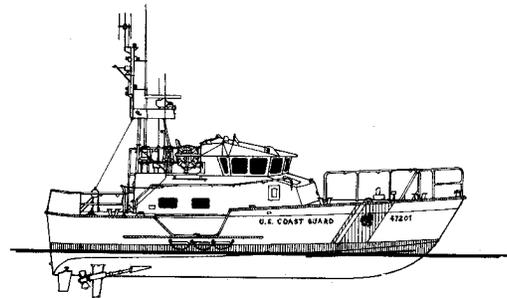
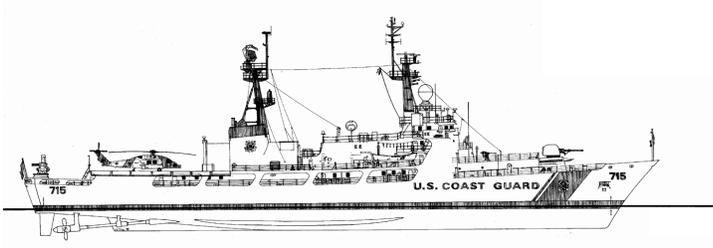


U.S. Department
of Transportation

**United States
Coast Guard**



TEAM COORDINATION TRAINING



INSTRUCTOR'S GUIDE ADDENDUM

U.S. COAST GUARD
PAMPHLET NO. G65303
COURSE CODE: NONRES. 0653
(AUGUST 1998)

Version 2

Prepared by:

Geis-Alvarado & Associates, Inc.
P.O. Box 5390
Napa, California 94581-0390
707-252-0786

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INSTRUCTOR GUIDE ADDENDUM

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FACILITATOR SKILLS

Introduction

You have been selected to be a facilitator for Team Coordination Training (TCT). This module outlines the skills necessary to be an effective facilitator. Other modules will outline the specific TCT skills.

The primary role of facilitator is to *manage the group learning process and ensure that the learning objectives are achieved.*

The Difference Between Teaching And Facilitating

There is a major difference between a facilitator and a teacher.

- FACILITATOR makes learning easier.
- TEACHER causes the student to know a subject; imparts knowledge.

Adults Learn Best From Experiences

Studies have shown that adults learn differently than children. Adults prefer to be actively involved in the learning process and learn best through experiences.

Teaching does not tap the knowledge and experience of the adult student. In a teaching environment, the role of the adult PUPIL is passive; absorbing information rather than helping others to learn. Additionally, some adults may resent being forced into the PUPIL role and try, with frequently disruptive results, to break the TEACHER/PUPIL relationship.

Consequently, it is important that each facilitator understands the learning characteristics of adults.

**HOW ADULTS
LEARN**

Adult learners have special characteristics. Those that you should be aware of include:

- Use learning experiences to deal with life changes.
 - Are motivated by the need to immediately apply their learning.
 - Have clear expectations on what they want from their learning experiences.
 - Focus on the application of ideas and concepts.
 - Integrate new information better if they can actively participate in the learning process.
-

**Use Learning
Experiences To
Deal With
Life Changes**

Adults seek learning experiences to cope with specific life changing events, such as new responsibilities, promotions, and new duty assignments.

**Motivated By
The Need To
Immediately Use
Information**

Adults seek learning experiences because they have a use/need for knowledge offered by the course. A secondary motivation is to increase or maintain self-esteem, or to enrich their knowledge.

**Clarify
Expectations
Up Front**

Adults have clear expectations about their learning experiences and it is critical to take time up front to clarify and articulate all expectations before getting into the material. When the expectations of the students and the intentions of the facilitator are at odds, this should be brought into the open and a resolution negotiated.

**Focus On
Application**

Adults prefer learning experiences that focus on the application of ideas and concepts and on integrating new ideas with what they already know. Ideas that have little conceptual overlap with what they already know are acquired more slowly.

**Need To Actively
Participate In
Learning**

Adults are better able to integrate the new knowledge with their own if they can actively participate in the learning. “*Experiential Learning*,” or learning from experiences, is a technique specifically designed to optimize adult learning.

**EXPERIENTIAL
LEARNING**

Experiential learning provides activities that have the potential to involve the whole person in the education process. It uses a facilitator; rather than a teacher, to guide the learning.

Team Coordination Training uses experiential learning! Each stage of the experiential learning cycle has objectives that move toward the ultimate goal of increasing the options available to a team member in the face of new, but similar, situations.

Learning Phases

There are five phases in Experiential Learning. The phases are shown in Figure 1. The objectives for each phase are:

1. **Experiencing:** To generate individual data from one or more of the sensing, thinking, feeling, wanting, or doing modes.
 2. **Processing:** To report and make sense of the data generated from the experience for both individuals and the group.
 3. **Generalizing:** To develop principles or generalizations from the experience.
 4. **Developing New Courses of Action:** To bridge the present and future by understanding and/or planning how these generalizations can be tested in a new place or situation.
 5. **Applying Courses of Action:** To use the new learning in real-world situations.
-

EXPERIENTIAL LEARNING MODEL

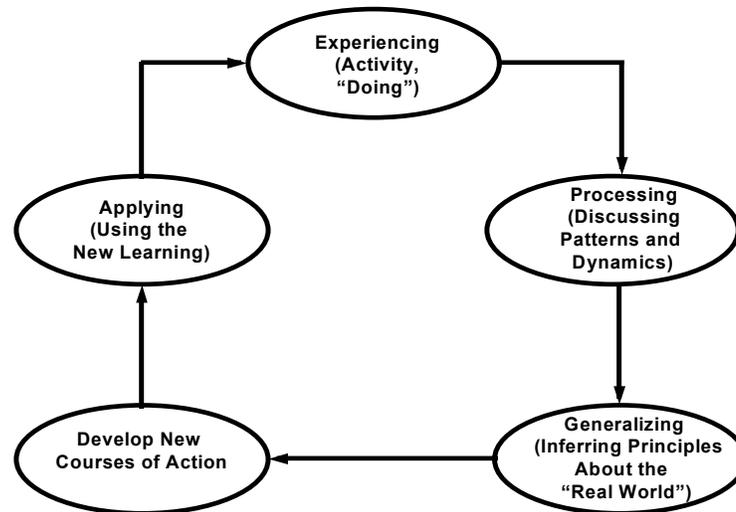


Figure 1

**1. EXPERIENCING:
Creating A
Shared
Situation**

The process starts with a concrete experience. The student becomes involved in an activity; he/she acts or behaves in some way or he/she does, performs, observes, sees, or says something. This initial experience is the basis for the entire process. Many methods are used to provide the participants with a concrete experience, these include, but are not limited to:

- Case studies;
- Practical exercise; and
- Role-play exercises.

From this shared experience, the participants are moved by the facilitator through the remaining phases.

Example: I wash my car with Acme Car Wash and Wax liquid.

2. PROCESSING: Looking At Human Behavior Following the experience, the student discusses or “publishes” his/her reactions and observations with others that have either experienced or observed the activity. Then the student explores and evaluates (processes) the activity. Process is anything that involves human behavior. It includes:

- All the behavioral dynamics that exist between and among people performing a task.
- All the behaviors which help or hinder the accomplishment of a task
- The methods used to accomplish the task.

Processing is the key phase of the learning cycle. *Understanding the processes* encountered in the *experiencing* phase will enable participants to:

- **Focus** on the learning objectives.
- **Develop** strategies that will enhance team effectiveness and safety.
- **Discuss** seemingly unrelated activities in such a way that they become relevant for each member of the group.

Example: The Acme Car Wash and Wax Liquid peels the paint off my car. I talk with other people who have used the product.

CONTENT & PROCESS

In any situation, two elements are simultaneously at work: content issues and process issues.

Content Issues: What; When; and Where?

Content describes the task being performed or the *observable* actions of the team members. It includes:

- What the participants are saying, the topic being discussed; or,
 - Other readily observable information relating to an event, like where and when actions occur.
-

Example: In looking at a person’s desk, content would be what is on top of the desk and where it is placed.

**Process Issues:
Looking At
Human Factors**

Process describes *how* the task is being accomplished and *why* team members are acting in the manner observed. *Most human factor issues are process issues.* They include:

- How things are said, why topics are discussed;
- How procedures are executed; or
- Other subtle information relating to why actions or omissions occurred.

Example: In looking at a person’s desk, process would be how and why items are so placed on the desk.

**Process/Content
Model:
Going From
What Happened
To Why It
Happened**

The Process/Content Model and the example (shown in Figure 2) demonstrate the relationship between content and process issues. *The goal is to go beyond “what” happened and identify “how” or “why” it happened.*

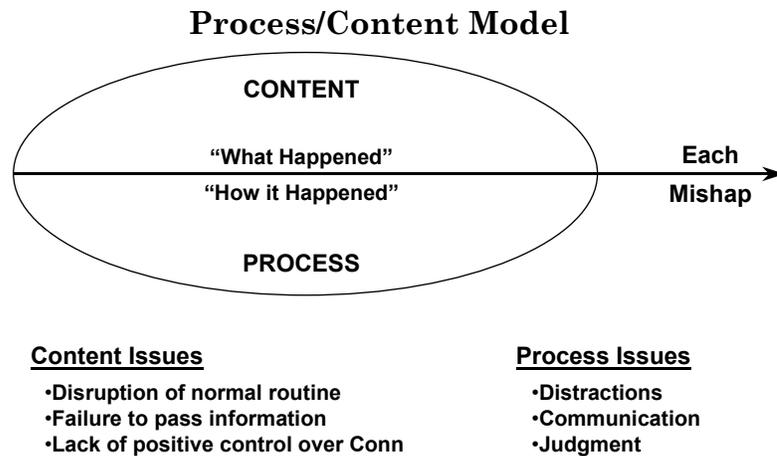


Figure 2

Facilitating The Processing Phase

You must have a large and flexible repertoire of questions to stimulate TCT discussions. Because everyone brings different experiences and attitudes to the classroom, each participant and each group of participants will learn through a different route.

Changing Behavior By Process-Type Questions

One of TCT's prime objectives is to change team members' attitudes toward more safe and productive behavior. A proven way to do this is by asking "process type" questions that stimulate the participants to make personal decisions about their own behavior. Suggested process questions are included in each module of the TCT Instructor's Guide.

How To Use Process-Type Questions

The prepared series of process-type questions can be used with virtually any experience in nearly any situation with the vast majority of participants.

- To guide the pace, depth, breadth, and intensity you feel is appropriate when the experience *is going as planned*.
- To derive learning from what *is* occurring, so that benefit is gained when the experience *is not going as planned*.

The goal is to assure that "nothing never happens" in the classroom.

3. GENERALIZING: Questions That Promote Abstract Thought In the generalizing phase participants turn their focus from the concrete specifics they have gained in the experience to making abstract generalities. Typical questions that may be asked to promote discussion are:

- *“What might we draw from this exercise that applies to our team?”*
- *“What have we learned from this?”*
- *“How does this relate to other experiences?”*
- *“So what?”*
- *“What does that suggest to you about _____ in general?”*

Example: The people with whom I talk also had the paint peel off their cars. I generalize that the Acme Car Wash and Wax Liquid is an inferior product to use on my car.

4. DEVELOPING COURSES OF ACTION; Through Group Discussion In the fourth learning phase, the participants are concerned with planning or developing new courses of action. The facilitator manages group discussion that is based on the case studies, exercises, or some other concrete experience. The goal is for participants to apply theoretical concepts in their future behavior. *To manage the discussion the facilitator does not need to be a subject matter expert, just very familiar with the topic.*

Example: Because the finish on my car was ruined and my friends had the same experience, I decide I should wash my car with another company’s product.

**5. APPLYING
LEARNING;
Task-Oriented
Questions That
Promote Action**

In the last learning phase, the participants apply their classroom experiences to their real world situations. The facilitator poses questions that focus the general knowledge they have gained on how it will affect them as team members.

- *“How could you apply that?”*
- *“What are the options?”*
- *“What would be the consequences of doing/not doing that?”*
- *“What would you like to do with that?”*

Example: I go to a store and purchase a well-known name brand (other than Acme) product to wash my car.

**DISCUSSION
METHOD;
Actively Involving
Participants To
Increase Learning**

The Discussion Method is used to actively involve participants in thinking about how to “Develop Courses Of Action” and “Apply Learning”. It has two important features:

1. **Participant centered:** This means that participants should do most of the talking (more than 50 percent). They must draw on their own past experiences.
2. **Participants are actively responding on a continual basis** throughout the instructional period. Therefore, more learning takes place.

**Discussion
Objectives**

As the facilitator, these four objectives should govern your actions in managing group discussions.

1. Discussions should relate the case study or the exercise to the experiences of the group.

-
2. Use group discussions to anchor the teaching points. Know what points you want to get across, and use the discussions to reinforce those points.
 3. Discussions are a means of developing operating philosophies for the organization. They generate public statements by participants that can change attitudes and behavior.
 4. Use open-ended questions, questions that cannot be answered by a simple “yes” or “no”.
 - *"How does this relate to our unit?"*
 - *"Were other options available?"*
 - *"How does this relate to our mission?"*
-

Advantages Of The Discussion Method

The Discussion Method stimulates thinking, helps sustain motivation, and develops the group as a team.

1. **Synergy.** The combined knowledge of the group (i.e., all participants and the facilitator) is greater and more meaningful than the knowledge of any one individual. This makes the “job” of learning more meaningful.
 2. **Reinforcement.** The opportunity to express oneself is a basic need, so the discussion provides a way of satisfying this personal need, which makes the learning a positive, “feel good” experience.
 3. **Cohesion.** Policies and procedures can be clarified building a new "organizational norm." This can improve the group’s ability to work together as a team. *This is why whole teams (e.g., boatcrews, bridge teams, etc.) are encouraged to attend TCT together.*
-

**Disadvantages Of
The Discussion
Method**

A limited amount of material can be covered in a given amount of time.

- **Time:** There is no way that a group of participants, even a small group, can discuss different subjects without using a lot of time. You will not be able to cover as much material using the Discussion Method as you would during a lecture.

Facilitator Strategy: **Tactfully ask more talkative participants to allow others a chance to express their thoughts.**

- **Group Size:** A good discussion should involve every participant with each participant having a chance to express himself/herself frequently. This becomes more difficult as group size increases and becomes unrealistic in groups larger than 20.

Facilitator Strategy: **Break larger groups into smaller, more manageable groups.**

**MANAGING THE GROUP;
Important Strategies** A primary role of the facilitator is managing the group learning process. Two methods for maintaining group focus and managing participation are through **Preventions** and **Interventions**.

**PREVENTION;
Before You Start Presenting Your Material** Preventions are those things that you put in place before you begin to present material. They also will make the learning environment more meaningful for the group. Preventions include:

- Establish ground rules.
 - Define roles.
 - Be positive.
 - Build an agenda.
 - Stay neutral.
 - Set up the room to facilitate discussion.
-

Establish Ground Rules Ground Rules should be established "up front" in order to clarify expectations and ensure that everyone knows and understands how the training will be presented. Propose some yourself and ask the group if they would like to add any. Do not force them on the group; rather, try to get the group to buy-into them.

Define Roles Ensure everyone knows what is expected of him or her.

Be Positive Participants will often mirror the attitude of the facilitator. Be positive. . .TCT is highly effective!

Build An Agenda The agenda will ensure that everyone knows where this whole process is going, and what they can and cannot expect during the training.

Stay Neutral It is difficult for any group member to "pick" on you if you remain neutral. At times, this is the most difficult part of the entire process.

Set Up The Room Set the room up so participants are looking at each other. Circles, horseshoes, or a semi-circle work best.

INTERVENTION When things are not going as you planned or the group has strayed from the agenda, it may be necessary to intervene and get the group back on track. The following Intervention strategies work well:

- Stop the action and return to the subject.
 - Boomerang the question.
 - Play dumb.
 - Describe what is going on.
 - Check for agreement.
 - Encourage participation.
 - Do not be defensive.
 - Provide feedback.
 - Enforce agreements.
-

Stop The Action, Regain Focus Act as the chauffeur. When the group gets off track, stop the action and refocus the discussion.

Boomerang The Question	Do not answer or attempt to answer every question directed at you. Learning needs to occur at the group level. Throw the question back to the group, i.e., <i>“Good question, does anyone have an idea on how to handle that?”</i>
Play Dumb	Whether you know the answer or not, it is sometimes appropriate to play dumb and throw the question back to the group.
Describe What's Going On	Stop the discussion occasionally and offer an observation; describe what you see is going on within the discussion or the group. This is an excellent way of summarizing.
Check For Agreement	When someone says something that sounds significant, check with the rest of the group to determine if they feel the same way. <i>Use this strategy with a difficult participant to measure how his/her actions are going over with the rest of the group.</i>
Encourage Participation	Use encouragement to involve some of the quieter group members. <i>Everyone should participate.</i>
Don't Become Defensive	<i>Maintain your neutrality, no matter how difficult.</i> If you become defensive, you may create conflict with at least some opinions of the participants. This conflict can distract from the experiential learning.
Provide Feedback	Let the group know how they are doing. <i>Summarize periodically,</i> showing them what they have accomplished.

**Enforce
Agreements**

By obtaining agreement on the *Ground Rules*, you have enforcement power if the group wanders from the agenda, or if you or someone else comes under attack. The group agreed to the rules, you must enforce them!

**GROUND
RULES**

It is important to establish the Ground Rules at the beginning of the course. The rules should include:

- ✓ **Speak one at a time.**
 - ✓ **Follow the agenda.**
 - ✓ **Attack ideas, not individuals.**
 - ✓ **Be honest.**
 - ✓ **Participate.**
 - ✓ **Identify how decisions will be made.**
-

**GROUP
MEMBERS'
ROLE**

It is important to list the role of group members at the beginning of the course. The role includes:

- ✓ **Focus on task.**
 - ✓ **Listen and respect others.**
 - ✓ **Be on time.**
 - ✓ **Contribute ideas.**
 - ✓ **Make suggestions.**
 - ✓ **Participate in decision-making.**
-

**CONTROLLING
DIFFERENT
TYPES OF
ADULT
LEARNERS**

There are three major categories of learners that you may encounter.

1. The typical learner who wants to participate in order to learn more,
 2. The non-participator or under-participator, and
 3. The over-participator.
-

	<p>A successful facilitator <i>encourages</i> the typical learner to ask questions and participate, <i>stimulates</i> the under-participant to join in, and <i>controls</i> the over-participant so that all participants have an opportunity to voice their questions and views.</p>
Set Up The Room To Encourage Participation	<p>Seat the participants so that they can see each other as well as the facilitator. This encourages group interaction and participation. When participants are seated in rows facing the facilitator at the podium, questions and comments will be limited and focused at the facilitator. Group interaction will be lower.</p>
Emphasize Participation In Ground Rules	<p>Emphasize participation in your Ground Rules. Make it clear that you want questions and full participation. Say that you want the participants to question the ideas and concepts you will introduce and ask them to relate each idea to their experience.</p>
Respond Receptively To Questions And Comments	<p>Respond receptively to questions and comments. Suggested responses include:</p> <ul style="list-style-type: none">• <i>"I see, yes."</i> This indicates you are interested in what is being said. It may encourage further comment.• <i>"In other words, you think ..."</i> This indicates that you have listened, understand what was said, and are trying to clarify the thought. <i>This can be used when a participant seems to be rambling on and is in need of a summary to end the question or comment.</i>

-
- *"You seem concerned about..."* This indicates that you have listened and understand where the participant is coming from. It doesn't mean you necessarily agree.
 - *"The key ideas I have heard seem to be..."* This indicates that what you have heard can be summarized and is important. *This can be used when you want to wind up discussions on a particular issue and move on to a new idea.*
-

**Guide,
Not Control,
Typical Learners**

If you want participation to continue and develop, let the interplay between participants do the work for you.

- Try to keep yourself out of it.
 - Avoid evaluating or commenting on what has been said.
-

**Dealing With
Non- or Under
Participants**

The non-participator or under-participator may open up in the learning environment described earlier. If not, try these three strategies:

- Ask a question that has no wrong answer.
 - After another participant has said something concise and accurate, ask the under-participator if he or she agrees.
 - Always express approval of inputs, particularly those offered by under-participators.
-

**Dealing With
Over-
Participants**

Dealing with over-participators requires you to remain neutral. Otherwise, you may generate an adversary relationship if you are perceived as ridiculing the over-participator or his/her ideas.

While the group may have also lost patience, they will resent the perceived attitude toward one of “them.” These strategies may help:

- Move about so that you do not face the over-participator and, at the same time, work on drawing questions and comments from other participants.
- If that does not work, try the classic police officer “stop” gesture when the over-participator tries to interrupt.

Dealing With The Loaded Question

What to do when a participant demands an answer to what is usually a loaded question, one that is asked to put you on the spot:

- **DO smile and disarm the demander.** Let the demander off the hook easily if he/she traps his/herself. State loudly and clearly, “*That has merit.*” Then find and state what the merit is.
 - **DO NOT** be afraid of these individuals since they are not experts in *Team Coordination Training*.
 - **DON’T** bluff and don’t be afraid to say, “I don’t know.”
 - **DO NOT** get drawn into a long discussion over the issue.
-

**FACILITATING
TCT MODULES:**
**Understand
The Module
Objective And
How The Case
Study Or Exercise
Supports It**

The *TCT* Facilitator's Package has an instructor guide with lesson plans, a case studies and exercises manual, and videos that support each of the TCT modules. Detailed instructions for cases and exercises are provided. *Follow the directions.*

Before using a case study or exercise, be thoroughly familiar with both the learning objectives of the TCT module and that of the case or exercise. The two must link and you must understand the links.

**Critical Things
To Accomplish
At The Beginning**

During the introduction of the module, you should:

1. **Neutralize TEACHER - PUPIL roles or similar misperceptions.** Define the roles of facilitator and group members.

Officers and senior enlisted must consider their rank or position when acting as a facilitator. It is important; to ensure that rank or position does not get in the way of learning. Rank or position can intimidate junior personnel. For this reason, the facilitator should take the time to ensure that he/she is perceived as approachable.

2. **Begin forming a community.** Establish an open and non-competitive classroom atmosphere. Without it, the learning can easily be inhibited.
 3. **Encourage discovery of non-productive agendas** the participants may have and start to overcome them.
 4. **Encourage formulation of definite objectives,** both in-course and post-course, by participants.
 5. **Clarify participant expectations** concerning what they can expect to learn.
-

**How Effective
Facilitators
Accomplish
Their Tasks At
The Beginning**

To help you be effective in facilitating, practice the following when interacting with participants.

- **React to participants**, not vice-versa, at the beginning.
- **Make participants feel right**, they do not have to be right at the beginning.
- **Treat comments as opportunities for showing approval.**
- **Make eye contact with or direct one question at each individual.** Similarly, each participant should at least make eye contact with and talk with each other participant.
- **Encourage questions and comments from the participants.** Many of the participants will have had a variety of related experiences and may know something about the topic that you and perhaps the rest of the group are not aware. *Adults can learn well — and much more — from dialogue with respected peers.* An open dialogue also gives participants the opportunity to clarify organizational policies and procedures.
- **Be prepared to revise the pace** to take advantage of participant contributions. You must balance the presentation of new material, debate/discussion, sharing of relevant participant experiences, and the clock.

You will be most effective when your own ego is shelved and you are willing to revise plans/methods on the spot. This truly communicates that you are not merely willing, but honestly anxious to learn from the participants.

Open And Non-Competitive Atmosphere Is Very Important In The Classroom

Adult learners, especially military personnel, may take errors personally when they sense that their hard-earned self-image may be threatened. Therefore, they frequently tend to apply tried and true solutions and take fewer risks. They also sense the risk of losing their self-esteem and ego when they are asked to try a new behavior in front of their peers. Consequently, they participate less.

To have an open and non-competitive classroom atmosphere, you should:

- Protect minority opinions.
 - Keep disagreements civil.
 - Make connections between various opinions and ideas, and remind the group of the variety of potential solutions to the problem.
-

PRESENTATION STRUCTURE

Standardize the format of your presentations. The NEAT Model provides the overall framework and the Experiential Learning Model is integrated within that framework. After selecting the subject of your presentation, use the following structure for planning and the actual presentation:

N - *Nature* or objective of the presentation.

- Develop a “how to” statement or something similar that specifically states what your objective will be for the presentation.
- This is an important first step. Ensure that your objective is clear and will be achievable in the time allotted.
- Create a butcher paper chart stating the objective of the presentation.

E - *Expectations*.

- List a few bullets that state what you intend to accomplish during the presentation.
- Watch your language! Terms like “be able to” communicate application level learning that requires development of a skill. This is a much higher level of learning than “to know” or “to understand”. To develop a skill will require that participants have the opportunity to practice and receive feedback on that practice.
- Ask the group if they have anything to add in terms of their own expectations. “Is there anything else that you would like to get from this presentation?”

A - *Agenda*: Structure your presentation around the following agenda. As you experience and become more comfortable, you may want to change the agenda.

- **Introduction:** Used to motivate and establish the importance of the subject.
 - Define the subject or concepts. Use charts or transparencies as necessary. Your objective is to provide the group with enough content information to enable them to read the case or do the

exercise and be prepared to discuss the case/exercise in relation to the module.

- **Experiential Activity:** Use an exercise, role-play, case study, etc.
 - * Process the experiential activity and demonstrate its relevance to the subject of the presentation.
- **Discussion.**
 - * Link and anchor experiential activity to the content of presentation.
 - * Cover remaining content of module.
 - * Ensure presentation expectations have been covered and achieved.
- **Application:** How can we use this material in our jobs? How will *you* apply this material to your job?
- **Summary/Conclusion:** Summarize the main points of your presentation. It is a good idea to give the participants a handout or something else they can take away from your presentation.

T - Time: Be realistic. The larger the group, the more time you will require to achieve your objectives. Remember, when you announce a time, stick to it. If you find it necessary to go beyond the time you have allotted, tell the group and get their agreement.

USE OF CURRICULUM OUTLINE

General Guidance: The training curriculum presented in the table on the following pages was specifically designed for those Coast Guard Auxiliarists that conduct operations from Coast Guard Auxiliary units. The normal Team Coordination Training curriculum was compressed into an 8-hour program to maximize exposure to Team Coordination Training for those Auxiliarists conducting Auxiliary operations. See COMDTINST 1541.1 for more detailed information on Auxiliary training requirements.

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US Coast Guard Auxiliary - TCT Training Curriculum

Time	Auxiliary Focus	Pages	Cases	A/V	Exercises
30 minutes	Introduction <ul style="list-style-type: none"> • Introduce participants • Conduct exercise - Information Processing • Tell participants that TCT behaviors are not just for times of perceived risk, but they are good interpersonal and communication skills that need to be a part of our behavior all the time. 	1-1 to 1-6		Intro. To TCT from "Who Rescues the CG" tape	Information Processing, page I-31
1 hour, 15 minutes	Unit One: Effective Leadership and Mission Analysis <i>Leadership:</i> <ul style="list-style-type: none"> • Keep the discussion brief; focus on the feedback model. <i>Mission Analysis:</i> <ul style="list-style-type: none"> • Focus on Risk Management model, evaluating hazards, risk vs. gain, planning, reducing the risk, and debrief • Run Seaman tape • Run exercise - Galley • Run Gambler tape 	2-10 to 2-14 3-1 to 3-26		Distressed Tugboat Scenario from "Who Rescues the CG" tape F/V Gambler segment of "CG: The Series" tape	Galley exercise page I-5
15 minutes	Break				
1 hour	Unit One: Effective Leadership and Mission Analysis <i>Mission Analysis, continued:</i> <ul style="list-style-type: none"> • Discuss case and debrief 		Tugboat Dewatering (UTB Mishap) page II-33		
1 hour	Lunch				

US Coast Guard Auxiliary - TCT Training Curriculum

Time	Auxiliary Focus	Pages	Cases	A/V	Exercises
1 hour	Unit Two – Adaptability & Flexibility and Situational Awareness <i>Adaptability & Flexibility:</i> <ul style="list-style-type: none"> • Focus on the effects of stress on performance, and factors affecting team performance. <i>Situational Awareness:</i> <ul style="list-style-type: none"> • Focus on definition, barriers, leader strategies, and error trapping. • Discuss case and debrief 	<p style="margin: 0;">4-5 to 4-16</p> <p style="margin: 0;">5-1 to 5-12</p>	<p style="margin: 0;">Adrift and Taking on Water (Station SAR Mishap) page II-29</p>		
1 hour, 30 minutes	Unit Three - Decision Making, Effective Communication, and Assertiveness <i>Decision Making:</i> <ul style="list-style-type: none"> • Keep the discussion brief; focus on decision-making strategies. <i>Effective Communication:</i> <ul style="list-style-type: none"> • Focus on Communications model, and Active Listening skills <i>Assertiveness:</i> <ul style="list-style-type: none"> • Focus on types of behavior, assertive communication skills, and dealing with conflict • Discuss case and debrief 	<p style="margin: 0;">6-1 to 6-8</p> <p style="margin: 0;">7-1 to 7-6</p> <p style="margin: 0;">8-1 to 8-9</p>	<p style="margin: 0;">Dragging Anchor (Station SAR Mishap) page II-25</p>		
15 minutes	Break				
1 hour	Final Case Analysis <ul style="list-style-type: none"> • Discuss case and debrief 		<p style="margin: 0;">Derby Risks (Auxiliary Mishap) page II-39</p>		
15 minutes	Summary and Final Questions <ul style="list-style-type: none"> • Pass out student evaluations 				

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LIST OF MATERIALS FURNISHED

COURSE TITLE: Team Coordination Training **COURSE CODE:** 0653
EDITION: 3

1. The materials for the course you requested are listed below. If any item listed is not enclosed in this package, report that fact to your Educational Services Officer (ESO).
2. If you enrolled in this course for credit, you have 36 months to complete the course. If you requested course materials only, you will not receive an End-of-Course Test (EOCT) and will not receive credit for the course.

COMPONENT	NUMBER	QTY
TCT INSTRUCTOR'S GUIDE	G65301	01
TCT INSTRUCTOR'S GUIDE ADDENDUM	G65303	01
TCT TRANSPARENCY SET	G653T5	01
TCT EXERCISES AND CASE STUDIES	G65302	01
VIDEO: (Coast Guard: The Series)	G653V1	01
VIDEO: (Who Rescues the Coast Guard?)	G653V2	01
DISKS	G653D4	SET