: 2.3.1 Formulate Plan

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Operations

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Task Analysis Worksheet

Position Title/Level: Special Agent

[Redacted]

Stage 3

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Major Job Responsibility: 2.0

[Redacted]

Task Title: 2.3.2 Create Strategy

[Redacted]

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Operations

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Task Analysis Worksheet

Position Title/Level: Special Agent - [Redacted] Stage 3

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Major Job Responsibility: 2.0 [Redacted]

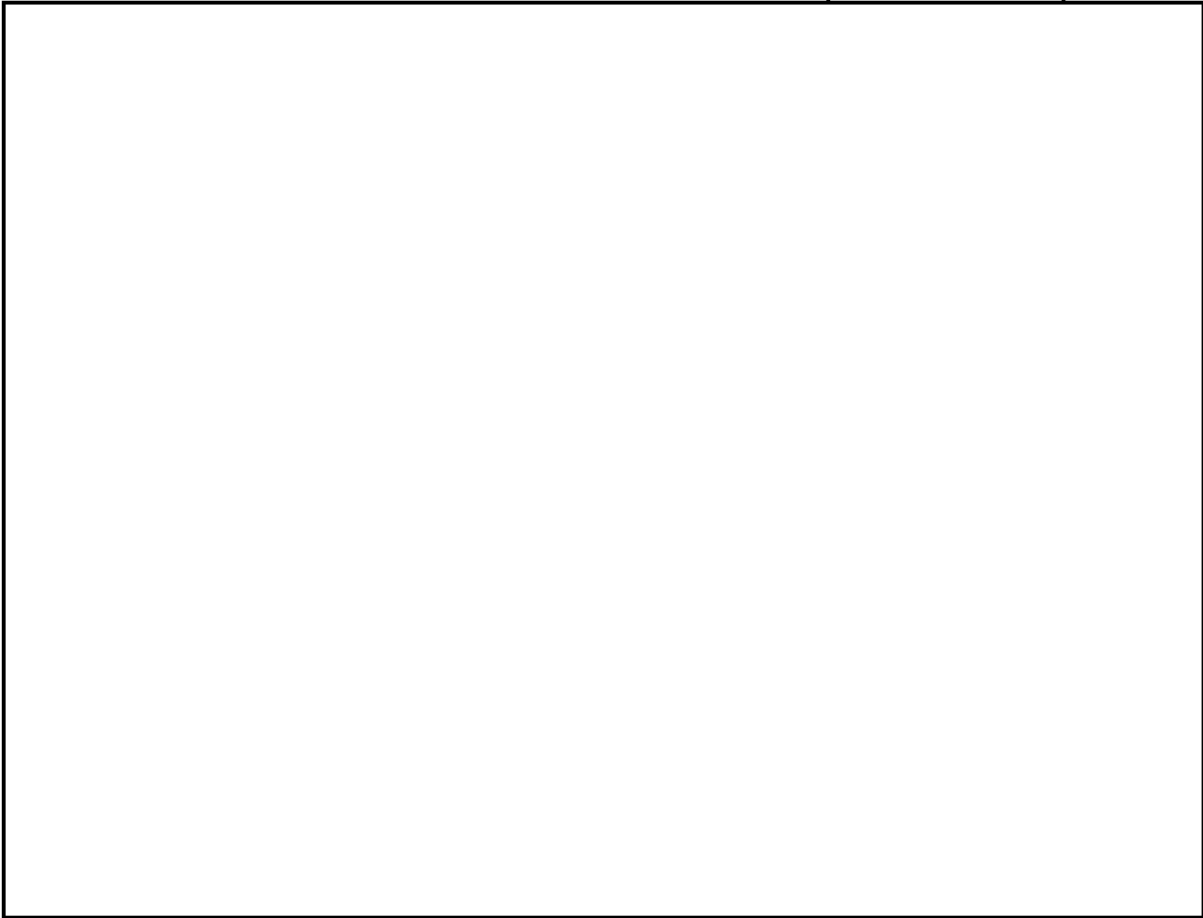
Task Title: 2.3.3 Execute [Redacted]

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Operations

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

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Task Title: 2.3.4 Conduct [Redacted]

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

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Major Job Responsibility: 2.0 [Redacted]

Task Title: 2.3.5 Execute [Redacted]

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Task Analysis Worksheet

Position Title/Level: Special Agent - Stage 3

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Major Job Responsibility: 2.0

Task Title: 2.3.6

[Redacted] Operations [Redacted]

Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

Task Title: 2.4 [Redacted]

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

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Task Title: 2.4.1 Design [Redacted]

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

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Task Title: 2.4.2 Prepare [Redacted]

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Task Analysis Worksheet

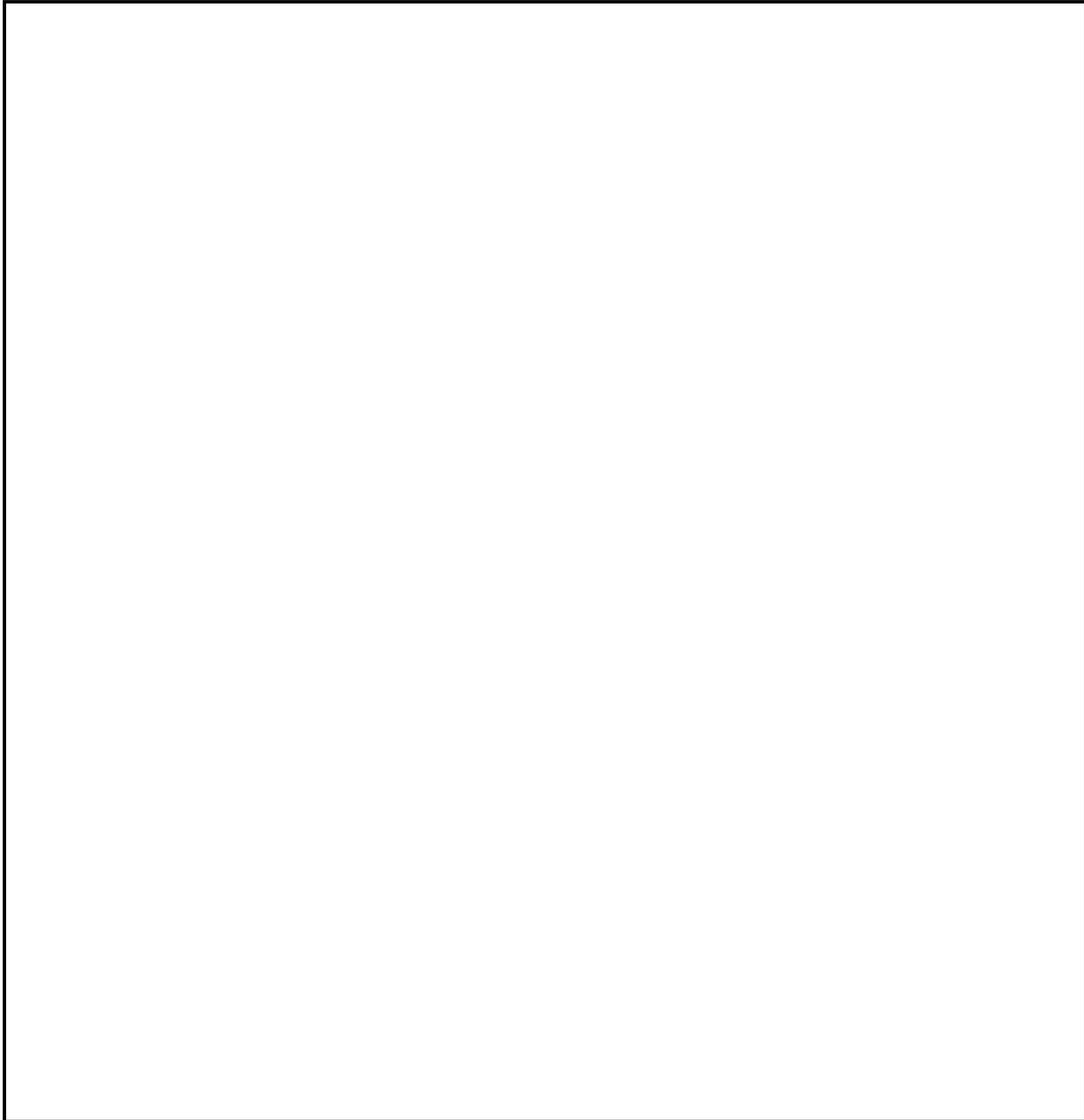
Position Title/Level: Special Agent - [Redacted] Stage 3

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Major Job Responsibility: 2.0 [Redacted]

Task Title: 2.4.3 Execute [Redacted]

Operations



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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

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Task Title: 2.4.4 [Redacted]

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

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Task Title: 2.4.5 [Redacted]

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

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Major Job Responsibility: 2.0 [Redacted]

Task Title: 2.5 [Redacted]

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

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Major Job Responsibility: 2.0 [Redacted]

Task Title: 2.5.1 Ensure Compliance [Redacted]

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Task Analysis Worksheet

Position Title/Level: Special AgentStage 3

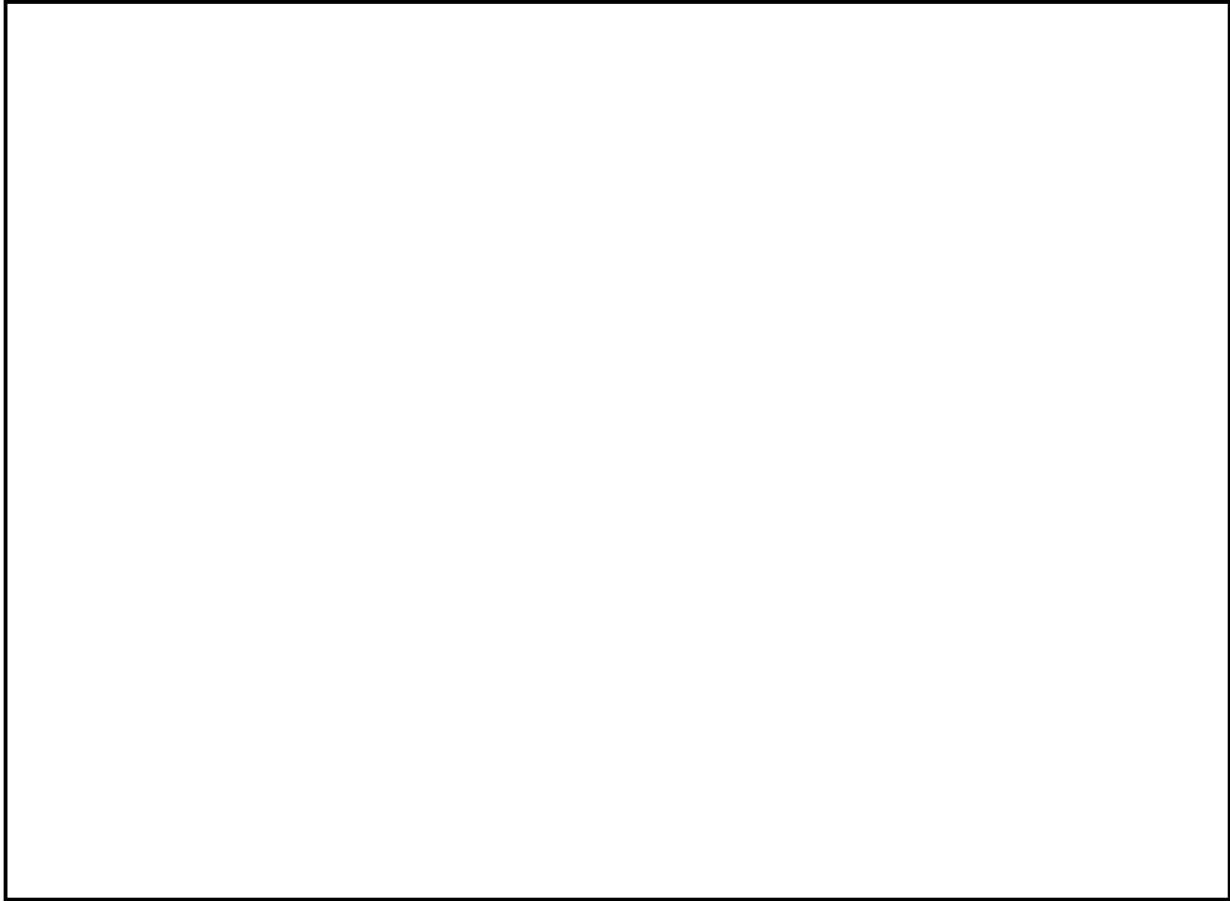
Major Job Responsibility: 2.0

Task Title: 2.5.2 DevelopPlan

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Operations



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Operations

Task Analysis Worksheet

Position Title/Level: Special Agent

Stage 3

Major Job Responsibility: 2.0

Task Title: 2.5.3 Manage

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[Redacted]

Operations

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Operations

Task Analysis Worksheet

Position Title/Level: Special Agent

Stage 3

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Major Job Responsibility: 2.0

Task Title: 2.5.4 Report Intelligence/Case Information

	Operations	
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Task Analysis Worksheet

Position Title/Level: Special Agent -	Stage 3
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Major Job Responsibility: 2.0

Task Title: 2.5.5

[Redacted] Operations [Redacted]

Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

Task Title: 2.5.6 Run Joint Operation

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Operations

Task Analysis Worksheet

Position Title/Level: Special Agent [REDACTED] Stage 3

Major Job Responsibility: 2.0

Task Title:	2.5.7 Execute	Plan
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Task Analysis Worksheet

Position Title/Level: Special Agent Stage 3

Major Job Responsibility: 2.0

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Task Title: 2.6

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Operations

Task Analysis Worksheet

Position Title/Level: Special Agent -

Stage 3

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Major Job Responsibility: 2.0

Task Title: 2.6.1 Plan

Task Analysis Worksheet

Position Title/Level: Special Agent - [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

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Task Title: 2.6.1.1 Plan [Redacted]

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Operations

[Redacted]

Task Analysis Worksheet

Position Title/Level: Special Agent

[Redacted]

Stage 3

Major Job Responsibility: 2.0

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[Redacted]

[Redacted]

Task Title: 2.6.1.2 Plan

[Redacted]

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Operations

[Redacted]

Task Analysis Worksheet

Position Title/Level: Special Agent -

[Redacted]

Stage 3

Major Job Responsibility: 2.0

[Redacted]

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Task Title: 2.6.1.3 Plan

[Redacted]

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Task Analysis Worksheet

Position Title/Level: Special Agent - [Redacted] Stage 3

Major Job Responsibility: 2.0 [Redacted]

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Task Title: 2.6.2 Execute [Redacted] Plan

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Task Analysis Worksheet

Position Title/Level: Special Agent [Redacted] Stage 3
Major Job Responsibility: 2.0 [Redacted]
Task Title: 2.7.1 Plan [Redacted]

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Operations

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Operations

Task Analysis Worksheet

Position Title/Level: Special Agent -		Stage 3
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Major Job Responsibility: 2.0

Task Title:	2.7.2 Execute	Plan
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Operations

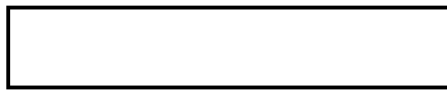
Task Analysis Worksheet

Position Title/Level: Special Agent - Stage 3

Major Job Responsibility: 2.0

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Task Title:



Operations



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Attachment 2 Marketing Plan

Operations

Deliverable Schedule

ID	Deliverable	Product Description	Purpose	Considerations	Mock-Up for Client Review	Final Delivery to Client
1	[redacted] text	Stand-alone image 3-D (full-color from offset printer, glossy) - Vector	Text will be used at the bottom of curriculum pages and other comm. products.	StratComm team can provide high-resolution, medium-resolution, low-resolution, and vector versions in a variety of file formats. Need FBI personnel with knowledge of Illustrator, PhotoShop, or InDesign to ensure proper placement of image. [redacted] will check for such a person internally; may be opportunity for [redacted] to learn. [redacted] has May 1 deadline for her products using these images.	03/30/06	04/13/06
2	247 logo	Stand-alone image 3-D - Vector	Logo will be used at the bottom of curriculum pages and other comm. products	StratComm team can provide high-resolution, medium-resolution, low-resolution, and vector versions in a variety of file formats. Need FBI personnel with knowledge of [redacted] to ensure proper placement of image. [redacted] has May 1 deadline for her products using these images.	03/30/06	04/13/06
3	[redacted] letterhead	Customized letterhead, maintaining vertical left and horizontal bottom structure of poster	Standard template used for all communication regarding the program	[redacted] text will not look as photo-realistic on letterhead, but [redacted] can create a banding effect. Left spotlight might be watermarked, [redacted] will need to experiment with it. For photo-realism, will need glossy paper to capture image.	03/30/06	04/13/06

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Operations

ID	Deliverable	Product Description	Purpose	Considerations	Mock-Up for Client Review	Final Delivery to Client
4	Lapel pin*	Incorporating logo and shadow concept - Concept 1: brass on brass - Concept 2: black on silver	Insignia worn by participants on various clothing	Must find a vendor first to determine how much detail they can incorporate; [redacted] will then work within those parameters. StratComm team will begin researching vendor options.	TBD	TBD
5	PPT template	Includes front page visuals and subsequent pages; template consistent with [redacted] poster layout and design	Template to house course content	StratComm team can provide front page, title master, and slide master. StratComm team will create two versions – one for printing and one for viewing.	04/13/06	04/27/06
6	[redacted] Briefing Pamphlet*	8.5X11 Pamphlet template on card stock consistent with [redacted] poster layout and design that contains a place to insert text for the briefing title on the cover and house content about the briefing on the inside	Handouts for FBI Executive and Congressional briefings	StratComm team suggests using a tri-fold, which could be opened to reveal a landscape poster on one side and content on the other. For example, front cover would show central imagery when folded; when unfolded, full shadowing effect would be visible. StratComm team can provide bi-fold and tri-fold concepts for client consideration.	04/13/06	04/27/06
7	Program Invitations (10)*	Mock-up of [redacted] invitations	Sent to field offices to solicit the selection of participants for the program	To be mailed on 4/26 For photo-realism, need glossy paper. Textured paper will not capture photo-realistic image. Final product would emulate a postcard, with glossy picture on one side, and content on the reverse.	04/13/06	04/24/06

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Operations

ID	Deliverable	Product Description	Purpose	Considerations	Mock-Up for Client Review	Final Delivery to Client
				StratComm team will create a few different mock-ups, including one with colored text and 247 image on same side.		
8	Personalized invitations to participants (24)*	Customized invitations	Sent to selected participants of the program	To be mailed 5/16 For photo-realism, need glossy paper. Textured paper will not capture photo-realistic image. Final product would emulate a postcard, with glossy picture on one side, and content on the reverse.	05/15/06	05/16/06
9	Graduation ceremony diplomas, invitations, promotion, and event planning	Diplomas to be created in academic style, including scrolled font, signatures by Mueller and FBI seals. TBD (Pending other product selection)	Celebrate the completion of the program	Late August/ early September time frame; overall event planning should begin immediately to ensure booking of appropriate venue and other pertinent details. Audience: 	TBD	TBD

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* Requires content or vendor decision from FBI prior to final production.

Attachment 3 Evaluation Plan

EVALUATION STRATEGY

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Scope of the Evaluation

This evaluation strategy focuses on the training intervention—the [] Pilot course and the critical information that should be tracked. The strategy concentrates on the Pilot course formative development and implementation and also provides some basic guidance on [] course evaluation. Additional evaluation data will be developed on [] course at a later date. The important elements of training that need to be evaluated include student background and demographic information, course design, course content, student learning, exit skills and knowledge level, and the transfer of learning.

Measurement Approaches

This evaluation strategy promotes the study of all course components and aspects. The following table outlines the proposed measures and the methods to be used for the Pilot Evaluation.

Evaluation Focus	Timing of Evaluation	Information to track	Method of Collection And Collection Instrument	Purpose/Use of Results
Training content/ alignment	Prior to Pilot Class	Results of expert/peer reviews - Alignment among objectives, content information, exercises, and assessments; - Accuracy and completeness of content	Focus Group (SME, ISD, Facilitator, 3 rd party and quality control) will review the training materials and provide feedback to the design/development team.	To identify errors or gaps in content design and development and to revise materials prior to Pilot, as feasible.
Student Audience Characteristics	At the start of the Pilot	Demographic data—work location, experience level, pre-requisite knowledge and skills, etc.	Administer the <i>Pre-Course Survey</i> Observers/monitors tally results and prepare the report	To compare student background data with other data collected to determine if indicators exist to predict success on the job
Training content and student learning (Level 1 Evaluation - Reaction)	A level 1 evaluation will be completed for each lesson. Weekly course debriefing will occur on Sat. mornings.	Student reflection/ feedback about content and comprehension	Facilitators will provide participants with a Level 1 Evaluation form for each lesson.	To determine students perception of the training.

Evaluation Focus	Timing of Evaluation	Information to track	Method of Collection And Collection Instrument	Purpose/Use of Results
Student learning (Level 2 Evaluation - Learning)	Students will be required to take a pre and post test.	Results of student's pre and post test will be used to quantify the amount of learning that occurred.	The pre test will be given the first day and the post test will be provided the last week.	Based on the student performance on each test a determination can be made on the amount of learning that occurred.
Performance Test (Week 6)	All performance exercises in Week Six will be graded. The students have been provided classroom instruction and practice exercises to re-enforce their learning during the first 5 weeks.	Demonstrated mastery of learning objectives will be tracked	Facilitators/Role Players review results of Performance Exercises (Week 6) using Checklists—performance criteria, standards, and participant's exercise documentation to evaluate individual performance.	The student's performance will be evaluated to determine if mastery of learning objectives have been accomplished.
Instructional presentation and student learning	During Pilot of classroom and OJT components-Weekly (Saturday morning following debriefing with students)	Staff, faculty, and TDD ISSs reflection/feedback about progress of Pilot	Weekly Progress Meetings with Facilitators, TDD ISSs, Role Players, Adjunct Support Personnel to discuss issues and lessons learned and document in <i>Weekly Progress Meeting Report</i>	From staff and faculty viewpoints what needs to be restructured, retained, revised, and discarded. Information will be reviewed, post-pilot, along with student level 1 and level 2 data. Level 3 Evaluation data will not be available for initial revisions to the pilot program.
On-the job training and TDY assignment component (Weeks 7 and 8)	During Pilot of the OJT/TDY component	Student performance of tasks in actual field assignment	Field Office Supervisors, facilitators, representatives observe and measure students' performance, using same criteria presented in classroom component performance assessment	To determine if learning transferred to the job. Will pinpoint gaps between instruction and actual application.
Transfer of Knowledge (Level 3 Evaluation - Transfer) Evaluation Survey	At a time TBD a survey will be sent to each participant and their supervisor.	Participant and supervisors assessment of the participant's ability to perform on the job.	Survey and possible interview with both participant and their supervisor.	To determine if the learning transferred from training to the job. Are they able to apply the skills learned to the job?

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Evaluation Focus	Timing of Evaluation	Information to track	Method of Collection And Collection Instrument	Purpose/Use of Results
Operations course initial maintenance. Review course feedback forms and debrief instructors.	After 1 st and 2 nd running of course.	Feedback from students and instructors	Evaluation feedback forms and interviews with instructors	To ensure overall quality and accuracy of training materials. Data collected will be used to further revise the training materials ensuring any issues not discovered in the pilot program are addressed.
Course quality review schedule	Review time frame TBD	Feedback from students, students' supervisor, instructors, and role players	Surveys and interviews	A continuous quality improvement process designed to ensure training material integrity and quality.

Roles, Responsibilities, and Resources Needed for the Pilot Course

Evaluation

Roles and Responsibilities

Instructor/Facilitator

1. Present instruction based on Instructor Guide content. (Not verbatim)
2. Work with each student individually as a mentor/coach.
3. Observe all practical exercises and provide feedback to students on their performance.
4. Provide feedback to TDD on course content revision requirements.
5. Evaluate and document student performance (week 6).
6. Complete all required documentation.

Training and Development Division Instructional System Specialist

1. Attend all training sessions.
2. Develop pre and post test for Level 2 Evaluation - Learning.
3. Develop post training survey/questionnaire for Level 3 Evaluation - Transfer.
4. Document all course revision requirements.
5. Revise all pilot program materials and provide to training sponsor for review and approval.
6. Complete all required documentation.

Life Cycle Manager

1. Determine course content quality review cycle time frame (annual, bi-annual, etc.).
2. Review course feedback (forms, instructor comments, training sponsor comments).
3. Initiate a course revision in accordance with the existing formal curriculum revisions process
4. ??????

Role Players

1. Provide Instructor/Facilitator with feedback on participant's performance.

2. Attend weekly debriefing sessions, when available.
3. Review revised training materials as required.

Resources Needed

1. Pre and Post Tests (Level 2 – Learning)
2. Level 1 – Reaction – evaluation form
3. Level 3 – Transfer – survey/questionnaire
4. Pre-Course Survey (demographics data)
5. Course Evaluation Comment form (Form to document comments from all debriefing sessions).
6. Time and access to Instructors/Facilitators, participants, and role players.

Expected Results from Pilot Course Evaluation (Phase I)

What information will this strategy provide and how will the information be used?

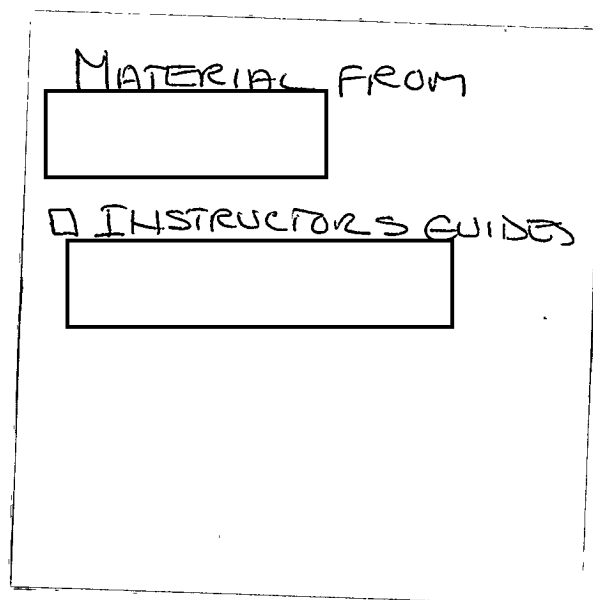
Course Evaluation Levels 1 and 2 will involve analyzing the course content, design, and delivery; student background information; and end-of course skill and knowledge levels of students. This data should provide stakeholders with information about the value of the training in meeting the organizational goals.

The Level 3 Evaluation – Transfer will be used to determine if the learning that occurred in training actually transferred to the job. A survey will be provided to each participant and their supervisor asking questions such as: Has job performance improved? Have all the skills taught in this course been used on the job? If not, which skills have not been used? Have you discovered skills that were needed in the course that should be added? Was too much time spent on certain subjects and too little time spent on others?

This evaluation tool will be used to determine if the course covers all the skills needed to perform the job Did we miss something? Do we need to delete some of the materials? Is the material accurate? Does it apply to the job? Did the participant's performance meet your expectations (supervisor)?

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DATE 10-03-2011 BY 65179/DMH/BAW/STP/bls



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Lesson Plan

Instructor Guide

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation
Reference material	None
Student prerequisites	N/A

Lesson time	2 hour
Lesson overview	The goal of this exercise is to provide the student with the knowledge

Teaching strategies	Instructor presentation with slides Facilitated discussion Practical exercise
Evaluation strategies	Observation of performance practical exercise
Lesson objectives	Upon completion of this lesson, student will be able to: • • • •

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Lesson Plan

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Slide #	Slide Content	Instructor Information
Slide 1		Title Slide:
Slide 2	Introduction	
Slide 3	Lesson Description The goal of this exercise is to provide the student with the knowledge	The goal of this exercise is to provide the student with the knowledge
Slide 4	Lesson Objectives Upon completion of this lesson, student will be able to:	Discuss and explain why it is important Explain why it is important Use personal war stories to re-enforce learning.
Slide 5		1. 2. 3.

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Lesson Plan

Slide #	Slide Content	Instructor Information
Slide 6		1.
		2.
		3.
		4.
		5.
Slide 7		1.
		2.
		3.

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Lesson Plan

Slide #	Slide Content	Instructor Information
Slide 8		1. 2. 3. 4.
Slide 9		
Slide 10		1. 2. 3.

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Lesson Plan

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Slide #	Slide Content	Instructor Information
Slide 11		1.
		2.
		3.
		4.
		5.
Slide 12		
Slide 13		1.
		2.
		3.

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Lesson Plan

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Slide #	Slide Content	Instructor Information
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Slide 15		
Slide 16		
Slide 17		1. 2.

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Lesson Plan

Slide #	Slide Content	Instructor Information
Slide 18		
Slide 19	Summary	Good over important points of lesson. 1. 2. 3.

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(S) **Instructor Guide**

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation
Reference material	None
Student prerequisites	N/A

Lesson time	2 hours 1 1/2
Lesson overview	

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Teaching strategies	Instructor presentation with slides Facilitated discussion
Evaluation strategies	
Lesson objectives	Upon completion of this lesson, students will be able to:

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Slide #	Slide Content	Instructor Information
Slide 1		Title Slide
Slide 2		
Slide 3	Upon completion of this lesson, students will be able to:	
Slide 4		

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Slide #	Slide Content	Instructor Information
(S) Slide 5		
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Slide #	Slide Content	Instructor Information
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Slide 9		
Slide 10		
Slide 11		
Slide 12		

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Slide #	Slide Content	Instructor Information
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Slide 22		
Slide 23		
Slide 24		

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Slide #	Instructor Information	
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Slide 26		
Slide 27	Questions?	

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Instructor Guide

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation
Reference material	None
Student prerequisites	N/A

Lesson time	2 hours
Lesson overview	During this lesson, students will develop the skills

Teaching strategies	Instructor presentation with slides Facilitated discussion
Evaluation strategies	Demonstrate abilities in practical exercises
Lesson objectives	Upon completion of this lesson, students will be able to demonstrate their ability to: • • •

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Slide #	Slide Content	Instructor Information
Slide 1	Introduction	
Slide 2	Lesson Description During this lesson, students will develop the skills	
Slide 3	Lesson Objectives Upon completion of this lesson, students will be able to demonstrate their ability to: • • •	
Slide 4		
Slide 5		

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Slide #	Slide Content	Instructor Information
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Slide #	Slide Content	Instructor Information
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Slide 12		
Slide 13		
Slide 14		

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Slide #	Slide Content	Instructor Information
(S)		
(S)	Slide 15	
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(S)	Slide 16	
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Slide #	Slide Content	Instructor Information
(S) Slide 17		
(S) Slide 18		
(S) Slide 19		

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Slide #	Slide Content	Instructor Information
Slide 20		
Slide 21		
	Summary Questions and Answers	

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Instructor Guide

Classroom resources		Computer Projector and screen
Instructor material		Instructor guide PowerPoint presentation
Reference material		None
Student prerequisites		N/A

Lesson time		1 hour
Lesson overview		During this lesson students learn how to

Teaching strategies		Instructor presentation with slides Facilitated discussion
Evaluation strategies		
Lesson objectives		Upon completion of this lesson, students will be able to: • • • •

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Slide #	Slide Content	Instructor Information
Slide 1		b7E
Slide 2	Lesson Description During this lesson students learn how to	
Slide 3	Lesson Objectives • • • •	b7E
Slide 4		

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Slide #	Slide Content	Instructor Information
Slide 5		
Slide 6		
Slide 7		<i>Ask the following questions:</i>
Slide 8		<i>Discuss the following:</i>

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Slide #	Slide Content	Instructor Information
Slide 9		<i>Discuss examples</i>
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Slide 10		
Slide 11		
Slide 12		
Slide 13		

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Slide #	Slide Content	Instructor Information
Slide 14		
Slide 15		
Slide 16		
Slide 17		

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Slide #	Slide Content	Instructor Information
Slide 18		
Slide 19		<i>Discuss examples</i> <i>from your experience.</i> <i>Remind students:</i>
Slide 20		
Slide 21		

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Slide #	Slide Content	Instructor Information
		b1 b7E
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Slide 23		
Slide 24		

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Slide #	Slide Content	Instructor Information

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Slide #	Slide Content	Instructor Information
Slide 1		Title Slide
Slide 2	Lesson Overview This lesson will introduce you to	Lesson Overview
Slide 3	Lesson Objectives At the end of this lesson, the students will be able to:	Lesson Objectives

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Slide #	Slide Content	Instructor Information
Slide 4		
		<i>Ask students to discuss any cases where they have done this.</i>
Slide 5		
Slide 6		
		<i>Ask for students to share any experiences they have</i>

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Slide #	Slide Content	Instructor Information
Slide 7		<i>issues that arose.</i>
Slide 8		
Slide 9		<i>Ask student to share experiences</i>

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Slide #	Slide Content	Instructor Information
Slide 10		
Slide 11		
Slide 12		<i>Have students describe various</i>

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Slide #	Slide Content	Instructor Information
Slide 13		
Slide 14	Questions ??	Questions

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Practical Exercise 12: OPS Plan and Role Play

Slide #	Slide Text	Additional Information/Instructions
Slide 1	OPS Plan and Role Play	Practical Exercise 12 Brief – OPS Plan and Role Play
Slide 2	Objectives - Identify the elements of an OPS Plan - Develop an OPS plan for [REDACTED] - Discuss OPS plan with peers	<i>Review Objectives</i>
Slide 3	OPS Plan [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	When planning [REDACTED] perform the following steps: [REDACTED]
Slide 4	OPS Plan [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	Formulating [REDACTED] plan requires [REDACTED]

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Practical Exercise 12: OPS Plan and Role Play

Slide #	Slide Text	Additional Information/Instructions
Slide 5	OPS Plan Plan	
Slide 6	OPS Plan Plan	
Slide 7	OPS Plan	

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Practical Exercise 12: OPS Plan and Role Play

Slide #	Slide Text	Additional Information/Instructions
	• • • • •	
Slide 8	OPS Plan • • • • • •	
Slide 9	OPS Plan Plan • • • • • • •	

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Practical Exercise 12: OPS Plan and Role Play

Slide #	Slide Text	Additional Information/Instructions
Slide 10	OPS Plan Plan • • •	

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Practical Exercise 12: OPS Plan and Role Play

Slide #	Slide Text	Additional Information/Instructions
Slide 11	Questions? Comments?	<i>Hand out copies of scenario attachment</i> <i>Instruct the students to write an OPS plan for this scenario.</i> <i>Hand out the job aid "Steps for completing an OPS Plan" to aid them in the development of their plans.</i> <i>When students have finished writing their ops plans divide students into groups of three and instruct them to review their ops plans with their team members.</i>

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Instructor Guide

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation
Reference material	None
Student prerequisites	N/A

Lesson time	2 hours
Lesson overview	During this lesson students learn how to

Teaching strategies	Instructor presentation with slides Facilitated discussion
Evaluation strategies	Observation of students completing each objective in practical exercise.
Lesson objectives	Upon completion of this lesson, students will be able to: • • • •

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Slide #	Slide Content	Instructor Information
Slide 1		Introductory Slide <i>Define</i> <i>Plan:</i>
Slide 2	Lesson Description During this lesson students learn how to 	
Slide 3	Objectives: Upon completion of this lesson, students will be able to: 	

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Slide #	Slide Content	Instructor Information
Slide 4		<i>Introduce Topics to be covered. (See slide)</i>
Slide 5		<i>Explain:</i> <i>Give examples: (see slide)</i>
Slide 6		<i>Explain:</i>

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Slide #	Slide Content	Instructor Information
		Example:
Slide 9		<i>Discuss:</i> <i>Give examples</i> • •
Slide 10		<i>Give examples from your own experience.</i>

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Slide #	Slide Content	Instructor Information
Slide 11		

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Slide #	Slide Content	Instructor Information
Slide 12		

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Slide #	Slide Content	Instructor Information

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Slide #	Slide Content	Instructor Information

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Slide #	Slide Content	Instructor Information
Slide 13		
Slide 14		<i>Discuss the following</i>

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Slide #	Slide Content	Instructor Information
		<i>Discuss</i>

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Slide #	Slide Content	Instructor Information	
Slide 15		Discuss	
Slide 16			
Slide 17			
		Discuss:	

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Slide #	Slide Content	Instructor Information
Slide 18		<i>Discuss:</i>
Slide 19		<i>Discuss:</i>
Slide 20		<i>Example:</i>
		<i>Discuss the importance</i>

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DATE: 10-05-2011

CLASSIFIED BY 65179/DMH/BAW/STP/bls

REASON: 1.4 (c)

DECLASSIFY ON: 10-05

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED EXCEPT
WHERE SHOWN OTHERWISE

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Instructor Guide

Classroom resources		Computer Projector and screen
Instructor material		Instructor guide PowerPoint presentation
Reference material		None
Student prerequisites		N/A

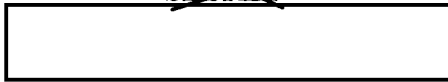
Lesson time		1 hour [4 Hours] (1 hrs Lecture) (3 hrs Practice)
Lesson overview		During this lesson students learn about the importance

Teaching strategies		Instructor presentation with slides Facilitated discussion
Evaluation strategies		Students will demonstrate their ability to perform each objective.
Lesson objectives		Upon completion of this lesson, students will be able to: • • • • • • •

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Slide #	Slide Content	Instructor Information
Slide 1		Title Slide
Slide 2	Lesson Description During this lesson students learn about the importance 	b7E
Slide 3	Lesson Objectives • • • • • • •	b7E
Slide 4		



Slide #	Slide Content	Instructor Information
Slide 5		
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Slide 7		
Slide 8		

Slide #	Slide Content	Instructor Information
Slide 9		
Slide 10		

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Slide #	Slide Content	Instructor Information
Slide 11		
Slide 12		
Slide 13	Questions?	

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Lesson Plan

Instructor Guide

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation
Reference material	None
Student prerequisites	N/A

Lesson time	2 hour
Lesson overview	The goal of this two-hour block of instruction is to provide the student with the knowledge [REDACTED] [REDACTED]

Teaching strategies	Instructor presentation with slides Facilitated discussion Practical exercise
Evaluation strategies	Demonstrate performance in a practical exercise.
Lesson objectives	Upon completion of this lesson, the student will be able to: • [REDACTED] • [REDACTED] • [REDACTED]

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Lesson Plan

Slide #	Slide Content	Instructor Information
Slide 1		Title Slide:
Slide 2	Introduction	
Slide 3	Lesson Description This block of instruction provides the student with the knowledge 	This block of instruction provides the student with the knowledge
Slide 4	Lesson Objectives Upon completion of this training the student will be able to: 	
Slide 5		

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Lesson Plan

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Lesson Plan

Slide #	Slide Content	Instructor Information

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Lesson Plan

Slide #	Slide Content	Instructor Information
Slide 6		

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Lesson Plan

Slide #	Slide Content	Instructor Information

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Lesson Plan

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Slide #	Slide Content	Instructor Information
Slide 7		
Slide 8		

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Lesson Plan

Slide #	Slide Content	Instructor Information
Slide 9		
Slide 10	Practical Exercise	As a group develop plan for the practical exercise. Cover as many of the following topics as possible: • • • • • • • • • •

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Lesson Plan

Slide #	Slide Content	Instructor Information
Slide 11	Summary Questions and Answers	Review the objectives. 1. 2. 3. Stress the importance of planning. Summarize each objective Answer questions

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Instructor Guide

Classroom resources		Computer Projector and screen
Instructor material		Instructor guide PowerPoint presentation
Reference material		None
Student prerequisites		N/A

About the Lesson

Lesson time		1 hour
Lesson overview		In this lesson students will learn how to

Teaching strategies		Instructor presentation with slides Facilitated discussion
Evaluation strategies		
Lesson objectives		Upon completion of this lesson, students will be able to: • • •

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Slide #	Slide Content	Instructor Information
Slide 1		Title Slide
Slide 2		
Slide 3		
Slide 4		
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Slide #	Slide Content	Instructor Information
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Slide #	Slide Content	Instructor Information
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Slide #	Slide Content	Instructor Information
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Slide 13		
Slide 14		

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Operational Security (OPSEC)

Instructor Guide

Classroom resources		Computer Projector and screen
Instructor material		Instructor guide PowerPoint presentation
Reference material		
Student prerequisites		N/A

Lesson time		2 hour
Lesson overview		During this lesson, students will become familiar with Operational Security (OPSEC). Students will use this familiarity to critique and better develop OPSEC for their operational / investigative activities.

Teaching strategies		Instructor presentation with slides Facilitated discussion
Evaluation strategies		Informal assessment, class discussion OPSEC plan for three person team OPSEC during practical exercises
Lesson objectives		Upon completion of this lesson, students will be able to: • Discuss the elements providing for good OPSEC • Design an OPSEC plan for their 3 person targeting area • Employ OPSEC to your operational / investigative activities during the practical exercises and in the real world arena.

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Operational Security (OPSEC)

Slide #	Slide Content	Instructor Information
Slide 1	Operational Security OPSEC for Special Agents	Title Slide
Slide 2	OPSEC Overview During this lesson, you will become familiar with Operational Security (OPSEC). You will use this familiarity to critique and better develop OPSEC for your operational / investigative activities.	
Slide 3	OPSEC Objectives Upon completion of this lesson, students will be able to: • Discuss the elements providing for good OPSEC • Design an OPSEC plan for their 3 person targeting area • Employ OPSEC to your operational / investigative activities during the practical exercises and in the real world arena.	
Slide 4	FBI jurisdiction [redacted] The FBI has <u>unique jurisdiction</u> for investigations [redacted] within the United States. [redacted] Operational Security is the heart and soul of [redacted] investigations.	FBI jurisdiction [redacted] [redacted] <i>Make the point that</i> [redacted] <i>Stress that OPSEC is very important</i> [redacted] [redacted] <i>Also point out how OPSEC can help</i> [redacted]

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Operational Security (OPSEC)

Slide #	Slide Content	Instructor Information
Slide 5	Operational Security What is the role of the SA? ▪ The SA has primary responsibility for ensuring that Operational Security is maintained. – You report the intelligence. – You plan and run the operations / investigations.	Roles of the Special Agent
Slide 6	Operational Security What is the role of the SA? ▪ Ensure that good OPSEC is being practiced. A good operation can be corrupted because of poor operational security.	Roles of the Special Agent Continued <i>Give some examples, or have students give examples of how OPSEC has helped with cases – and if they ever had a case go “south” because of an overlooked part of OPSEC.</i> <i>Have students give example(s)</i>

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Operational Security (OPSEC)

Slide #	Slide Content	Instructor Information
Slide 7		<i>Give examples or have students give examples why these are important.</i>
Slide 8		

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Operational Security (OPSEC)

Slide #	Slide Content	Instructor Information
Slide 9		
Slide 10	For the Special Agent	Ways for the SA to practice good OPSEC.
Slide 11	In the Office Practice "Need to Know," keep sensitive information closely held There are no "coincidences" [redacted] [redacted] don't make excuses for areas of concern, rather look for answers Keep necessary people in the loop (SSA, Alternate Case Agent, etc.) [redacted]	Practices for while in the Office <i>Stress that there are <u>NO</u> coincidences.</i> If something is going wrong, find out what and why.
Slide 12	OPSEC in Managing Undercover	Important practices for undercover

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Operational Security (OPSEC)

Slide #	Slide Content	Instructor Information
	Operations and Programs Ensure that UCA rules are followed. Don't mix techniques/resources. The UCA technique is a powerful resource	use and OPSEC <i>Have students give examples of UC that had "problems" and what they were and how to avoid them in the future.</i> <i>Especially stress the UCA and FBI office issues and ways to deal with that issue.</i>
Slide 13		
Slide 14		<i>Discuss points and have students give examples.</i>

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Operational Security (OPSEC)

Slide #	Slide Content	Instructor Information
Slide 15	Operational Security [redacted] [redacted] Long term OPSEC should be considered from the outset of any operation. Good OPSEC is applied [redacted] [redacted]	<i>Give students the following scenario:</i> [redacted] [redacted]
Slide 16	Operational Security [redacted]	
Slide 17		

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Operational Security (OPSEC)

Slide #	Slide Content	Instructor Information
Slide 18	OPSEC TECHNICAL ISSUES & CONCERNS 	Part II of OPSEC – Technical Issues The following slides deal with technical matters
Slide #	Slide Content	Instructor Information
Slide 19		
Slide 20		
Slide 21		

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Operational Security (OPSEC)

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Instructor Guide

Classroom resources	Computer Projector and screen
Instructor material	Instructor guide PowerPoint presentation
Reference material	None
Student prerequisites	N/A

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Lesson time	2 hour
Lesson overview	During this lesson, the students will become familiar with [REDACTED] [REDACTED] The students will also become familiar with [REDACTED]

Teaching strategies	Instructor presentation with slides Facilitated discussion
Evaluation strategies	Not Applicable
Lesson objectives	Upon completion of this lesson, students will be able to: [REDACTED]
Instructor (Optional Activity)	[REDACTED]

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Slide #	Slide Content	Instructor Information
Slide 1		Title Slide
Slide 2		
Slide 3	Lesson Overview In this lesson you will become familiar with [REDACTED] [REDACTED] You will also become familiar with [REDACTED] [REDACTED]	Lesson Overview
Slide 4	Lesson Objectives At the end of this lesson you will be able to: [REDACTED]	Lesson Objectives

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Slide #	Slide Content	Instructor Information
Slide 5		
Slide 6		<i>Have a student give an example of a time where they</i>

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Have students give examples of

Also, have students give examples of

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Slide #	Slide Content	Instructor Information
Slide 9		
		<i>Ask students to describe a</i>
Slide 10	[insert VIDEO CLIP]	
Slide 11	• Name: J.R. Hoover • Hobbies: Cycling, Running, Art, Historical Sites 	<i>Class activity. Have groups of three decide the following:</i> Give the students 10 minutes of group time and then discuss each groups ideas as a class.

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Slide #	Slide Content	Instructor Information
Slide 12		
		<i>Have students describe various</i>
Slide 13		

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Slide #	Slide Content	Instructor Information
Slide 14		
		<i>Call on various students to give an example</i>
Slide 15		
		<i>Call on student volunteers to show</i>

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Slide #	Slide Content	Instructor Information
Slide 16		
Slide 17		

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Slide #	Slide Content	Instructor Information
Slide 18		
Slide 19	In Class Exercise • Break into pairs • Do the following three exercises 1) 2) 3)	<i>Have students break into pairs and do the following:</i> 1) 2) 3)

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Slide #	Slide Content	Instructor Information
Slide 20		
		<i>Ask students to state</i>
Slide 21		
		<i>Ask students to state</i>

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Slide #	Slide Content	Instructor Information
Slide 22		
Slide 23		

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Slide #	Slide Content	Instructor Information
Slide 24		
Slide 25		
Slide 26	QUESTIONS?	

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Review

Instructor Guide

	Classroom resources	Computer Projector and screen
	Instructor material	Instructor guide PowerPoint presentation
(U)	Reference material	(S//NF) [redacted] Handbook – FBI Intranet
(U)		(S) [redacted] Frequently Asked Questions – FBI Intranet
	Student prerequisites	N/A

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	Lesson time	1 hour 2 Hours
	Lesson overview	During this lesson, students will be re-familiarized with the basics of the [redacted]

	Teaching strategies	Instructor presentation with slides Facilitated discussion
	Evaluation strategies	Not Applicable
	Lesson objectives	Upon completion of this lesson, students will be able to: • [redacted] • [redacted] • [redacted]

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Review

Slide #	Slide Content	Instructor Information
Slide 1	Review Operations	Title Slide
Slide 2	Lesson Overview This lesson will cover	Lesson Overview
Slide 3	Objectives	Lesson Objectives
Slide 4		Review from New Agent Training
Slide 5		Review from New Agent Training

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Review

Slide #	Slide Content	Instructor Information
Slide 6	Attorney General Guidelines(AGG) 	Review from New Agent Training
Slide 7		Review from New Agent Training
Slide 8		Review from New Agent Training
Slide 9		Review from New Agent Training
Slide 10		Review from New Agent Training

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Review

Slide #	Slide Content	Instructor Information
Slide 11		Review from New Agent Training
Slide 12		Review from New Agent Training
Slide 13		Review from New Agent Training

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Review

Slide #	Slide Content	Instructor Information
Slide 14		Review from New Agent Training
Slide 15		Review from New Agent Training
Slide 16		Review from New Agent Training
Slide 17		

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Review

Slide #	Slide Content	Instructor Information
Slide 18		Review from New Agent Training
Slide 19		Review from New Agent Training
Slide 20		Review from New Agent Training
Slide 21		Review from New Agent Training

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Review

Slide #	Slide Content	Instructor Information
Slide 22		Review from New Agent Training
Slide 23		Review from New Agent Training
Slide 24		Review from New Agent Training
Slide 25		Review from New Agent Training

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Review

Slide #	Slide Content	Instructor Information
Slide 26		Review from New Agent Training
Slide 27		Review from New Agent Training

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Slide #	Slide Content	Instructor Information
Slide 28		Review from New Agent Training
Slide 29		Review from New Agent Training

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Review

Slide #	Slide Content	Instructor Information
Slide 30		Review from New Agent Training
Slide 31		Review from New Agent Training
Slide 32		Review from New Agent Training

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Review

Slide #	Slide Content	Instructor Information
Slide 33		Review from New Agent Training
Slide 34		Review from New Agent Training
Slide 35		Review from New Agent Training

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Slide #	Slide Content	Instructor Information
Slide 36		Review from New Agent Training
Slide 37		Review from New Agent Training
Slide 38		Review from New Agent Training

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Review

Slide #	Slide Content	Instructor Information
Slide 39		Review from New Agent Training
Slide 40		Review from New Agent Training
Slide 41		Review from New Agent Training
Slide 42		

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Review

Slide #	Slide Content	Instructor Information
Slide 43		
Slide 43		

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Slide #	Slide Content	Instructor Information
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Slide #	Slide Content	Instructor Information
Slide 45		
Slide 46		

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Review

Slide #	Slide Content	Instructor Information
Slide 47		
		<i>Ask for volunteers to describe a</i>

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Review

Slide #	Slide Content	Instructor Information
Slide 48		
Slide 49		

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Review

Slide #	Slide Content	Instructor Information
Slide 50		

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Review

Slide #	Slide Content	Instructor Information
Slide 51		
Slide 52		

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Slide #	Slide Content	Instructor Information
Slide 53		

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Review

Slide #	Slide Content	Instructor Information
Slide 54		
Slide 55		

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FEDERAL BUREAU OF INVESTIGATION
FOIPA
DELETED PAGE INFORMATION SHEET

Serial Description ~ Unrecorded Serial

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