

**U. S. Coast Guard Auxiliary  
Instructor Development Course  
Performance Qualification System (PQS)  
Workbook**

**Appendix B**



## **Intent**

This Workbook will guide you through the Instructor Development Course Student Course Book. It will provide you with certain tasks to complete and have signed by your mentor instructor. All tasks must be stated from memory. You may have more than one mentor instructor sign off on the various tasks. Once you have completed all the sign-off of all the tasks, the next step is to proceed to the second step, which is preparing and presenting the ten to thirty minute training event. A mentor Instructor will evaluate the training event and provide you with both positive feedback and discuss areas that could be improved. The training event may be presented to a class or a group of Auxiliarists.

Following the completion of the first training event, you will then prepare the second training event, which is the one to two hour training event using a chapter(s) from one of the approved Coast Guard Auxiliary Public Education or Member Training courses. The mentor instructor will again critique your training event and provide you with positive feedback and discuss areas that could be improved.

Upon successful completion of two training events, the mentor instructor will sign the final check sheet and provide a copy for the Flotilla Commander to verify that you have met all the criteria to become certified as an Instructor. This will be properly processed according to your District's policy. You will receive your Instructor Certificate and be eligible to wear the Instructor ribbon since you have met the minimum standards of a Certified Instructor for the U. S. Coast Guard Auxiliary.

**Tasks: All 19 Tasks must be stated from memory.**

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| Task   | Date Completed | Mentor Instructor's Signature |
|--|----------------|-------------------------------|
| <b>INS 1</b> Identify the 9 events of the 9 Events Lesson Plan<br><i>Reference pages 6, 14-16</i>  | _____          | _____                         |
| <b>INS 2</b> State the five stages of development of the ADDIE Model<br><i>Reference page 7</i>  | _____          | _____                         |
| <b>INS 3</b> Define Objective<br><i>Reference page 9</i>   | _____          | _____                         |
| <b>INS 4</b> State three elements that an objective Must contain and explain each<br><i>Reference pages 10-12</i>                                    | _____          | _____                         |
| <b>INS 5</b> Identify the three parts of a usable Instructional Objective<br><i>Reference page 14</i>  | _____          | _____                         |
| <b>INS 6</b> State 4 types of effective media<br><i>Reference page 17</i>  | _____          | _____                         |
| <b>INS 7</b> Demonstrate the ability to set up media equipment   | _____          | _____                         |
| <b>INS 8</b> State two types of Communication and provide five elements of using effective communication skills for each<br><i>Reference page 20</i> | _____          | _____                         |

# Tasks

| Task  | Date Completed | Mentor Instructor's Signature |
|---|----------------|-------------------------------|
| <b>INS 9</b> State two types of Feedback<br><i>Reference page 22</i>  | _____          | _____                         |
| <b>INS 10</b> Discuss five guidelines for providing feedback<br><i>Reference page 23</i>  | _____          | _____                         |
| <b>INS 11</b> State two types of questions<br><i>Reference page 25</i>  | _____          | _____                         |
| <b>INS 12</b> State the five types of open-ended questions and provide an example of each<br><i>Reference pages 26-27</i>       | _____          | _____                         |
| <b>INS 13</b> State the three step model for responding to questions and provide an example of each<br><i>Reference page 27</i> | _____          | _____                         |
| <b>INS 14</b> State three ways to restructure questions<br><i>Reference page 28</i>   | _____          | _____                         |
| <b>INS 15</b> Explain the APPLE Model<br><i>Reference page 28</i>   | _____          | _____                         |
| <b>INS 16</b> State the five factors that motivate adult learners<br><i>Reference page 30</i>                                   | _____          | _____                         |
| <b>INS 17</b> State three ways adults are stimulated to learn<br><i>Reference page 30</i>                                       | _____          | _____                         |

# Tasks

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| Task  | Date Completed | Mentor Instructor's Signature |
|---|----------------|-------------------------------|
| <b>INS 18</b> State three strategies for adult learners<br><i>Reference page 30</i>   | _____          | _____                         |
| <b>INS 19</b> State the twelve actionable strategies to improve Instructional effectiveness<br><i>Reference pages 32-35</i> | _____          | _____                         |

## Certification for Instructor

|   | Date | Mentor Instructor's Signature |
|---|------|-------------------------------|
| <b>I. Completion of test</b>  |      | Score _____                   |
| <b>II. Completion of 19 tasks<br/>(Stated from memory)</b>                        |      |                               |
| <b>III. Satisfactory Completion<br/>of ten – thirty minute<br/>training event</b> |      |                               |
| <b>IV. Satisfactory Completion<br/>of one – two hour training<br/>event</b>       |      |                               |

To DIRAUX: (via District policy)

\_\_\_\_\_ has met all the  
 (Name of Instructor Trainee) (Member Number)  
 requirements for Instructor.

\_\_\_\_\_  
 Flotilla Commander

District/Division/Flotilla Number \_\_\_\_\_

Date \_\_\_\_\_