

As ADTA, we are a community – of people wanting to develop practical self-defense skills, of people who accept and pursue the responsibility of firearm skills, and of friends who readily share their knowledge and enthusiasm with others, that everyone benefits.

At heart, the best ADTA Instructors want to enable people to learn. They invest in themselves and their skills, and so understand how to effectively guide development in eager learners of all levels.

- ADTA INSTRUCTOR PROGRAM GOALS

1. Identify, encourage, and equip ADTA members (our ADTA Instructors) who truly want to help other ADTA members build their skills.
2. Design and operate curriculum advancing the objectives of ADTA.
3. Maintain and develop our consistent ADTA presentation structure to make it easier for each Instructor to convey content, for each participant to understand and develop their skills with ADTA, and to benefit everyone's safety.

- RESPONSIBILITIES, RELEVANT TO THE ADTA INSTRUCTOR PROGRAM

- ORGANIZATION

- Establish the objectives of ADTA.
- Recognize, appoint, and logistically support ADTA Chapters, ADTA Members, ADTA Range Safety Officers, ADTA Mentors, and ADTA Instructors.
- Establish and promote policies, standards, guidelines, and procedures supporting the success of ADTA Chapters.

- CHAPTER

- Organize and conduct regular learning opportunities for ADTA members.
- Promote and grow ADTA membership.
- Encourage and support ADTA members, their participation, and their growth.
- Organize and conduct regular content review, refinement, and development.

- INDIVIDUAL

- Safety.
- As an ADTA volunteer, positively represent the organization and its objectives.
- Follow and contribute to the improvement of the organization's policies, standards, guidelines, and procedures.
- As an ADTA Instructor:
 - Fairly assess yourself, and actively grow your hard and soft skills.
 - Guide participants in developing their skills in ADTA events.
 - Participate in the development of ADTA content.

- WHAT MAKES AN ADTA INSTRUCTOR?

- Today
 - Casual ability, willingness, and merit
 - Peer and senior assessment of aptitude
 - Accept opportunities to demonstrate and apply skills
- Qualifications
 - Personality
 - Presence (appropriate confidence and projection)
 - Maturity (self-awareness, conscious control and improvement)
 - Adaptability (recognize what can be changed, and do so)
 - A desire to help others learn, not to exhibit what you know
 - Soft Skills
 - Ability to accept, integrate, and provide meaningful feedback
 - Ability to communicate for recipient's comprehension
 - Ability to recognize and simplify what's complex
 - Ability to package and share what works, with peers
 - Hard Skills
 - Appropriate personal expertise in the skills to be instilled in others
 - Practice and adoption of ADTA range protocols
 - Development, practice, and adoption of ADTA standard learning units
 - Commitments
 - Ongoing personal improvement (soft and hard skills)
 - Content feedback, contribution, and development
 - Program feedback, contribution, and improvement
 - Reasonable availability and participation

- ADTA INSTRUCTOR ROLES AND PROGRESSION

- Workshop Presenter (established by a Chapter Executive or Event Coordinator)
- Mentor* (established by the ADTA Mentor Program Lead)
 - Works with individual ADTA members to establish fundamental skills.
- Unit Instructor* (established by a Lead Instructor)
 - Responsible to conduct one or more skill segments of a live-fire event.
- Bay Instructor* (established by a Lead Instructor)
 - Responsible to conduct and instruct one room (bay) of a live-fire event.
- Lead Instructor* (established by the Chapter Executive and Chief Instructor)
 - Responsible to conduct, oversee, and instruct an entire live-fire event.
- Chief Instructor* (established by the President)
 - Responsible for the ADTA Instructor program and its development.

* Prerequisite and ongoing requirement: must be an ADTA Range Safety Officer

- SOFT SKILLS TOOLBOX

- Thanks for the feedback!

- Being prepared to accept, understand it, and consciously decide
 - Restate what was said or received
 - State an option you could potentially change; confirm if it addresses it
 - Thank the giver; they believed in you enough to provide feedback
 - Decide if or how to incorporate it, and do so
- Being willing to ask if you may give it, then providing it
 - If you're not sharing your feedback, you've already given up on them
- Knowing when to give feedback
 - Safety issues (imminent issues; potential issues; confusion as an issue)
 - Refinement opportunities
 - The "right" time should not cause its own safety, confusion, or contention issues; respect the circumstances and the participants
- Framing Safety Feedback
 - Imminent Issues
 - Should be called out immediately
 - If it can be kept abstract, do so rather than singling individual
 - If it can be delivered naturally and positively, do so
 - Be succinct, mind the flow, permit recovery
 - Latent issues
 - Should be offered as a refinement, in a timely manner proportional to the potential risk
 - Should be delivered with minimal disruption to the group
 - Should be directed aside with supervisor or staff, if you're not leading, to prevent confusion
- Framing Refinement Feedback
 - "Stop..." + "Start..." + "Continue..."
- Specific times to delay providing feedback
 - When feedback is not regarding a present safety issue
 - To an Instructor or supervisor, while they are directing of a group of participants, and there is not a present safety or confusion issue
 - To a participant, while they are in the directed control of an Instructor or supervisor, and there is not a present safety or confusion issue

- SOFT SKILLS TOOLBOX
 - Communicating for Recipient's Comprehension
 - E EXPLAIN
 - D DEMONSTRATE
 - G GUIDE
 - E ENABLE
 - Follow ADTA policies, standards, guidelines, and procedures, including properly using standard ADTA range commands at the correct times.
 - Important for everyone's safety (participants and staff).
 - If you use a term of art, define it at least the first three times you use it.
 - Sets consistent expectations, encourages adherence to protocols, simplifies understanding of the framework, permits participants to focus on the skill content.
 - Recognize, acknowledge, and praise success publicly
 - To the group, overall, to encourage recognition of progress
 - To individuals, occasionally, as affirmation, or exceptional
 - Be aware of the recipients' reaction to the recognition; adapt, if needed
 - Remediate and adjust positively
 - If you have the expertise to teach it, you have the experience to know what to watch for, and how to advise people to refine and improve towards success.
 - Understand, before you begin the exercise, what two or three things you know you will be watching for, and can help remediate.
 - Ideally, once the participant(s) understand the expectation and the framework, share the two or three things so they may refine their own learning and development.
 - If it's not an imminent safety issue, avoid calling out the individual
 - When not confusing, helpfully advise the group, "If... then try..."
 - To offer advice to a single participant in a group, you can advise their Safety, who can convey the information between sets.

- SOFT SKILLS TOOLBOX

- Be Enough of an Expert to Simplify What's Complex

- Your goal is to help the participant develop at a pace they can absorb.
 - Success is the participant internalizing the concept.
 - How much each person can absorb at once varies by participant.
- Prioritize
 - If your skill unit or exercise can achieve only one specific important outcome with each participant, what must it be?
 - How can the participant measure their own success in that outcome?
 - How concisely can you communicate that measure of success?
 - How simply can success or opportunity for improvement be determined?
 - If your familiarity with the unit or the skill of the participant requires it, be prepared to reduce requirements down to the one core important measure of success.
 - If your familiarity with the unit or the skill of the participant permits it, be prepared to increase requirements above that core important measure, either by making the measure's range of success smaller, or increasing the total number of requirements.
 - How could a group of participants, each of their own skill level, challenge themselves to individually-higher standards while performing the same exercise as a group?
- Simplify
 - It is always easier, and it is **always safer**, more effective, and more satisfying for your participants, to start with one core fundamental skill or measure, achieve competence, and **only then** build upon it.
 - Accuracy pressure (distance, target size), personal scoring, time pressure/urgency, technique complexity or series, movement, distraction, waiting/reaction, technique combination
 - It is very difficult, and very confusing to participants (**and thus a safety issue**), to try to convey a skill unit that you are not an expert upon, or that has too many requirements or too great of complexity, or that is beyond the fundamental skills of the participants.

- SOFT SKILLS TOOLBOX
 - Package and Share What Works
 - Every skill unit in ADTA has only been learned, piloted, tried, developed, adopted, and regularly refined and improved since our inception in 2011.
 - There is always room to refine and improve.
 - There is always opportunity to learn from more sources, inside and outside of ADTA, and incorporate what works well.
 - Every skill unit must be consistent with ADTA’s objectives and boundaries
 - Mindfulness, responsibility, and accuracy are always core objectives.
 - Good units are something that 80% of ADTA would want to try.
 - Each skill unit should reinforce and support ADTA’s overall participant skill programs, and should be reinforced by them in turn.
 - If the skill unit requires discarding or contrasting with skills ADTA regularly promotes as fundamental in its participants, reconsider – it may be necessary to have a larger program conversation.
 - Don’t Teach It Until You’re an Expert
 - Experiment outside of ADTA programs
 - Become a real expert, where you can demonstrate the skill to others
 - Know the core objective and the core skill to convey
 - Know how you’ll EDGE the core skill
 - Know what you’ll watch for, and how you’ll help refine it
 - Be prepared to make it more challenging, only once appropriate
 - Teach It to Your Peers
 - Your first audience should always be yourself.
 - Your second audience should always be your Instructor peers.
 - Chapter Instructor meetings are ideal testing ground.
 - Be clear about your preparedness, and your questions.
 - Honestly understand and incorporate feedback.

- HARD SKILLS
 - ADTA RANGE COMMANDS (**boldface = policy**; critical to be ADTA-consistent)
 - Position Participants
 - Event Configured for One Shooter at a Time
 - "Next shooter."
 - Event Configured for More Than One Shooter at a Time
 - "Next shooters to the line."
 - "Shooters, form one single line. Look left, look right, ensure no one's ahead, no one's behind."
 - "Safeties, arm's reach behind the shooters, strong side."
 - Preparing and Conducting the Exercise
 - EDGE first, with everyone unloaded
 - **"Shooters, load and make ready, then (holster / hold at low ready)."**
 - **"Shooters, on the (Go command / whistle), you will (...)"**
 - Alternatively, **"Shooters, with me, follow along."**
 - "Shooters, you are welcome to reload (as needed / after you complete the exercise)."
 - "Shooters, after you complete the exercise, (reholster / return to low ready / ...)."
 - "Shooters, are there any questions on what we're doing?"
 - **"Shooters, stand by."**
 - **("Go" / single whistle / timer start beep)**
 - Subsequent Sets, Same Shooters
 - "Shooters, (same exercise / this time you will (...)."
 - Clearing the Line
 - **"Shooters, unload and show clear."**
 - "Safeties, help them out. Magazines out, chambers clear, actions tripped, holstered, turned around."
 - **"We are clear; shooters, you're welcome to pick up anything that you dropped."**
 - "Shooters, go inspect and tape your targets. Next shooters to the line."
 - Guidelines for Good ADTA Range Commands
 - **Always** identify the intended recipient of the command
 - "Shooter," "Shooters," or "Safeties."
 - Whenever the shooter will be expected to execute a series of actions, always instruct them what position to end in, **before** you have them start.
 - If the shooter has discretion in a series of actions, clearly state that they do.
 - Okay to use succinct terms of art, but **you must define them frequently** in use.

- HARD SKILLS

- FUNDAMENTAL UNITS

- Demonstrating the role of Safeties in live-fire events
- On set line, issue and guide through Load and Make Ready
- On set line, issue and guide through Unload and Show Clear
- Put it together – basic line management
 - Setting the Line
 - Prepare and conduct simple Controlled Pair exercise
 - Clear the Line
 - Rotate the Line
 - Set the Line
 - Prepare and conduct same simple Controlled Pair exercise
 - Clear the Line

- PACKAGED SKILLS

- Exercise: Controlled Pair (any target)
- Exercise: Five-and-Five Drill (VB-8NM or equivalent)
- Exercise: Casino Drill / 21 Drill (VB-8NM or equivalent)
- Exercise: Presentation from the Holster (any target)
- Exercise: Presentation, with getting off the X
- Exercise: Tactical Reload (any target)
- Exercise: Emergency Reload (any target)
- Exercise: Configuring and Clearing Failure to Fire
- Exercise: Configuring and Clearing Failure to Eject
- Exercise: Configuring and Clearing Failure to Extract
- Exercise: Safeties Configure Random Failure
- Exercise: After-Action Drill
- Exercise: Strong Hand / Weak Hand
- Exercise: Called Targets (DT-2A/-2B/-2C or equivalent)
- Exercise: Shooting from Concealment
- Exercise: Slicing the Pie
- Exercise: Low-Light Hold
- Exercise: Low-Light Called-Target Search
- Exercise: Stop or I'll Shoot