AMOT

Advanced Methodology for Operational training

Failure of the authorities in several regions of the world in their confrontation with global terrorism and increasing urban crime, encourages a conceptual change from a passive / reactive security system to a proactive security approach. This approach's main objective is to prevent criminal acts / violence by developing security and operational awareness, improving operational capability and ensuring the early detection of an aggressor's intentions.

The need for this conceptual shift raises the following question: Is it possible to train security personnel / police officers in proactive security concepts, through traditional training processes?

AMOT is a special training method, derived from a thorough analysis of partially successful and failed encounters between security / police forces and their adversaries. We learn that the lack of knowledge or technical ability isn't the main cause for that failure, but components such the lack of operational awareness, the lack of early identification of opponents, failures in incident management and decision-making processes and other items which are often not covered in standard training procedures.

AMOT bridges the gap between current operational needs that arise due to the situation at hand, and the traditional methodologies that are inadequate for a constantly changing reality.

AMOT, based in the foundations of experiential learning, transforms the training process into a unique experience in which the student, through personal and group experience, gradually learns the range of relevant operational skills essential to their continued careers as security professionals.

Principles of the system:

1. The main objective of each training session is to improve the operational level of the participant.
2. The professional material and technical skills are tools that contribute to achieving the main goal and are not objectives in of themselves.
3. Optimal utilization of available resources, particularly the time that is devoted for training.

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4. **Comprehensive** training that integrates the various security skill sets so that the security professional can operate as an integral unit (the integration of technical knowledge, physical skills, operational skills, decision making, leadership, team-work, and so on).

5. Periodic, integrated practice of all of the skills and professional subjects studied, from the time a new skill is introduced to when the trainee finally assimilates it.

6. Periodic integrated practice of all of the skills and professional subjects studied by presenting problems and finding appropriate solutions (by trial and error) by the learner, while professionally guided by the instructor.

7. Continuous training simulations that are as close as possible to reality.

Fig. 1 & 2: Example of completely surprising incident, conducted during professional, theoretical and / or practical activities

The experience ascends to knowledge - learning through individual and group experiences.

Table comparing the traditional and advanced methodologies

Subject	AMOT	Traditional Methodology
Use of resources	Optimal. Continuous learning (including during breaks) 24/7	Limited to specific framework of training
Training objectives	Continuous improvement of the operational capacity	Acquisition of knowledge and technical skill
Learning process	Allows the development of the most varied operational skills not covered in a traditional process	Limited to standard topics
Practice time	Periodic, integrated practice from the time a new skill is introduced to when it is finally assimilated	Limited to specific training framework
The teacher / coach	Guides students toward appropriate professional solution. Accompanies students throughout the comprehensive training process	Dictates the material. Usually not involved in the operational development of student
The trainee	Mastery of skills through practice. Trainees learn principles and understand the why as well as the how of what is taught	Learning by imitation, not, necessarily understanding the rationale behind what is taught.
The training session	Experiential, closer to reality	Standard, sterile, not adapted to reality

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The entire process	A unique experience that is periodically upgraded	Routine
Operational experience	Wide experience. Close to reality	None

The product: multilayer special format that allows thorough and accurate scheduling of the training process, transforming it into a unique learning experience.

Dear Sir, if you are interested in improving the operational capacity of your staff by refining their skills and abilities so that they will be closer to being able to successfully face real world situations, we would appreciate an opportunity to allow us to present to you in more detail our special methodology and discuss the possibilities of its application in your institution/organization.

Sincerely,

Gabriel (Gabi) Shai

C.E.O.

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