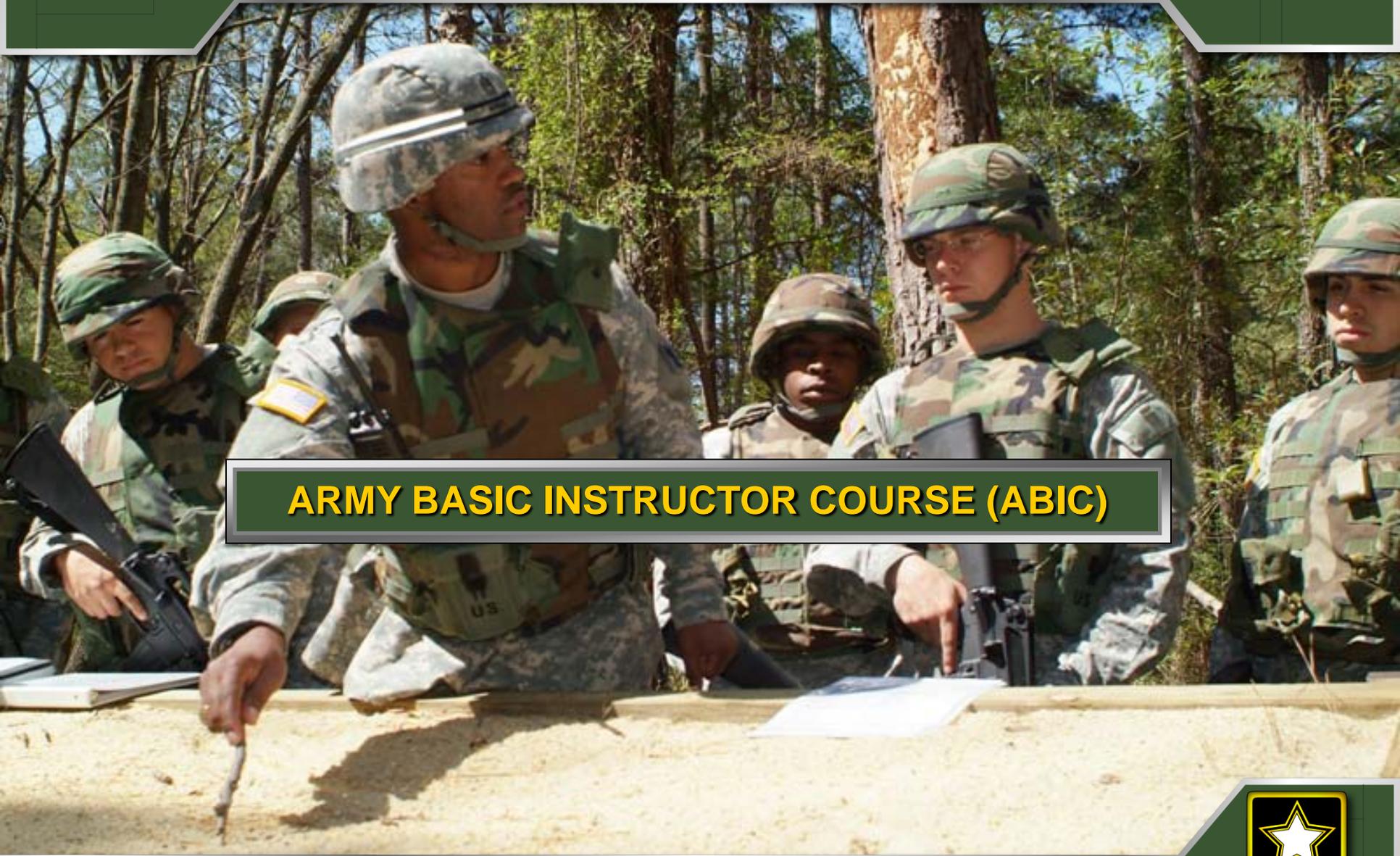


# Army Training and Education Development (ATED) Overview



## ARMY BASIC INSTRUCTOR COURSE (ABIC)



U.S. ARMY

## Module 2 TLO: Define the Army Training and Education Development (ATED) Process

- ACTION:** Define the Army Training and Education Development (ATED) Process
- CONDITION:** Given student handouts and the student's personal notes
- STANDARD:** The student identified:
- The features of ATED
  - Key requirements in each phase of ATED



## DOTMLPF Domains

**Doctrine**

**Organization**

**Training**

**Materiel**

**Leadership  
&  
Education**

**Personnel**

**Facilities**



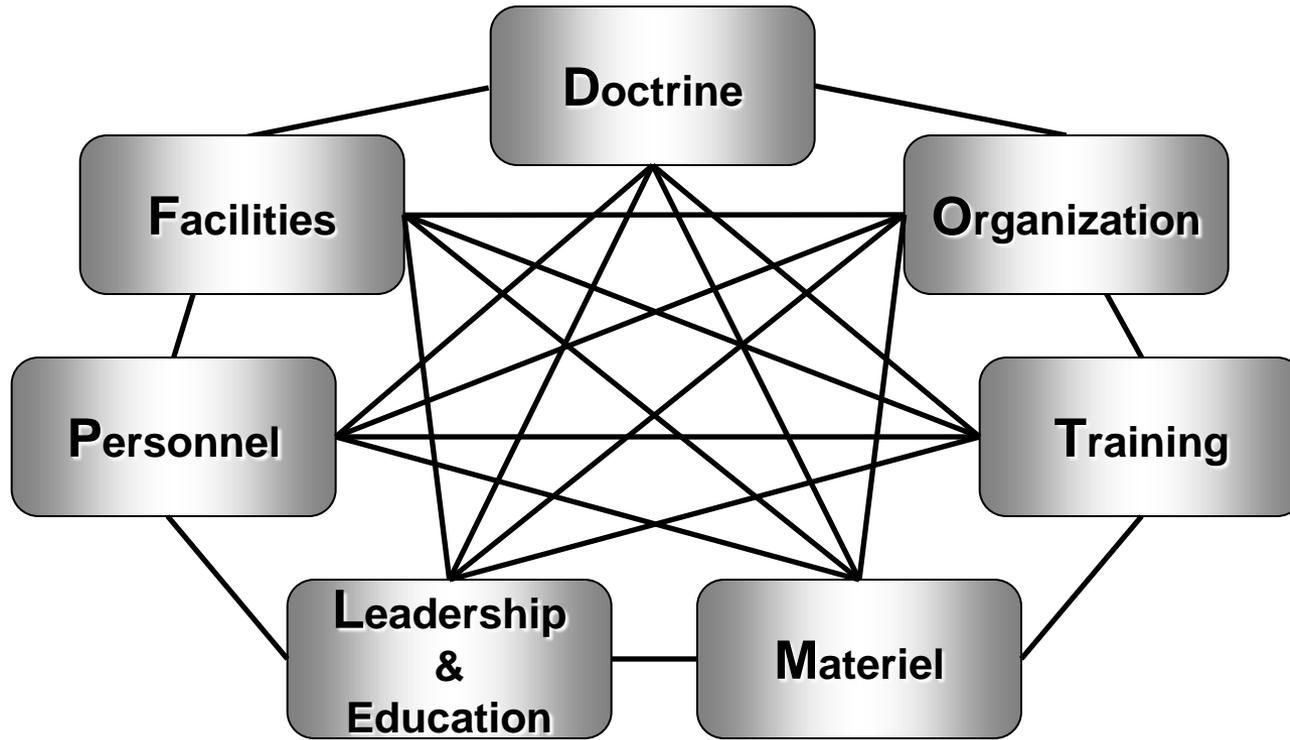
# Army Training and Education Development (ATED) Overview

## DOTMLPF Example



# Army Training and Education Development (ATED) Overview

## Interaction of DOTMLPF Domains



- Army identifies changes needed in each domain
- Domains are interrelated, changes must be synchronized



## References

- **Army Regulation 350-1, Training and Leader Development**
- **TRADOC Regulation 350-70, Army Training and Education Development: Management, Processes, Products, and Delivery**
  - ▶ **TRADOC 350-70 series Pamphlets**
  - ▶ **TRADOC 350-70 series Job Aids**
- **References are accessible on line**



## Module Overview

- **Features of ATED**
  - ▶ **Purpose**
  - ▶ **Characteristics**
  - ▶ **What starts the ATED Process**
  - ▶ **Development model**
  
- **ATED Process Phases**
  - ▶ **Analysis**
  - ▶ **Design**
  - ▶ **Development**
  - ▶ **Implementation**
  - ▶ **Evaluation**



## ELO A: Identify the Features of ATED

- ACTION:** Identify the features of ATED
- CONDITION:** Given student handouts and the student's personal notes
- STANDARD:** The student identified:
- The purpose ATED
  - Characteristics of ATED
  - What starts the ATED process
  - The ATED process phases



# Army Training and Education Development (ATED) Overview

## Purpose of ATED

- Provides disciplined, logical approach to training
  - ▶ Collective training
  - ▶ Individual training
  - ▶ Self development training
- Helps determine who, what, where, when, how, and how well to train
- *Right* training for the *right* person at the *right* time



## Characteristics of ATED

- **Mission Focused**
- **Task-Based**
- **Realistic, Rigorous, and Relevant**
- **Consideration for the Environment**
- **Requires Safety and Risk Management**
- **Provides Milestones**



## Characteristics of ATED

- **Mission Focused**
- Task-Based
- Realistic, Rigorous, and Relevant
- Consideration for the Environment
- Requires Safety and Risk Management
- Provides Milestones

ATED focuses on the mission to prepare the unit and individuals for their role in the Contemporary Operating Environment (COE)



## Characteristics of ATED

- Mission Focused
- **Task-Based**
- Realistic, Rigorous, and Challenging
- Consideration for the Entire Career
- Requires Safety and Risk Management
- Provides Milestones

ATED requires us to base the training or education on the task to ensure identification of critical tasks, and the training and education that revolves around those tasks



## Characteristics of ATED

- Mission Focused
- Task-Based
- **Realistic, Rigorous, and Relevant**
- Consideration for the Environment
- Requires Safety and Risk Management
- Provides Milestones

ATED is realistic, rigorous and relevant which means we train and educate people and their unit, as they will fight or perform the mission



## Characteristics of ATED

- Mission Focused
- Task-Based
- Realistic, Rigorous, and Relevant
- **Consideration for the Environment**
- Requires Safety and Risk Management
- Provides Milestones

The Army must comply with environmental laws. Therefore, ATED requires consideration be given to the environment



## Characteristics of ATED

- Mission Focused
- Task-Based
- Realistic, Rigorous, and Relevant
- Consideration for the Environment
- **Requires Safety and Risk Management**
- Provides Milestones

ATED mandates safety and risk management—especially to help prevent injuries and make certain that there are no training fatalities



## Characteristics of ATED

- Mission Focused
- Task-Based
- Realistic, Rigorous, and
- Consideration for the Environment
- Requires Safety and Risk Management
- **Provides Milestones**

ATED provides milestones that we must document. This provides an audit trail so that whoever follows can understand why the training and education is the way that it is



# Army Training and Education Development (ATED) Overview

What starts the ATED process?



# Army Training and Education Development (ATED) Overview

## ATED Phases\*

**A**nalysis Phase

**D**esign Phase

**D**evelopment Phase

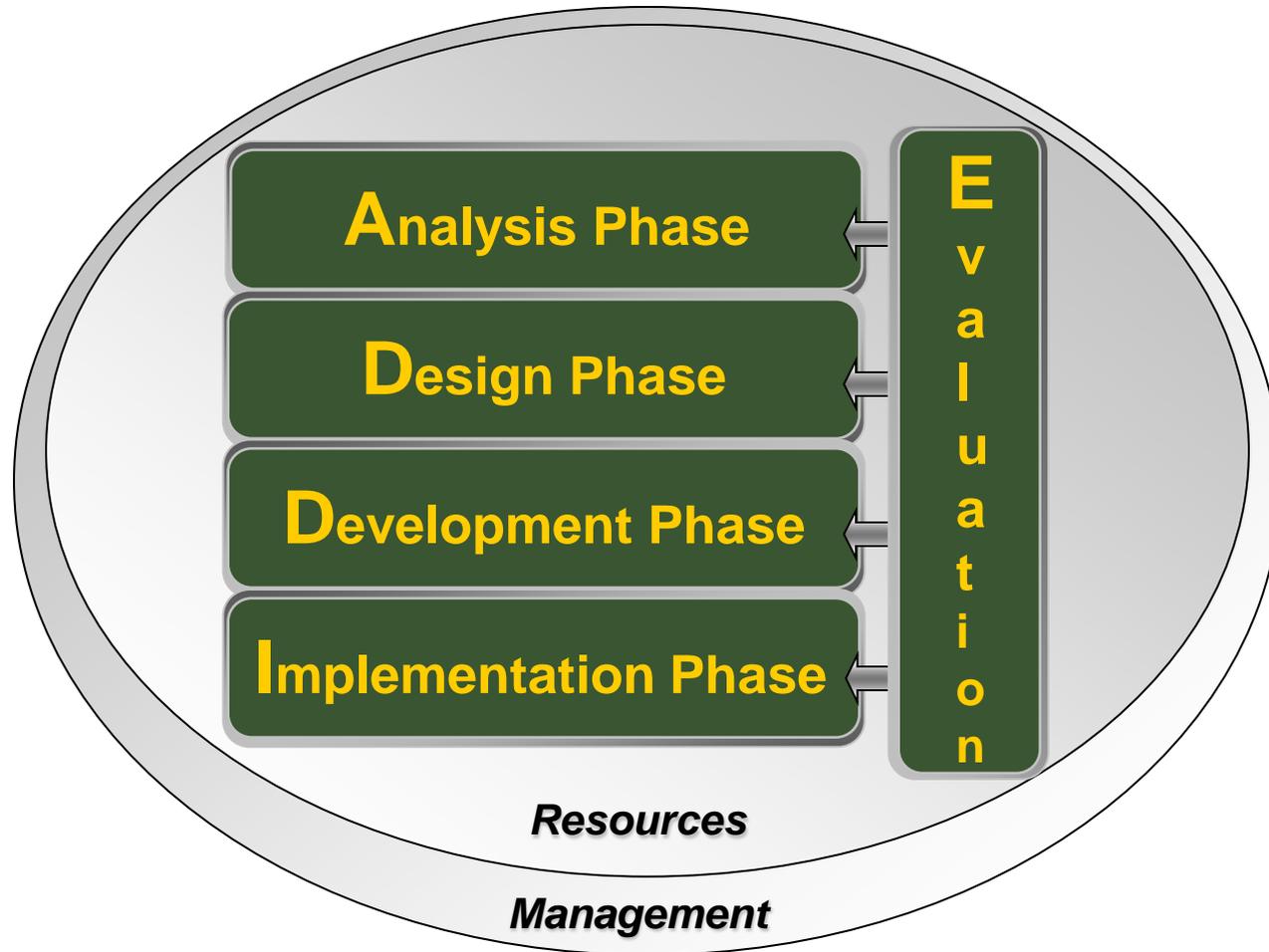
**I**mplementation Phase

**E**valuation Phase

*\*You may refer to phases collectively as ADDIE*



# Army Training and Education Development (ATED) Overview



## Check on Learning

1. What is the purpose of ATED?
2. What are some of the characteristics of ATED?
3. What are some of the triggering events that could initiate the ATED process?



## ELO B: Identify Requirements in Each Phase of ATED

**ACTION:** Identify key requirements in each ATED phase

**CONDITION:** Given student handouts and the student's personal notes

**STANDARD:** The student identified requirements in the:

- Analysis Phase
- Design Phase
- Development Phase
- Implementation Phase
- Evaluation Phase



## Analysis Phase

- Focus on Operational Environment
- Determine Needs
- Identify Tasks

*Example:*

<b>Task</b>	<b>Drive a 5-ton truck.</b>
<b>Condition</b>	<b>Given a 5-ton truck, 2 miles of unpaved road, icy nighttime conditions, etc.</b>
<b>Standard</b>	<b>Arrive at destination without harming yourself, the truck, or other people in the area.</b>



## Analysis Phase (Cont.)

- **Critical Task Site Selection Boards (CTSSB)**
- **New Systems**
- **Funding**



# Army Training and Education Development (ATED) Overview

## Design Phase

- Decide (think of as *translation* phase)
- Develop learning objectives from tasks

**Example:**

Task		Learning Objective	
Task	Drive a 5-ton truck.	Action	Drive a 5-ton truck.
Condition	Given a 5-ton truck, 2 miles of unpaved road, icy nighttime conditions, etc.	Condition	Given a 5-ton truck simulator, a qualified instructor, and a simulation scenario.
Standard	Arrived at destination without harming yourself, the truck, or other people in the area.	Standard	Completed the scenario without having an accident.



## Design Phase (Cont.)

- **Terminal versus enabling learning objectives**
  - ▶ **Enabling objectives support a terminal objective**
- **Write tests and performance evaluations**
- **Determine instructional methods**
- **Establish funding milestones**
- **Changing a lesson plan**



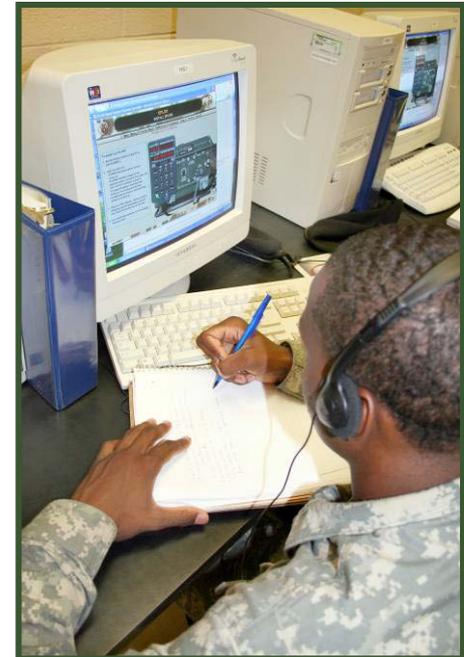
## Check on Learning

1. In which phase do we identify the tasks that we will train?
2. In which phase do we write learning objectives and tests?
3. What is the difference between a task and a learning objective?
4. What are the three parts of a learning objective?



## Development Phase

- **Create the Products, for example:**
  - ▶ **Lesson plans, PowerPoint slides, Student Handouts**
  - ▶ **Training Aids, Devices, Simulators and Simulations**
  - ▶ **Interactive Multimedia Instruction (including storyboards, graphics, narratives)**



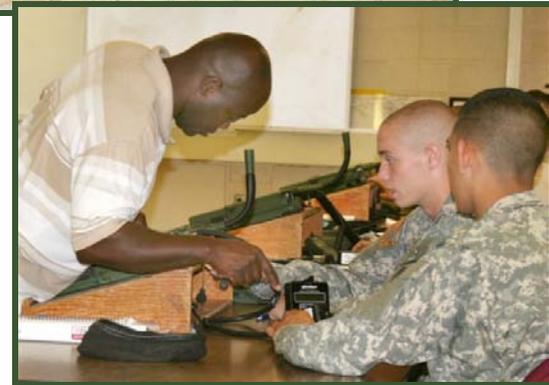
## Development Phase (Cont.)

- **Validate Products**
  - ▶ **Conduct course for *unskilled* personnel**
  - ▶ **Evaluate results**
  - ▶ **Update course materials and procedures as required**



## Implementation Phase

- Most important phase for the instructor
- Distribute materials
- Schedule classes
- Publish class schedule
- Administer student records
- Conduct the training
- Verify all is working as planned



## Evaluation Phase

- Takes place throughout the process
- Two types of evaluation:
  - ▶ Internal
  - ▶ External
- Main goal: Improve the training



## Check on Learning

1. During which ATED phase do we validate course materials?
2. During which ATED phase do we schedule classes and conduct the training?
3. When does evaluation take place during ATED?
4. Which type of evaluation looks at test results to determine if there are trends to address ?



## Practical Exercise

**Instructions:** Identify which ATED phase a training requirement belongs to by indicating the number of the phase in the blank next to each requirement. You may use your notes, the Student Handout and any available references.



## Module Summary

- **Features of ATED**
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  - ▶ **Implementation**
  - ▶ **Evaluation**

