

(b) (5)

(b) (5)

Adult Learning Model

Step 1: Tell Me

In the “Tell Me” stage, the trainer simply tells the learner about the task to be accomplished. A good overview of the specific steps involved helps focus the learner’s attention. Trainers should consider the following helpful tips:

Prepare for the instruction.

Review the description of the task and identify the specific steps involved. What does the learner already know about the task? What do you expect the learner to be able to do once trained on the task? What are your quality/quantity expectations for the learner?

Explain the task clearly.

Be specific when describing the task. What is the problem that needs to be corrected? What specific work needs to be done? What goal needs to be accomplished? Are there other individuals or teams who need to be consulted before completing the task?

Define all of the terms related to the task.

Be sure the learner has access to any special equipment, software, or other tools that are required for the task. If you use nicknames, acronyms, or other organizational jargon, be sure to define what they mean to the learner.

Identify the specific procedures involved in the task.

Break the procedure down, step-by-step, in sequence. If appropriate, use checklists, flowcharts, or other graphics that illustrate the process.

Check for understanding.

Confirm throughout your explanation that the learner has no questions, and if he or she does, that you answer them clearly.

Step 2: Show Me

Show the learner what he or she needs to do. Showing the learner the task reinforces what you've already told the learner. Trainers should consider the following helpful tips:

Reinforce the "Tell Me" information.

Demonstrate "how to" complete each step of the process you verbally explained. Be sure the learner has a clear view to see what you are doing.

Use the same terminology you used to describe the task earlier.

Continue to use the same terms as you show the learner how to accomplish the task. Be certain to once again define any organizational jargon or acronyms. Make connections to similar tasks that the learner already knows how to do.

Demonstrate procedures in the order required to complete the task.

Use checklists, flowcharts, or other diagrams to reinforce the sequence.

Review the process.

Complete a second demonstration of the process as the learner observes. Answer any questions the learner may have.

Step 3: Let Me Practice

Good on-the-job trainers need to allow for practice. When you ask learners to practice a new task, consider the following helpful tips:

Create a positive environment.

Encourage the learner by stating your confidence in his or her ability to perform the task. Assure the learner that they will have the time they need to practice before their performance is measured.

Turn mistakes into learning opportunities.

Few of us are able to complete a new task perfectly the first time. Use mistakes as an opportunity to provide more information and clarification of how to do the job.

Conduct short practice sessions to build learner confidence.

If a task is complicated, consider breaking it down into smaller chunks. Have the learner complete a portion of the process first, check his or her work, then allow them to continue. This will provide the trainer and learner an opportunity for feedback early in the process.

Provide frequent opportunities for practice.

A good rule of thumb is to allow a learner three opportunities to practice a new skill. Short, frequent practice sessions are more effective than a single, long session.

Provide adequate and timely feedback after the practice sessions.

Be sure to begin your feedback with positive information – things that the learner did well. Next, be specific when you describe aspects of the task that need to be improved. Include a description and/or a demonstration of how to improve. Always end your feedback on a positive note such as: “You’ve almost got it,” or “I know you can do it.”

Step 4: Let Me Show (Teach) You

The last step in the Model is to allow the learner to demonstrate mastery of the task. Be sure the learner has had sufficient opportunity to practice.

AFI Access Pre-Training Check List

1. Send (b) (7)(E) mailbox your training dates (2-3 weeks before training).
2. Request (b) (7)(E) user role in AFI for yourself or the person(s) designated by your (b) (7)(E).
 - a. This is a new user role as of 7-20-13 (previously the (b) (7)(E)). If you had the (b) (7)(E) prior to 7-20-13 (b) (7)(E) you have been given the new (b) (7)(E) user role.
3. Send out an email to training participants with instructions on how to request AFI Access (1-2 weeks before training).
4. Send (b) (7)(E) mailbox the list of training participants with their training date and (b) (7)(E) (1 week before training).
5. Approve training participant's AFI access requests (3 business days before training or as they are received).
6. AFI team provisions users (1-2 business days before training).



Elements of AFI

(b) (7)(E)

(b) (7)(E)

Keyboard Shortcuts - Editing

(b) (7)(E) [Redacted]

(b) (7)(E) [Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Keyboard Shortcuts - Browser

(b) (7)(E) [Redacted]

(b) (7)(E) [Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted] (b) (7)(E) [Redacted]

[Redacted]

[Redacted]

[Redacted]

AFI Icons

(b) (7)(E)

Analytical Framework for Intelligence Operational Status & Security

Operational Status

The Analytical Framework for Intelligence (AFI) is an integrated intelligence system being developed to support CBP's evolution as (b) (7)(E) organization. On August 12, 2012, AFI went live and became an official operating system.

Key capability areas that AFI currently provides, or will provide in the future, include: Data Consolidation and Research, Analysis, Production Management, Collaboration, and Reporting. Please see the attached tri-fold for more information. AFI will deliver (b) (7)(E) to CBP over the next (b) (7)(E) with new releases every (b) (7)(E).

For additional information on AFI please refer to the following documents:

[AFI Privacy Impact Assessment](#)¹

[AFI System of Records Notice](#)²

[AFI System of Records Notice – Notice of Proposed Rulemaking](#)³

[AFI System of Records Notice – Final Rule](#)⁴

Security Basics

AFI and Palantir are authorized to store/process sensitive but unclassified data and information (SBU). AFI and Palantir cannot (b) (7)(E)

The AFI and Palantir data/information is stored on (b) (7)(E)

The CBP AFI and Palantir data are accessible to AFI users with the (b) (7)(E) in their user profile. Access to AFI (b) (7)(E)

Access to AFI (b) (7)(E)

¹ http://www.dhs.gov/xlibrary/assets/privacy/privacy_pia_cbp_afi_june_2012.pdf

² <http://www.gpo.gov/fdsys/pkg/FR-2012-06-07/html/2012-13813.htm>

³ <https://www.federalregister.gov/articles/2012/06/07/2012-13815/privacy-act-of-1974-implementation-of-exemptions-department-of-homeland-security-us-customs-and>

⁴ <https://www.federalregister.gov/articles/2012/08/10/2012-19336/privacy-act-of-1974-implementation-of-exemptions-department-of-homeland-security-us-customs-and>

The data from AFI and Palantir can be shared with other stakeholder and agencies if a memorandum of understanding or task force agreement is in place or in accordance with routine uses as documented in the AFI System of Records Notice. As always, use the third party rule when sharing information. Please refer to the AFI Privacy Impact Assessment and System of Record Notice for more information and detail – these documents outline in detail what information can be shared and with whom.

Please direct questions on any AFI operational or security issue to (b) (7)(E)

SUMMARY OF AFI ROLES FOR RELEASE 6.0

AFI ROLE	CAPABILITIES	Usage
(b) (7)(E)	Browse/Search (b) (7)(E) Perform (b) (7)(E) View/Manage Preferences (b) (7)(E)	Browsing and Searching (b) (7)(E)
(b) (7)(E)	(b) (7)(E) Export (b) (7)(E) where applicable View and respond (b) (7) Review submitted (b) (7)(E) View/Manage (b) (7) View/Manage (b) View/Manage (b) (7)(E)	(b) (7)(E)
(b) (7)	(b) (7)(E) Export (b) (7)(E)	(b) (7)(E)
(b) (7)(E)	(b) (7)(E) Create/Edit/Save/Submit (b) (7)(E) Review (b) (7)(E) View/Manage (b) (7)(E)	Allows users to (b) (7)(E)
(b) (7)(E)	(b) (7)(E) Create/Edit/Save/Submit (b) (7)(E) View/Manage (b) (7)(E)	Allows users to (b) (7)(E)
(b) (7)(E)	(b) (7)(E) Create/Edit/Save/Submit (b) View/Manage (b) (7)(E)	Allows users to (b) (7)(E)
(b) (7)(E)	(b) (7)(E) (b) (7)(E) View/Manage (b) (7)(E)	Allows users to (b) (7)(E)
(b) (7)(E)	(b) (7)(E)	Currently covered by (b) (7)(E) Allows users to (b) (7)(E)

AFI ROLE	CAPABILITIES	Usage
(b) (7)(E)	(b) (7)(E) Edit (b) (7)(E) Create/Edit/Save/Submit (b) (7)(E) Edit (b) (7)(E) Publish (b) (7)(E) (b) (7)(E)	This role is (b) (7)(E); allows users to (b) (7)(E). Also allows users to (b) (7)(E)
(b) (7)(E)	(b) (7)(E)	This is a (b) (7)(E)
(b) (7)(E)	(b) (7)(E) Approve/Reject (b) (7)(E) View/Manage (b) (7)(E)	This role is (b) (7)(E); allows users to (b) (7)(E)
(b) (7)(E)	(b) (7)(E) (b) (7)(E) View/Manage (b) (7)(E)	This is a (b) (7)(E); allows users to (b) (7)(E)
(b) (7)(E)	RESTRICTED	RESTRICTED

(b) (7)(E); do not select

(b) (7)(E)

Transition to New Roles in AFI 6.0

Existing User Has the Current Role:	Existing User Assigned these Roles in 6.0 Automatically:
(b) (7)(E)	(b) (7)(E)
(b) (7)	(b) (7)(E)

AFI User Security Access Definitions

The following definitions assist users in determining which options to select in the (b) (7)(E) of the AFI (b) (7)(E). (b) (7)(E) impacts the (b) (7) a user will be able to (b) (7)(E).

- AFI Users: Select the (b) (7)(E) for the (b) (7)(E) that you have (b) (7)(E).
- AFI Supervisors: Approve the (b) (7)(E) for the (b) (7)(E) that (b) (7)(E).

For Official Use Only (FOUO): The term used within DHS to identify unclassified information of a sensitive nature, not otherwise categorized by statute or regulation, the unauthorized disclosure of which could adversely impact a person's privacy or welfare, the conduct of Federal programs, or other programs or operations essential to the national interest. Information impacting the National Security of the United States and classified Confidential, Secret, or Top Secret under Executive Order 12958, "Classified National Security Information," as amended, or its predecessor or successor orders, is not to be considered FOUO. FOUO is not to be considered classified information.

Products that are identified as FOUO upon uploading into AFI (b) (7)(E) will have the (b) (7)(E). Only users that have a need to know for FOUO information in the normal performance of their daily duties will have access to information identified as FOUO.

Protected Critical Infrastructure Information (PCII): Critical infrastructure information (as defined in 6 U.S.C. 131(3)), means information not customarily in the public domain and related to the security of critical infrastructure or protected systems. Protected Critical Infrastructure Information is a subset of CII that is voluntarily submitted to the Federal Government and for which protection is requested under the PCII program by the requestor.

Products that are identified as PCII upon uploading into AFI (b) (7)(E) will have the (b) (7)(E). Only users that have a need to know for PCII information in the normal performance of their daily duties will have access to information identified as PCII.

Sensitive Security Information (SSI): Sensitive security information (SSI), as defined in 49 C.F.R. Part 1520, is a specific category of information that requires protection against disclosure. 49 U.S.C. 40119 limits the disclosure of information obtained or developed in carrying out certain security or research and development activities to the extent that it has been determined that disclosure of the information would be an unwarranted invasion of personal privacy; reveal a trade secret or privileged or confidential commercial or financial information; or be detrimental to the safety of passengers in transportation.

Products that are identified as SSI upon uploading into AFI (b) (7)(E) will have the (b) (7)(E). Only users that have a need to know for SSI information in the normal performance of their daily duties will have access to information identified as SSI.

Law Enforcement Sensitive (LES): The designation used to protect information compiled for law enforcement purposes. LES is a subset of FOUO.

Products that are identified as LES upon uploading into AFI (b) (7)(E) will have the (b) (7)(E). Only users that have a need to know for LES information in the normal performance of their daily duties will have access to information identified as LES.

Passenger Name Record (PNR): A record in the database of a Computer Reservation System (CRS) that contains the itinerary for a passenger or a group of passengers traveling together. A PNR typically contains more information of a sensitive nature, including the passenger's full name, date of birth, home and work address, telephone number, e-mail address, credit card details, IP address if booked online, as well as the names and personal information of emergency contacts.

Products that are identified as PNR upon uploading into AFI (b) (7)(E) will have the (b) (7)(E). Only users that have a need to know for PNR information in the normal performance of their daily duties will have access to information identified as PNR.

Bank Secrecy: The United States' Bank Secrecy Act (or BSA) requires financial institutions to assist government agencies to detect and prevent money laundering. Specifically, the act requires financial institutions to keep records of cash purchases of negotiable instruments, file reports of cash transactions exceeding \$10,000 (daily aggregate amount), and to report suspicious activity that might signify money laundering, tax evasion, or other criminal activities.

Products that are identified as Bank Secrecy upon uploading into AFI (b) (7)(E) will have the (b) (7)(E). Only users that have a need to know for Bank Secrecy information in the normal performance of their daily duties will have access to information identified as Bank Secrecy.

Trade Sensitive Information: The designation is used for information pertaining to U.S. Trade Policy, strategies and negotiating objectives.

Products that are identified as Trade Sensitive upon uploading into AFI (b) (7)(E) will have the (b) (7)(E). Only users that have a need to know for Trade Sensitive information in the normal performance of their daily duties will have access to information identified as Trade Sensitive.

US Persons: This designation is used to identify products or information that would need additional review prior to release to elements of the Intelligence Community, due to the inclusion of specific identifying characteristics of United States persons in the product or information.

50 USC and Executive Order 12333 define US Persons as:

- a citizen of the United States,

- an alien lawfully admitted for permanent residence,
- an unincorporated association with a substantial number of members who are citizens of the U.S. or are aliens lawfully admitted for permanent residence, or
- a corporation that is incorporated in the U.S. except for a corporation directed and controlled by a foreign government or governments.

Products that are identified as US Persons upon uploading into AFI (b) (7)(E) will have the (b) (7)(E). Only users that have a need to know for US Persons information in the normal performance of their daily duties will have access to information identified as US Persons.

USER ACCESS MANAGER – APPROVING AFI CONSUMER ACCESS

Follow the steps below to approve (b) (7)(E) :

1. Navigate to AFI (b) (7)(E)
2. Click (b) (7) .
3. (b) (7)(E)
4. Click (b) (7)(E) .

- A (b) (7)(E) with (b) (7)(E) . You will also receive an (b) (7)(E) when a user requests AFI access.
- If you are not (b) (7)(E) :
 - o Click (b) (7)(E)
 - o Select (b) (7)(E) .
 - o (b) (7)(E)
 - o Click (b) (7)(E) .

5. Select (b) (7)(E) .
6. (b) (7)(E) :

- (b) (7)(E) .
- (b) (7)(E)
- (b) (7)(E)
- (b) (7)(E)

7. (b) (7)(E)

- If applicable, (b) (7)(E) .
- (b) (7)(E)

8. (b) (7)(E) .

- For guidance on this matter, (b) (7)(E) .
- If they have selected (b) (7)(E)

9. Review the (b) (7)(E)

10. (b) (7)(E)

AFI access is granted in a (b) (7)(E) . (b) (7)(E)

Once the (b) (7)(E)

After (b) (7)(E)

Please send any questions you may have to (b) (7)(E) .

Changes to Trainer Documents for 6.0 Release

IntelView

Page(s)	Description of Change
1	Additional Instructor Notes
3	Updated Screenshot and Additional Instructor Notes
4, 7	Additional Instructor Notes
9	Updated Screenshot and Changed Instructor Notes
12	Updated Screenshot
15,17, 19	Additional Instructor Notes
21	Updated Screenshot
22	Changed Instructor Notes
24	Additional Instructor Notes
25	Updated Screenshot
26	Changed Instructor Notes
27	Updated Screenshot and Additional Instructor Notes
28, 29, 31, 32	Rearranged Pages
28, 29	Updated Screenshot and Additional Instructor Notes
30	New Page
33	New Page

Search and Results

Page(s)	Description of Change
1, 3	Additional Instructor Notes
4	Updated Screenshot
5	Additional Instructor Notes
6	Updated Screenshot
7, 9, 10, 16, 17	Additional Instructor Notes
18, 21	Updated Screenshot and Additional Instructor Notes
22	Updated Screenshot
23, 25, 27	Additional Instructor Notes
28	Updated Screenshot
36	Changed Instructor Notes

Request for Information

Page(s)	Description of Change
1, 3, 5, 6	Additional Instructor Notes
7	Updated Screenshot
9, 10	Additional Instructor Notes
12	Changed Instructor Notes
15	Additional Instructor Notes
20, 21	Updated Screenshot

Tasks

Page(s)	Description of Change
1, 3	Additional Instructor Notes
4, 7	Updated Screenshot
11	Updated Screenshot & Changed Instructor Notes
13	Updated Screenshot
14	Additional Instructor Notes
15, 16	Updated Screenshot

Products

Page(s)	Description of Change
1, 3,	Additional Instructor Notes
5, 7, 8	Changed Instructor Notes
11	Updated Screenshot
12	Updated Screenshot & Changed Instructor Notes
14	Updated Screenshot
16	Additional Instructor Notes
17,18	Updated Screenshot

Projects

Page(s)	Description of Change
1 – 30	Reordered, New Pages, Additional Instructor Notes

Palantir

Page(s)	Description of Change
5	Updated Screenshot
7	Additional Instructor Notes
8, 9	Updated Screenshot
11	Additional Instructor Notes
17	Updated Screenshot
18	Updated Screenshot and Additional Instructor Notes
20	New Page
24	Updated Screenshot
27	New Page
30	Updated Screenshot
37	Updated Screenshot and Changed Instructor Notes
38-44	Reordered Pages, Updated Screenshot and Additional Instructor Notes
45	Changed Instructor Notes
50, 51	New Page

**Analytical Framework for Intelligence
RRB Training
March 13 – 15**

AGENDA

Analytical Framework for Intelligence RRB Training

DAY 1 – March 13, 2012

8:00 a.m. – 8:10 a.m.	Introduction Welcome	(b) (6), (b) (7) (C)	B1.5-19
8:10 a.m. – 8:30 a.m.	AFI Program Overview Briefing		B1.5-19
8:30 a.m. – 9:30 a.m.	AFI Overview, IntelView, Search Training Module		B1.5-19
9:30 a.m. – 9:45 a.m.	Break		
9:45 a.m. – 10:30 a.m.	Search, Tools, Resources Module/Practical Exercises		B1.5-19
10:30a.m. – 10:45 a.m.	Break		
10:45a.m. – 11:45 a.m.	Palantir Module 7 (Lesson 1)/ Exercises		B1.5-19
11:45 a.m. – 12:00 p.m.	Recap / Q&A Question and Answer		B1.5-19

AGENDA

Analytical Framework for Intelligence RRB Training

Day 2 – March 14, 2012

8:00 a.m. – 8:05 a.m.	Welcome Back Review	(b) (6), (b) (7) (C)	B1.5-19
8:05 a.m. – 9:20 a.m.	Palantir Module 7 (Lesson 2)		B1.5-19
9:20 a.m. – 9:30 a.m.	Break		
9:30 a.m. – 10:30 a.m.	Palantir Module 7 (Lesson 2) / Exercise		B1.5-19
10:30 a.m. – 10:45 a.m.	Break		
10:45 a.m. – 11:45 p.m.	Palantir Module 8 / Exercise		B1.5-19
11:45 a.m. – 12:00 p.m.	Recap / Q & A Question and Answer		B1.5-19

AGENDA

Analytical Framework for Intelligence RRB Training

DAY 3 – March 15, 2012

8:00 a.m. – 8:10 a.m.	Welcome Back Review	(b) (6), (b) (7) (C)	B1.5-19
8:10 a.m. – 8:45 a.m.	IntelView Module / Exercise		B1.5-19
8:45 a.m. – 9:00 a.m.	Break		
9:00 a.m. – 10:00 a.m.	RFIs/Tasks Module/ Exercise		B1.5-19
10:00 a.m. – 10:15 a.m.	Break		
10:15 a.m. – 11:15 a.m.	Products/Projects Module/ Exercise		B1.5-19
11:15 a.m. – 12:00 p.m.	Recap / Q & A Question and Answer		B1.5-19

**Analytical Framework for Intelligence
Tyson's Training
May 20 – 21**

AGENDA

Analytical Framework for Intelligence Tyson's Training

DAY 1 – May 20, 2013

9:00 a.m. – 9:30 a.m.	Introduction/AFI Program Overview Welcome/Briefing	(b) (6), (b) (7) (C)
9:30 a.m. – 10:00 a.m.	AFI Overview/IntelView Training Module	
10:00 a.m. – 10:10 a.m.	Break	
10:10 a.m. – 10:45 a.m.	Search Module	
10:45 a.m. – 11:00 a.m.	Break	
11:00 a.m. – 11:45 a.m.	Search, Tools, Resources Module/ Exercises	
11:45 a.m. – 12:45 p.m.	Lunch	
12:45 p.m. – 1:45 p.m.	RFIs / Tasks Module / Exercises	
1:45 p.m. – 2:00 p.m.	Break	
2:00 p.m. – 2:45 p.m.	Projects / Products Module / Exercises	
2:45 p.m. – 3:00 p.m.	Break	
3:00 p.m. – 4:00 p.m.	Palantir Module 7 (Lesson 1) / Exercises	
4:00 p.m. – 4:30 p.m.	Recap / Q&A Question and Answer	

AGENDA

Analytical Framework for Intelligence Tyson's Training

Day 2 – May 21, 2012

9:00 a.m. – 9:20 a.m.	Welcome Back Review	(b) (6), (b) (7) (C)
9:20 a.m. – 10:00a.m.	Palantir Module 7 (Lesson 2)	
10:00 a.m. – 10:10 a.m.	Break	
10:10 a.m. – 10:50 a.m.	Palantir Module 7 (Lesson 2)	
10:50 a.m. – 11:00 a.m.	Break	
11:00 a.m. – 12:00 p.m.	Palantir Module 7 (Lesson 2) / Exercises	
12:00 p.m. – 1:15 p.m.	Lunch	
1:15 p.m. – 2:40 p.m.	Palantir Module 8 / Exercises	
2:40 p.m. – 2:50 p.m.	Break	
2:50 p.m. – 4:00 p.m.	Palantir Module 9 / Exercises	
4:00p.m. – 4:30 p.m.	Recap / Q & A Question and Answer	

Agenda – Rio Grande Valley

	Monday (7/9)	Tuesday (7/10)	Wednesday (7/11)	Thursday (7/12)
AM	Fly In	- AFI Overview - Search/Tools/ Resources	- Palantir	- Review / Desk Time - Q & A
PM		- RFIs / Tasks - Projects / Products	-Palantir	

**Analytical Framework for Intelligence
Rio Grande Valley Training
July 10 – 12**

AGENDA

Analytical Framework for Intelligence Rio Grande Valley Training

DAY 1 – July 10, 2012

Time	Activity	Notes
8:00 a.m. – 8:10 a.m.	Introduction Welcome	(b) (6), (b) (7)(C)
8:10 a.m. – 8:30 a.m.	AFI Program Overview Briefing	
8:30 a.m. – 9:30 a.m.	AFI Overview, IntelView, Search Training Module	
9:30 a.m. – 9:45 a.m.	Break	
9:45 a.m. – 10:30 a.m.	Search Module	
10:30 a.m. – 10:45 a.m.	Break	
10:45 a.m. – 11:30 a.m.	Search, Tools, Resources Module/ Exercises	
11:30 a.m. – 1:00 p.m.	Lunch	
1:00 p.m. – 2:00 p.m.	RFIs / Tasks Module / Exercises	
2:00 p.m. – 2:15 p.m.	Break	
2:15 p.m. – 3:30 p.m.	Projects / Products Module / Exercises	
3:30 p.m. – 4:00 p.m.	Recap / Q&A Question and Answer	

AGENDA

Analytical Framework for Intelligence Rio Grande Valley Training

Day 2 – July 11, 2012

8:00 a.m. – 8:10 a.m.	Welcome Back Review	(b) (6), (b) (7)(C)
8:10 a.m. – 8:45a.m.	Palantir Module 7 (Lesson 1) / Exercises	
8:45 a.m. – 9:00 a.m.	Break	
9:00 a.m. – 10:00 a.m.	Palantir Module 7 (Lesson 2)	
10:00 a.m. – 10:15 a.m.	Break	
10:15 a.m. – 11:30 a.m.	Palantir Module 7 (Lesson 2) / Exercises	
11:30 a.m. – 1:00 p.m.	Lunch	
1:00 p.m. – 2:10 p.m.	Palantir Module 8 / Exercises	
2:10p.m. – 2:25 p.m.	Break	
2:25 p.m. – 3:30 p.m.	Palantir Module 9 / Exercises	
3:30p.m. – 4:00 p.m.	Recap / Q & A Question and Answer	

AGENDA

Analytical Framework for Intelligence Rio Grande Valley Training

DAY 3 – July 12, 2012

8:00 a.m. – 8:10 a.m.	Welcome Back Review	(b) (6), (b) (7) (C)
8:10a.m. – 9:30 p.m.	Review	
9:30 a.m. – 9:45 a.m.	Break	
9:45 a.m. – 10:45 a.m.	Review	
10:45 a.m. – 11:00 a.m.	Break	
11:00 a.m. – 11:45 a.m.	Desk Time	
11:45 a.m. – 12:00 p.m.	Recap / Q & A Question and Answer	

Office of Intelligence and Investigative Liaison

AFI Feedback

System Feedback

What do you like about the AFI system and the Palantir Tool?

What do you dislike about the AFI system and the Palantir Tool?

What areas do you believe we are on the right track in regards to development of AFI?

What areas do you believe we are headed in the wrong direction with AFI?

What are the most important features and functionality that you would like to see added in AFI and Palantir?

Are there any additional data sources that you use on a daily basis which you would like to see added to the AFI system?

Office of Intelligence and Investigative Liaison

AFI Feedback

Training Feedback

Is there a part of the AFI system or Palantir tool that you would like to know more about? If so then which part?

Communications Feedback

What is your preferred method of communication to receive information about the system?

How often would you like to receive updates on the system, and via what method(s)?

Name _____

Position _____

USER ACCESS MANAGER – APPROVING AFI ACCESS

Follow the steps below to approve (b) (7)(E) :

1. Navigate to AFI (b) (7)(E).
2. Click (b) (7)(E).
3. (b) (7)(E)
4. Click (b) (7)(E).

- A (b) (7)(E) with (b) (7)(E).
 - You will also receive an (b) (7)(E) when a user requests AFI access.
- If you are not (b) (7)(E) :

- Click (b) (7)(E)
- Select (b) (7)(E)
- (b) (7)(E)
- Click (b) (7)(E)

5. Select (b) (7)(E).
6. (b) (7)(E) :

- (b) (7)(E)

7. Change the (b) (7)(E)

- (b) (7)(E)
- If applicable, (b) (7)(E)
- (b) (7)(E)
- (b) (7)(E)
- For guidance on this matter, (b) (7)(E).
- If they have selected (b) (7)(E)
- (b) (7)(E)

10. Review the (b) (7)(E)

- (b) (7)(E)
- (b) (7)(E)
- (b) (7)(E)

AFI access is granted in a (b) (7)(E). (b) (7)(E)

Once the AFI (b) (7)(E)

. After (b) (7)(E)

(b) (7)(E)

(b) (7)(E)

Please send any questions you may have to (b) (7)(E)

Note: Prior to distributing instructions, fill-in or adjust text highlighted in yellow.

REQUEST AFI ACCESS

Follow the steps below to request AFI Access for (b) (7)(E) :

1. Navigate to AFI (b) (7)(E) .
2. Click (b) (7) .
3. You are directed to the (b) (7)(E)
 - (b) (7)(E)
4. Complete the following sections of the form:
 - (b) (7)(E)
 - (b) (7)(E)
 - (b) (7)(E)
 - (b) (7)(E)
 - (b) (7)(E)
 - (b) (7)(E)
 - (b) (7)(E)
 - (b) (7)(E)
 - (b) (7)(E)
 - (b) (7)(E)
5. Click (b) (7) .

AFI access is granted in a (b) (7)(E) (b) (7)(E)

Once the AFI (b) (7)(E)

(b) (7)(E) After (b) (7)(E)

(b) (7)(E)

(b) (7)(E) Access is granted 1 – 2 business

days prior to a training date.

Maintaining AFI Access

Each user must access AFI at least (b) (7)(E) to keep their account active in AFI. Otherwise, the account goes into (b) (7)(E) and the designated (b) (7)(E) .

It is a (b) (7)(E)

(b) (7)(E)

An (b) (7)(E) reminder email will be sent to remind users to access AFI prior to suspension.

To maintain your AFI access:

- (b) (7)(E)
- (b) (7)(E)

AFI QUESTIONS

Please send any questions you may have to "Insert your name with contact information" or

(b) (7)(E)

Managing Challenging Participants

The following table describes types of challenging people you may encounter and solutions for dealing with them.

Dealing With . . .	Possible Reasons for Behavior	Strategies for Dealing With Behavior
Silent Participants	<ul style="list-style-type: none"> • May be connected and thinking but internalizing thoughts before speaking. • May be shy and unsure. • May be distracted by outside problems. • May not understand what is going on. • May feel superior or may "know it all" already and maybe bored or resistant. 	<ul style="list-style-type: none"> • If you see a sign that they know an answer or agree with a comment, ask them to respond. • Be supportive and get to know them. • Don't embarrass them or put them on the spot. • Observe nonverbal behaviors for interest, boredom, etc. • Include activities that initially allow participants to work individually.
Overbearing Participants	<ul style="list-style-type: none"> • May be well-informed and anxious to share information. • May be naturally talkative. • May feel defensive. 	<ul style="list-style-type: none"> • Don't embarrass participants or be sarcastic you may need their skills later. • Redirect attention to the rest of the group by saying, "I appreciate your enthusiasm and your comments. Let's see what others think." • Be receptive while letting them know you're in charge.
Cynical Participants	<ul style="list-style-type: none"> • May have "seen it all" and feel nothing will change the system. • May not believe their cynicism is a problem. 	<ul style="list-style-type: none"> • Engage them in discussions. • Ask them for their suggestions. • Do not reinforce cynical behavior by agreeing with, ignoring, or being cynical back to the participant. • Ask them what they can control.
Conflicts Between Participants	<ul style="list-style-type: none"> • May have a past history of conflict of which you are unaware. • May have different ideas, values, beliefs, or perceptions. • May have personality differences. 	<ul style="list-style-type: none"> • Emphasize points of agreement while minimizing points of disagreement. • Refocus on the objective. • Ask a direct, closed question about the topic. • Ask that personalities or opinions be omitted from discussions. • Ask each person to state the other's concern or point of view.

If difficult behavior continues, and you are not able to control it during the course, talk to the person at break time. Offer him or her specific examples of the behaviors you are observing, and try to find the source of the problem and resolve it. Ask the person to help you keep the class positively focused. If all efforts fail, you may want to offer him or her the option of leaving the course and coming back another day.

Implementing Strategies for Disruptive Situations

Problem Situation 1

Felix has been monopolizing the discussion and has responded to all questions posed by the trainer before anyone else has a chance to speak. In doing so, he often wanders off the topic and has caused the class to fall behind schedule.

How would you **handle this situation?**

Problem Situation 2

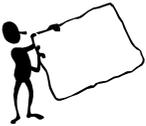
Brenda has constantly interrupted the trainer to challenge him on technical details of the topic. Although her information has been very accurate, indicating that she has extensive knowledge and experience in the subject under discussion, she consistently takes the discussion off topic and criticizes the system being trained.

How would you **handle this situation?**

Problem Situation 3

Alberto and Marie appear to have opposing views on multiple topics discussed in class. Their discussions have become unproductive and consistent distractions to the class.

How would you **handle this situation?**



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6.0

Analytical Framework for Intelligence (AFI)



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Instructor Notes:

Purpose: The purpose of this lesson is to demonstrate how to access AFI, review AFI's major components, and give an overview of IntelView.

Time: Approximately 45 minutes

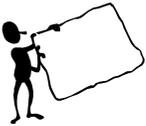
Content Outline: This presentation includes the following content:

- Objectives
- AFI Components Overview
- IntelView Structure
- Exercises
- Lesson Summary

Materials:

- PowerPoint Visuals (1 through 34)
- Practical Exercises – combined with Search.
 - Module 1 and 2: IntelView and Search

Role(s): **Product Author**



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the Visual

AFI Overview

6.0

- At the end of this lesson, you will be able to:
 - Launch AFI
 - Identify the components of AFI
 - Examine (b) (7)(E)
 - Locate (b) (7)(E)
 - Identify your (b) (7)(E) in AFI
 - Identify what materials are found under (b) (7)(E)



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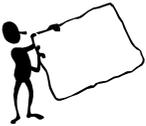
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AFI



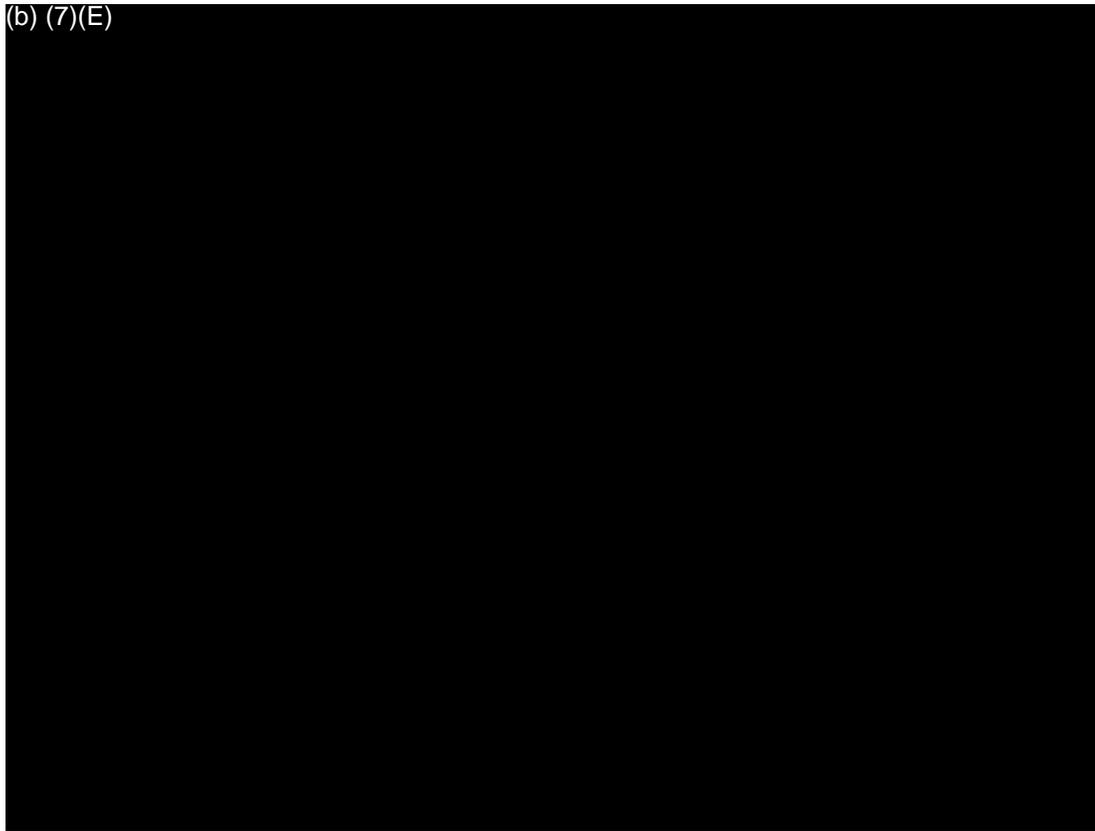
Instructor Notes:

Give a brief overview of the objectives.



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(b) (7)(E)

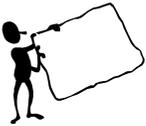


Instructor Notes:

Please explain that AFI should recognize your (b) (7)(E) and enables you to (b) (7)(E).

(b) (7)(E)

(b) (7)(E)



**Display
the Visual**

MY (b) (7)(E)

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Instructor Notes:

In this section we will discuss the major features of (b) (7)(E).

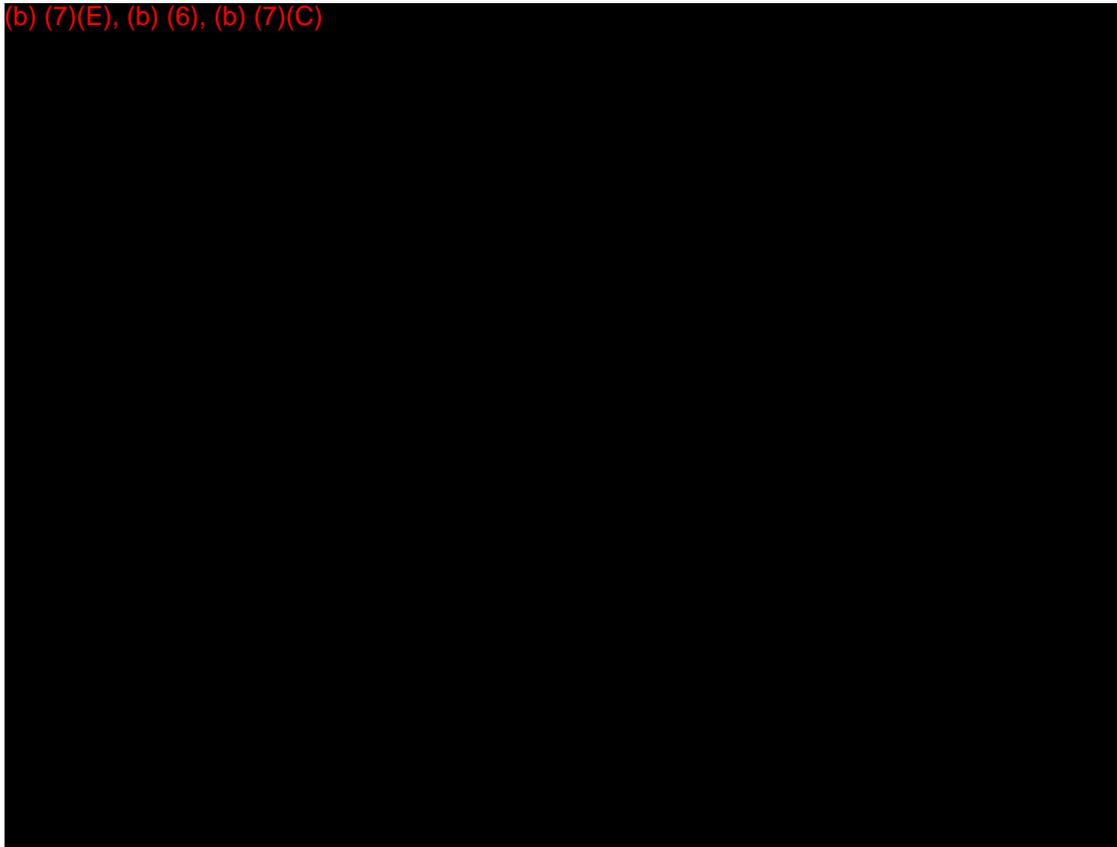
Role(s) Required: (b) (7)(E)

Note: No additional preparation is needed for this section.



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)

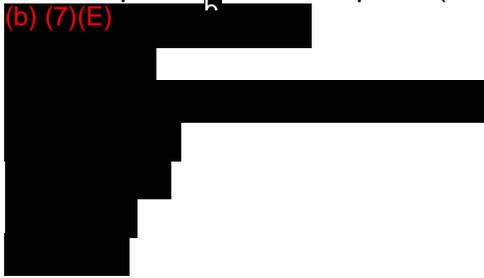


Instructor Notes:

Describe the (b) (7) components of AFI located (b) (7)(E).

AFI is broken up into () different parts (components):

(b) (7)(E)

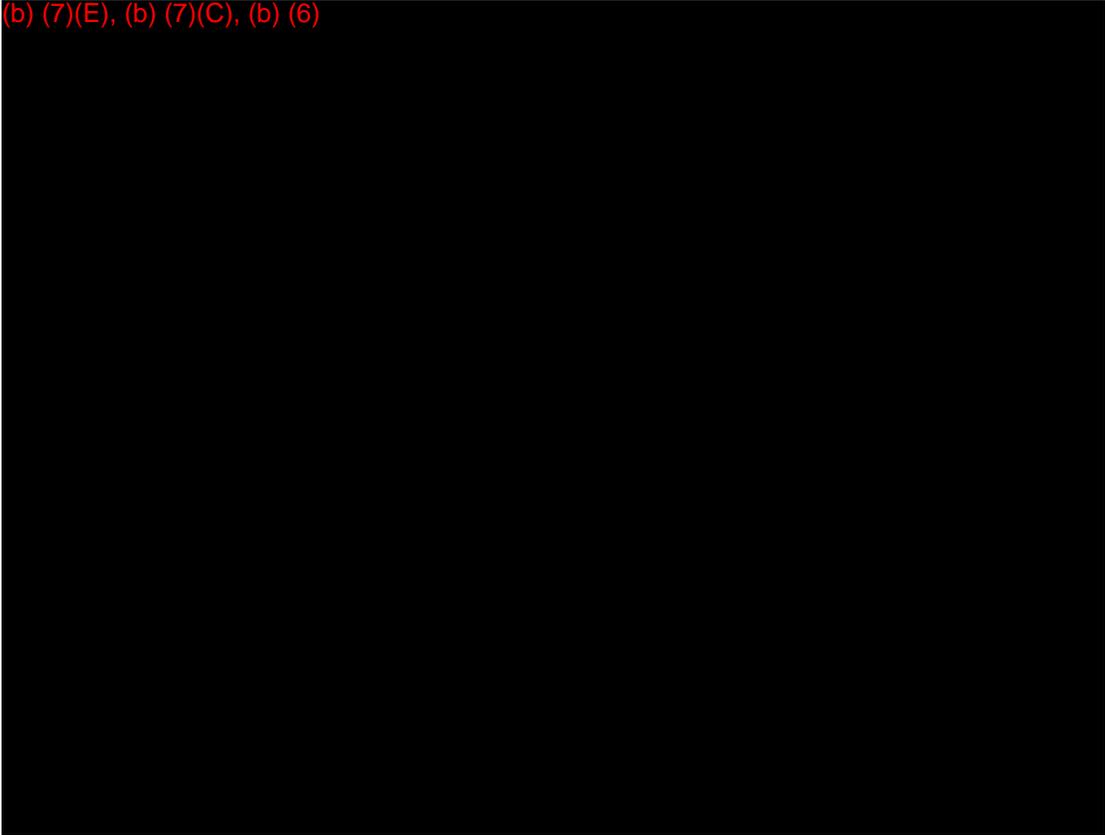


Additionally note that (b) (7)(E) functionality in AFI.



Display the Visual

(b) (7)(E), (b) (7)(C), (b) (6)

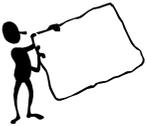


Instructor Notes:

Describe the different parts within the (b) (7)(E) :

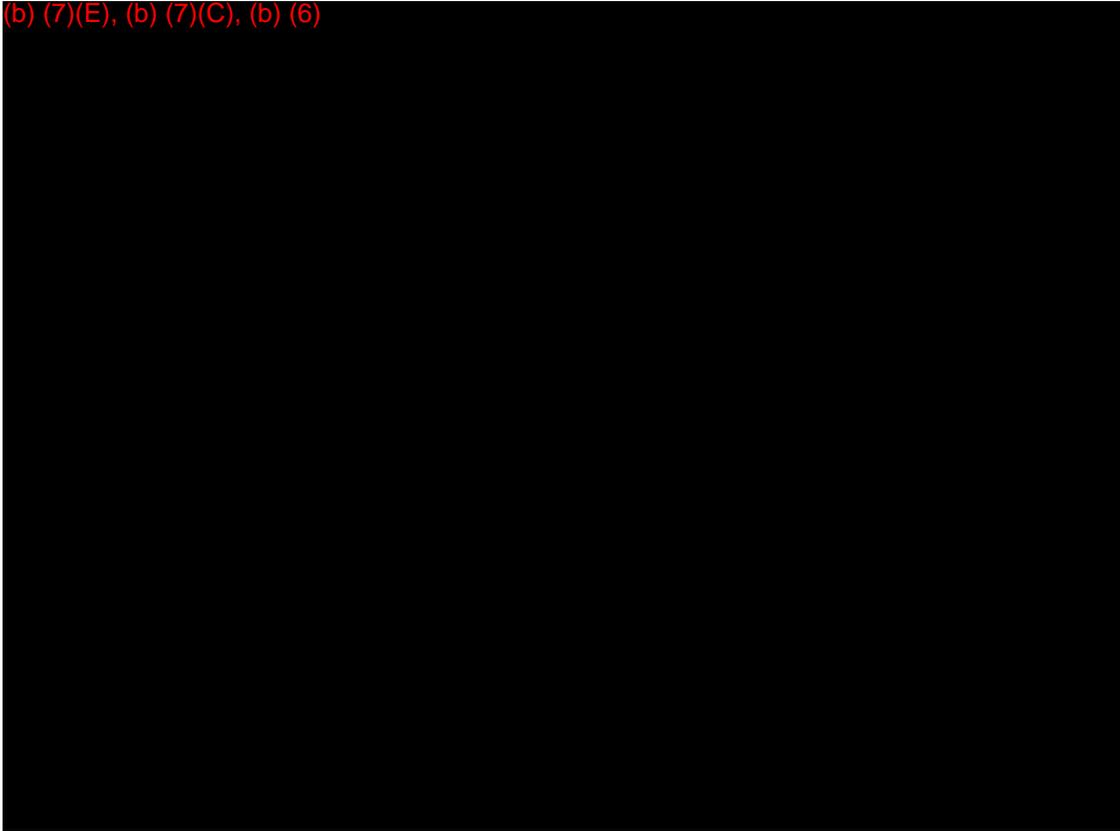
(b) (7)(E)





Display the Visual

(b) (7)(E), (b) (7)(C), (b) (6)



Instructor Notes:

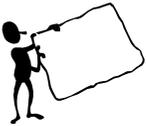
Describe the different parts within the (b) (7)(E) :

(b) (7)(E)



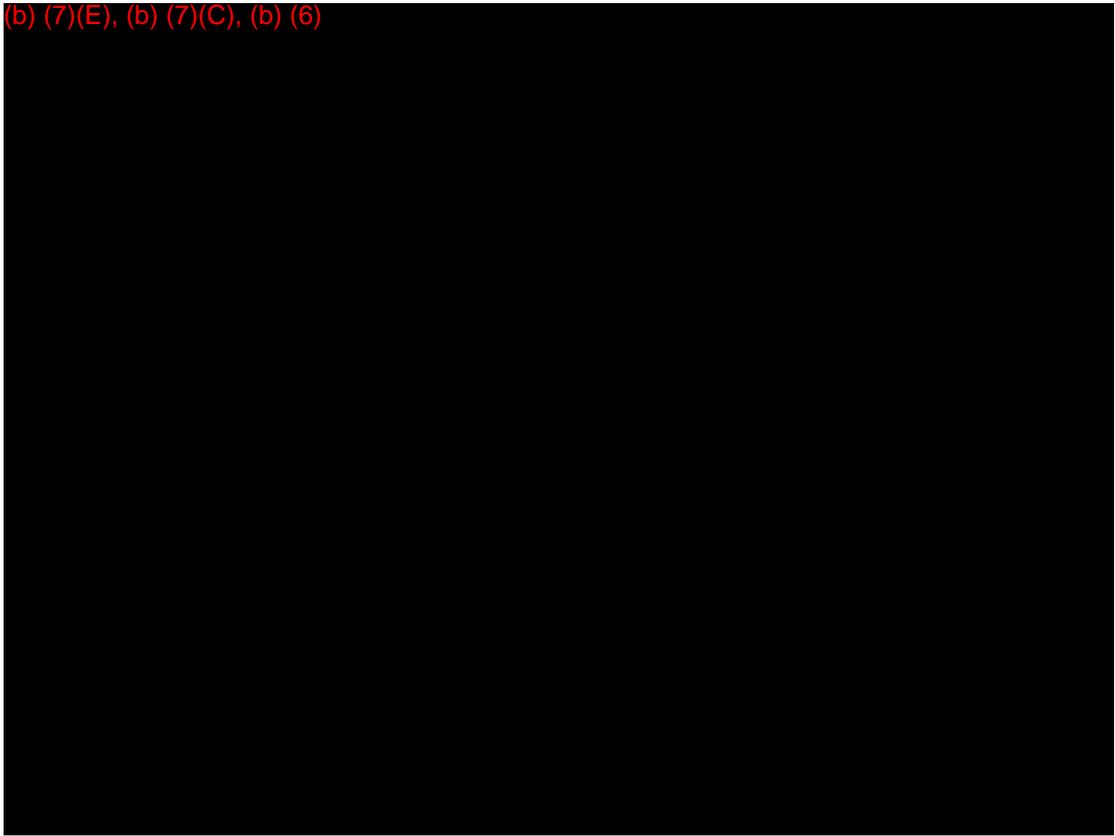
(b) (7)(E)

Note: Make sure you have at least one marked as a (b) (7) for demonstrating later.



Display the Visual

(b) (7)(E), (b) (7)(C), (b) (6)

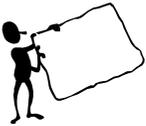


Instructor Notes:

Describe the different parts within the (b) (7)(E) :

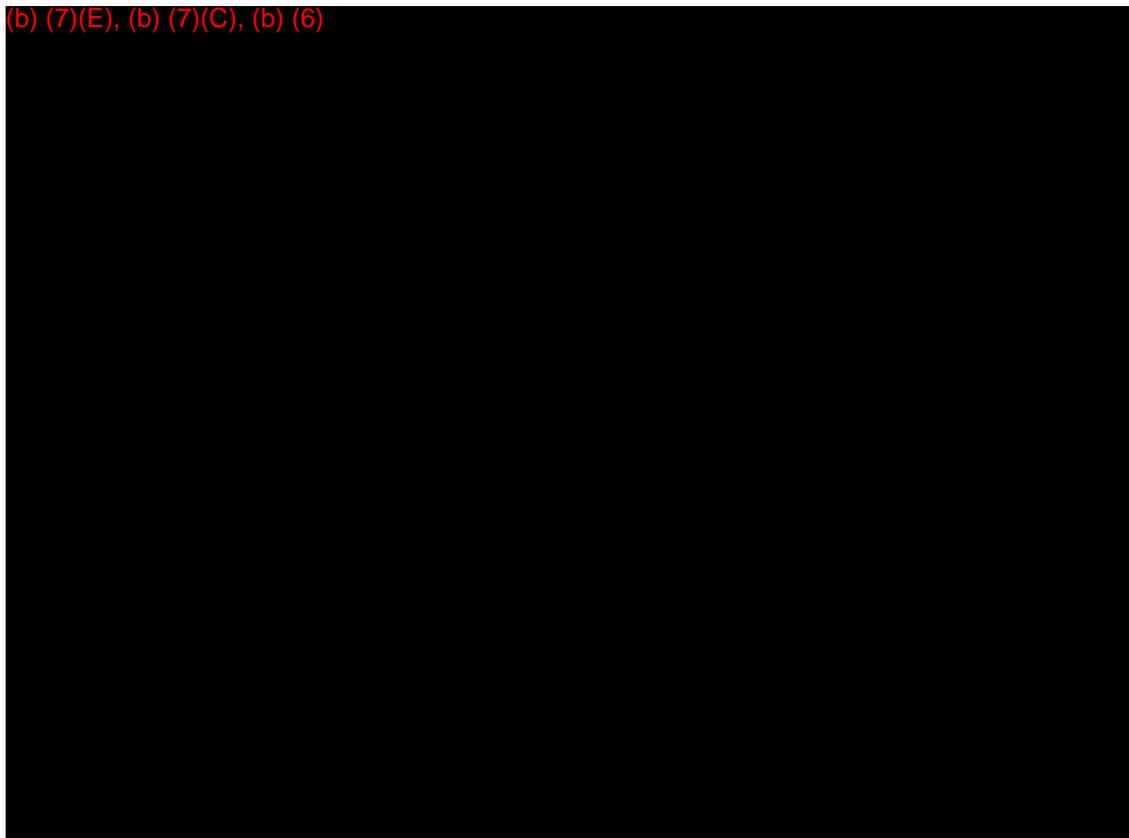
- (b) (7)(E) [redacted]
- 

Demonstrate how to view the (b) (7)(E) .



Display the Visual

(b) (7)(E), (b) (7)(C), (b) (6)

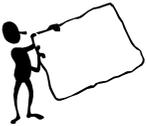


Instructor Notes:

Describe the different parts within the (b) (7)(E) :

- (b) (7)(E) 


Demonstrate how to (b) (7)(E) .



Display the Visual

(b) (7)(E), (b) (7)(C), (b) (6)



Instructor Notes:

Describe the different parts within the (b) (7)(E) :

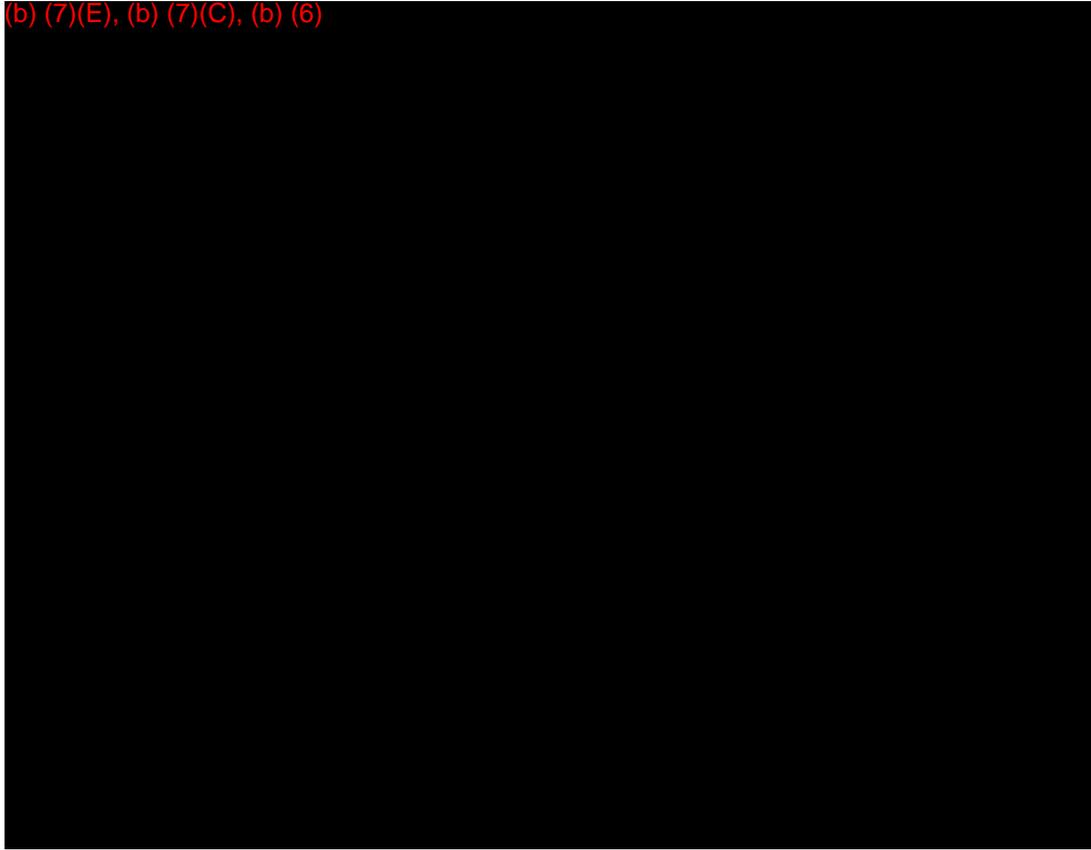
- (b) (7)(E) [redacted]

Demonstrate how to view a (b) (7)(E) .



**Display
the Visual**

(b) (7)(E), (b) (7)(C), (b) (6)



Instructor Notes:

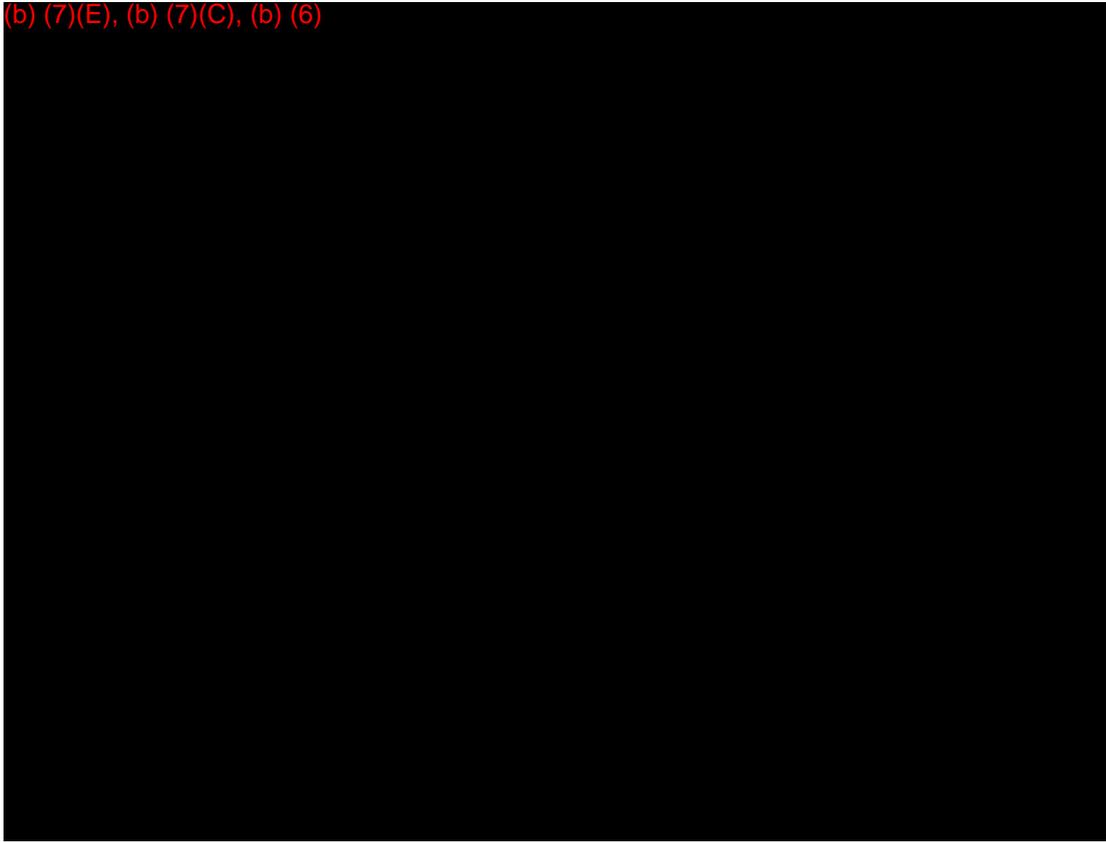
Describe the different parts of (b) (7)(E) :

- (b) (7)(E) 
- 



Display the Visual

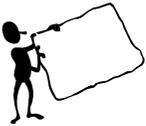
(b) (7)(E), (b) (7)(C), (b) (6)



Instructor Notes:

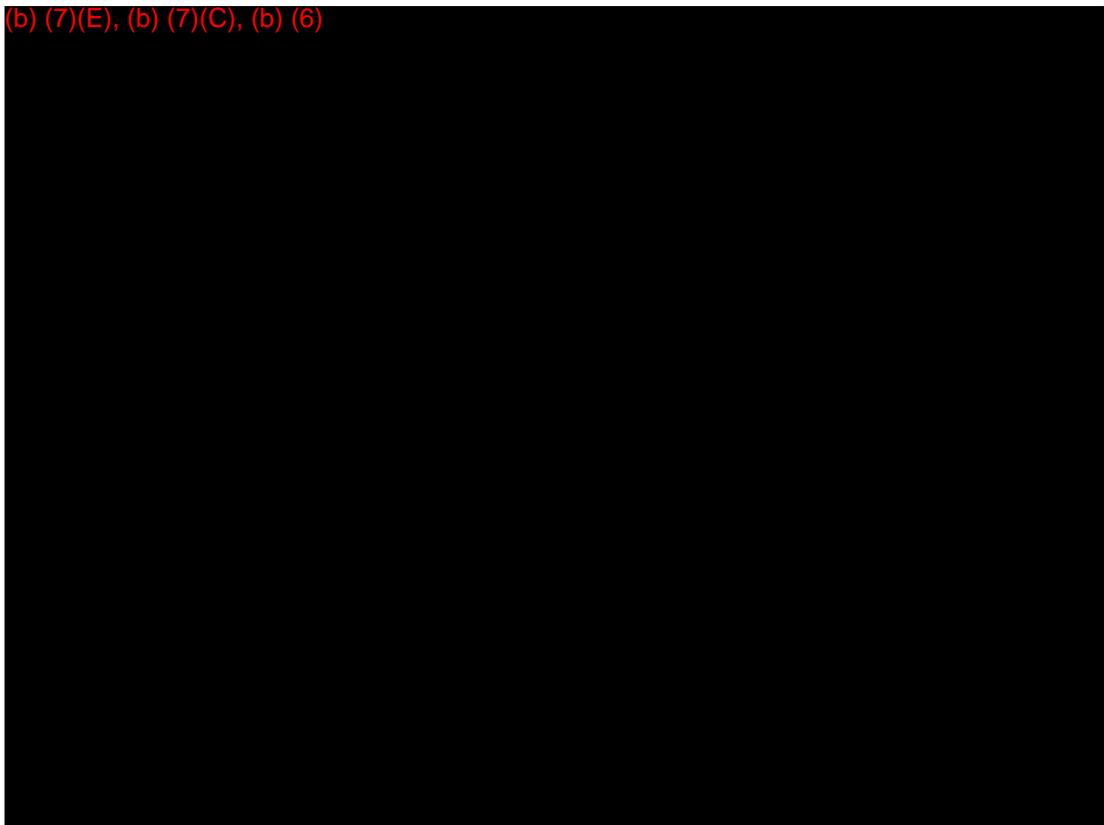
Describe the different parts of (b) (7)(E) :

- (b) (7)(E) [Redacted]



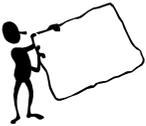
Display the Visual

(b) (7)(E), (b) (7)(C), (b) (6)



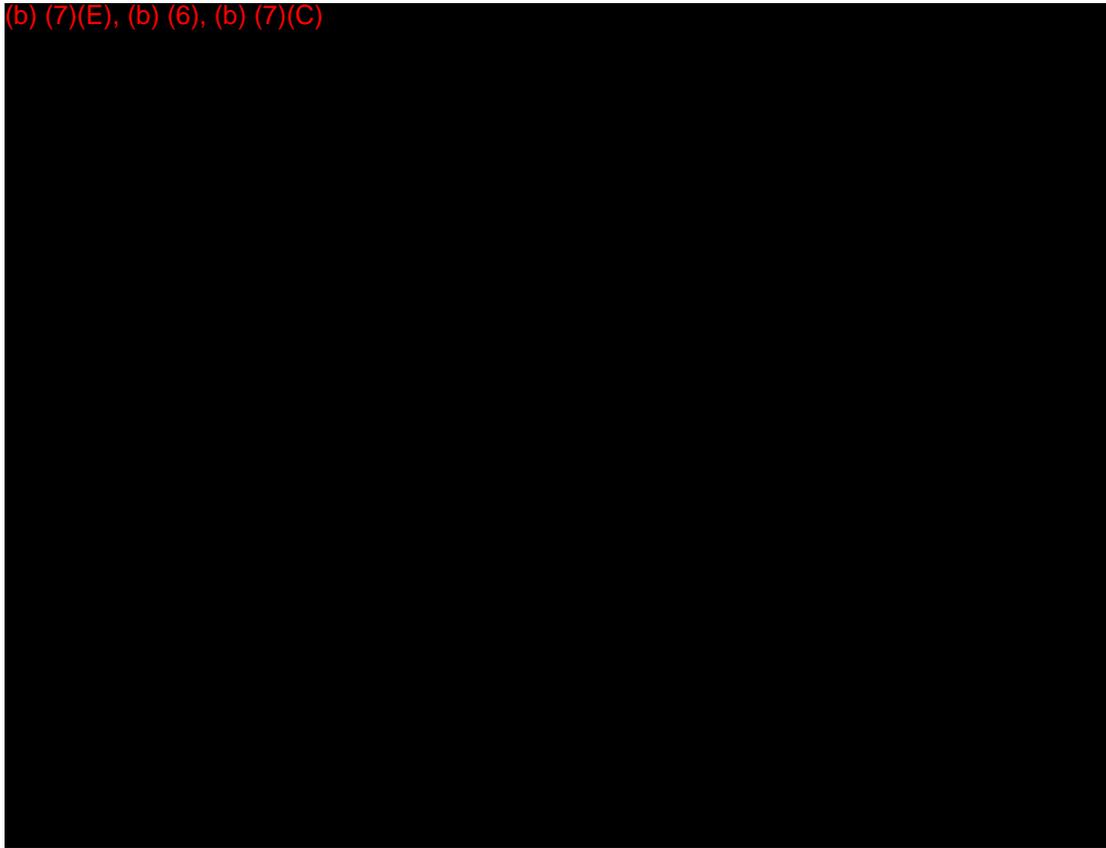
Instructor Notes:

Once you click on the (b) (7)(E) please point out that these are the documents you marked as (b) (7)(E) earlier.



**Display
the Visual**

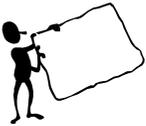
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Describe the different parts of (b) (7)(E) :

- (b) (7)(E) [Redacted]



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Please explain that this is the search for just (b) (7)(E) . While walking through each field, please make sure you demonstrate the (b) (7)(E) (b) (7) (E)

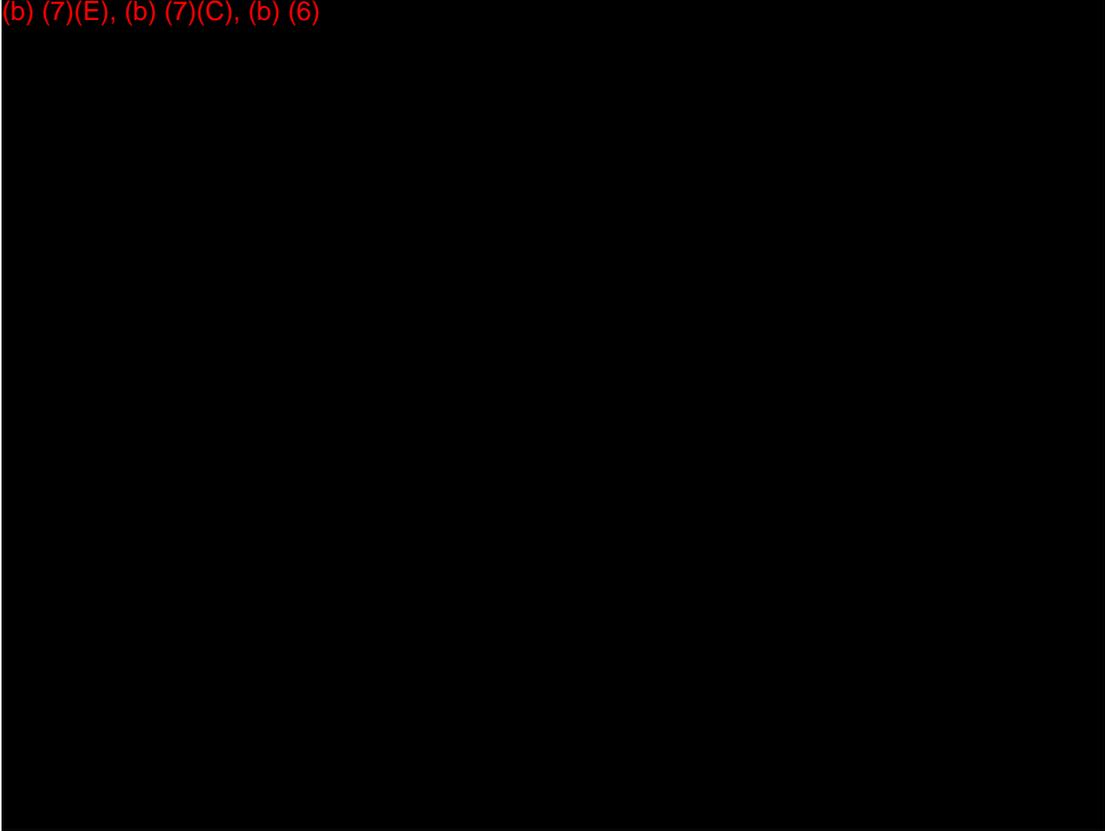
Note: When (b) (7)(E)





**Display
the Visual**

(b) (7)(E), (b) (7)(C), (b) (6)

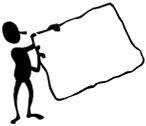


Instructor Notes:

Describe the different parts of (b) (7)(E) :

(b) (7)(E)





Display the Visual

(b) (7)(E), (b) (7)(C), (b) (6)



Instructor Notes:

By clicking on the (b) (7)(E) [redacted].

Please point out the different areas of the form including:

- (b) (7)(E) [redacted]
- 

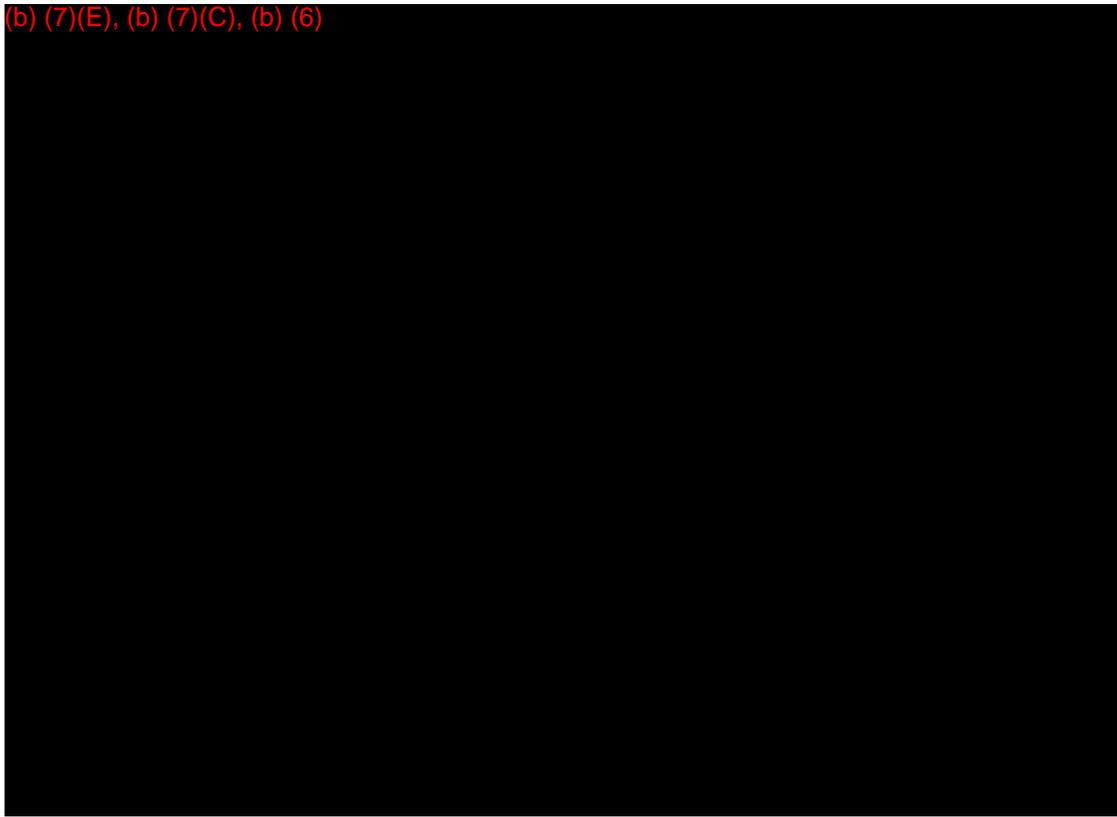
If you click (b) (7)(E) [redacted] you will get an error message and must (b) (7)(E) [redacted].

Demonstrate creating a new tab.



**Display
the Visual**

(b) (7)(E), (b) (7)(C), (b) (6)



Instructor Notes:

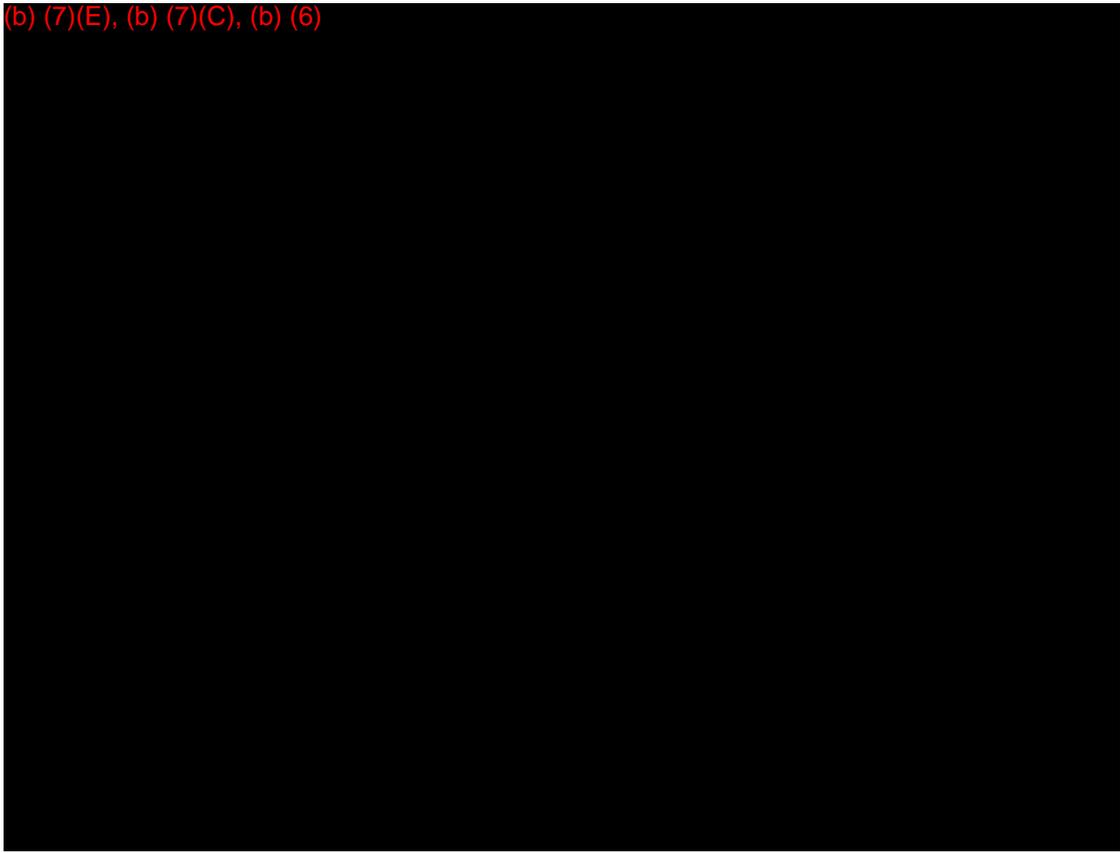
Describe the different parts of (b) (7)(E) :

- (b) (7)(E) [Redacted]



Display the Visual

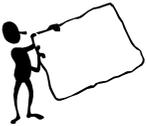
(b) (7)(E), (b) (7)(C), (b) (6)



Instructor Notes:

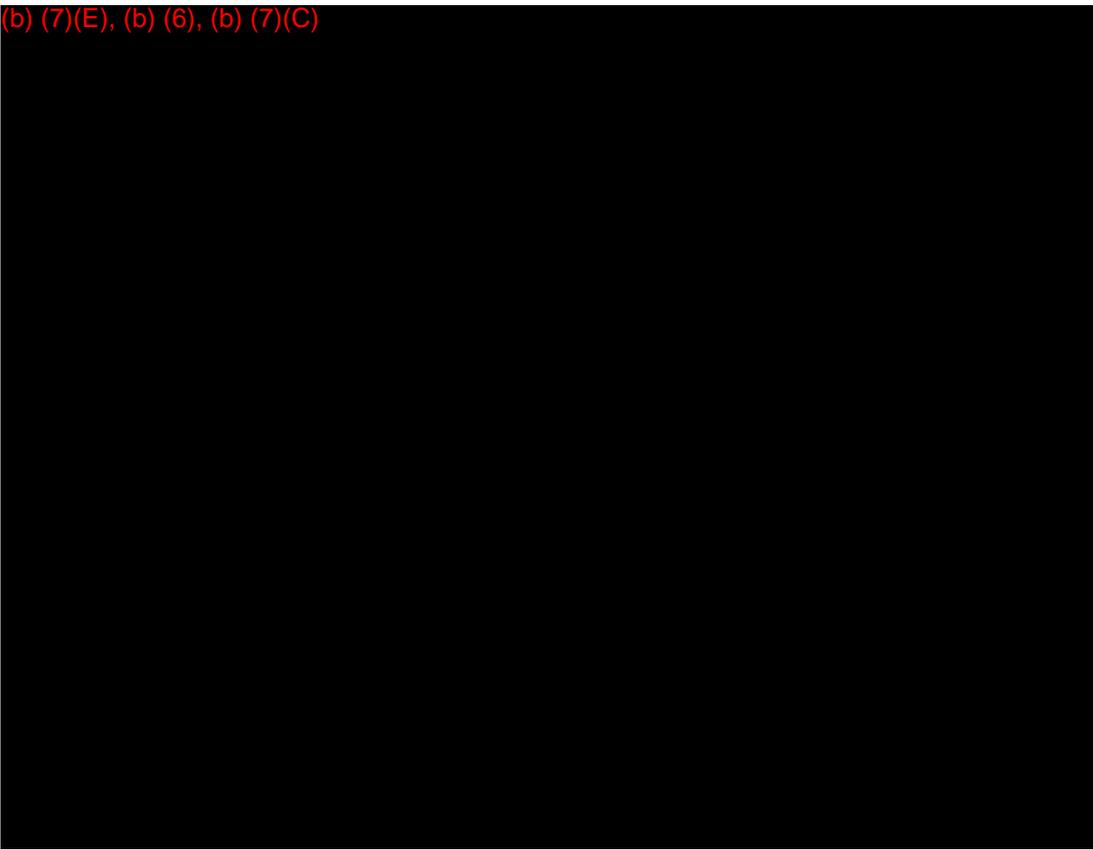
The (b) (7)(E) [redacted] allows the user to (b) (7)(E) [redacted]
[redacted] This list of (b) [redacted] is helpful when you have (b) (7)(E) [redacted]
(b) (7)(E) [redacted]

Please click on the (b) (7)(E) [redacted] to demonstrate how to (b) (7)(E) [redacted]
[redacted]



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



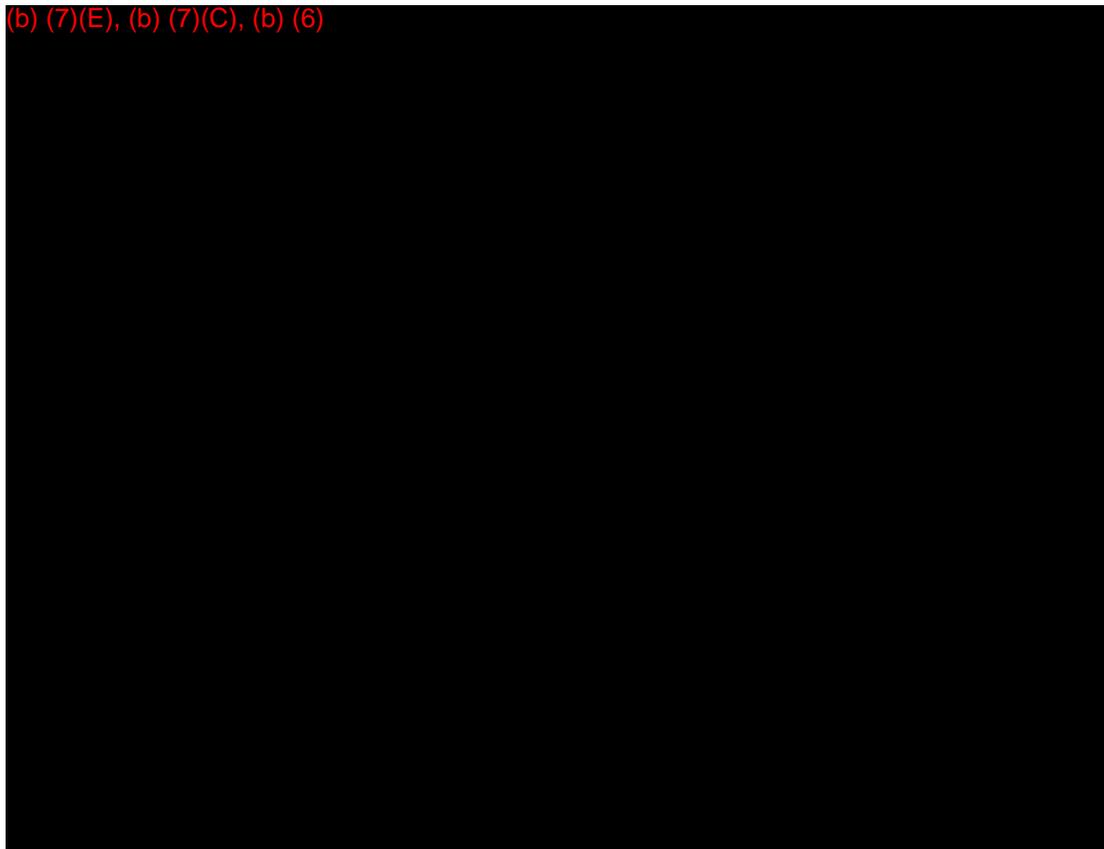
Instructor Notes:

The same form you filled out to create a (b) (7)(E) [redacted]. If you wish to (b) (7)(E) [redacted]



**Display
the Visual**

(b) (7)(E), (b) (7)(C), (b) (6)



Instructor Notes:

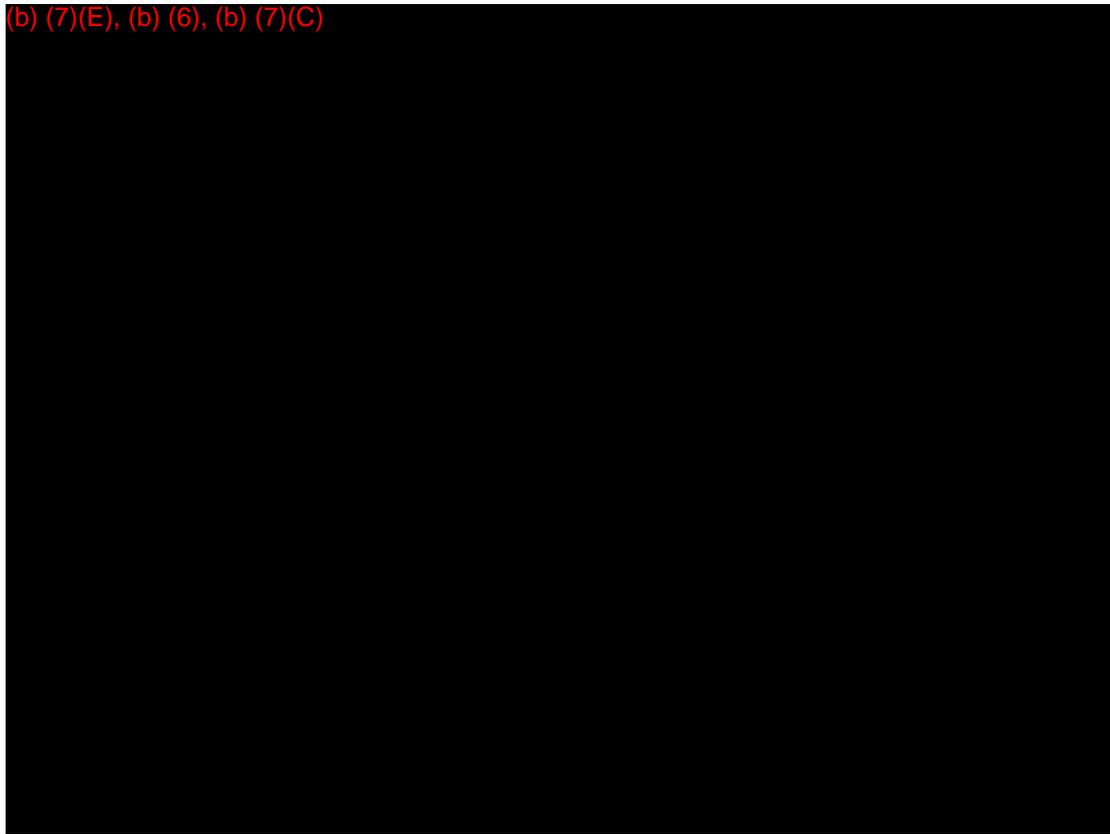
Describe the different parts of (b) (7)(E) :

- (b) (7)(E) [Redacted]



**Display
the Visual**

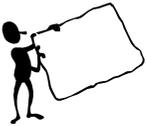
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

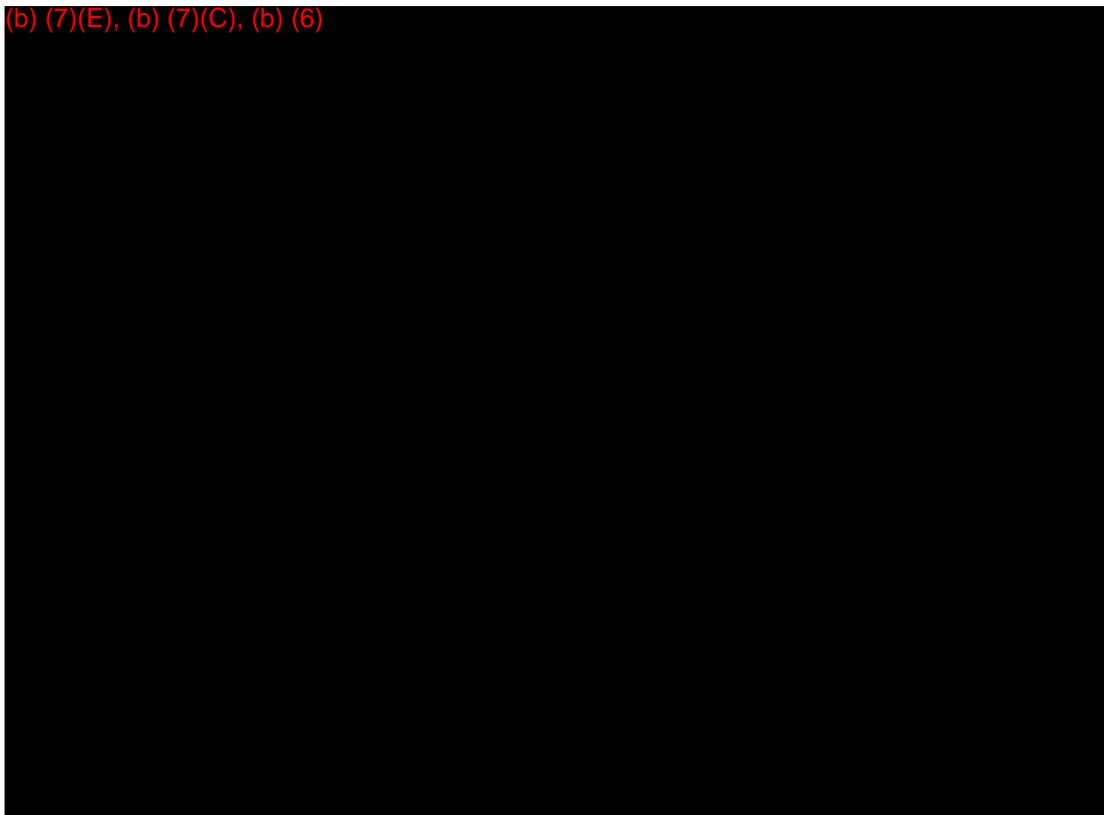
Describe the different parts of (b) (7)(E) :





**Display
the Visual**

(b) (7)(E), (b) (7)(C), (b) (6)

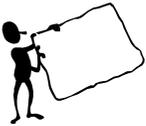


Instructor Notes:

Describe the different parts of (b) (7)(E) :

(b) (7)(E)





Display the Visual

(b) (7)(E)

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Instructor Notes:

In this section we will discuss what information can be found under the (b) (7)(E) list.

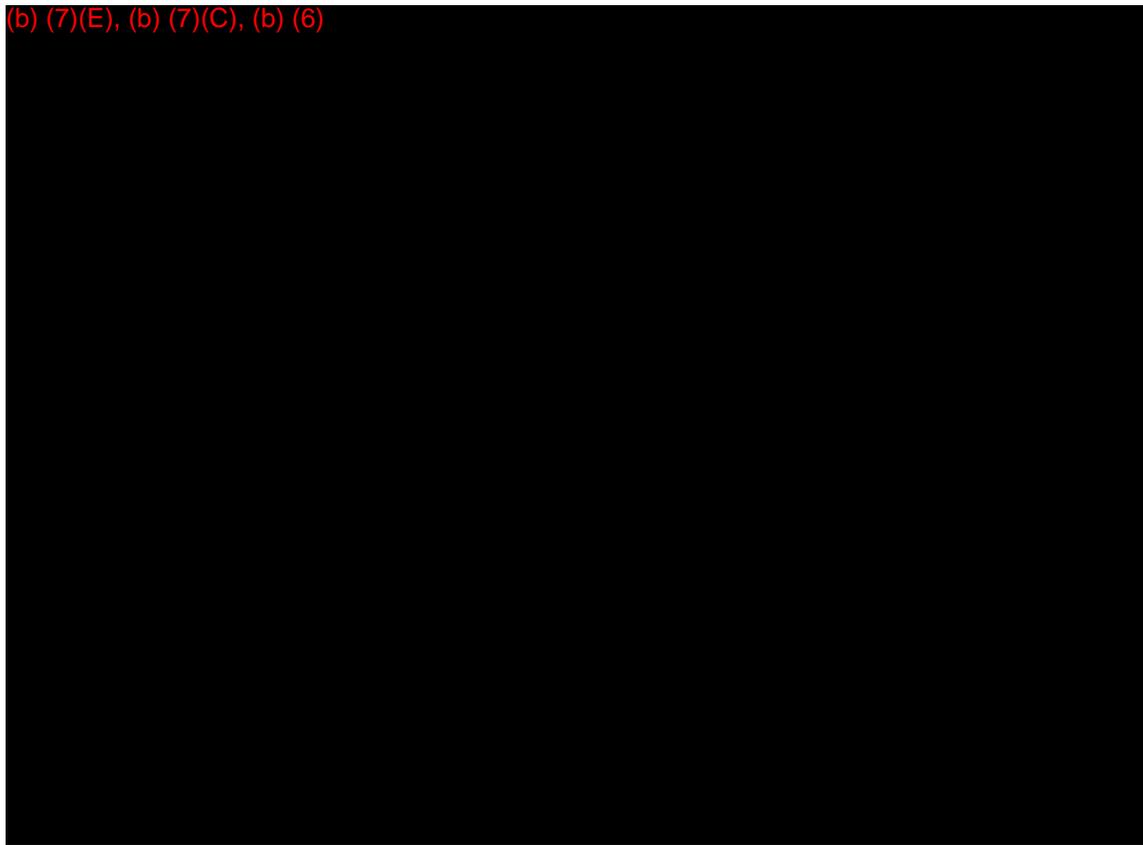
Role(s) Required: (b) (7)(E)

Note: No additional preparation is needed for this section.



Display the Visual

(b) (7)(E), (b) (7)(C), (b) (6)



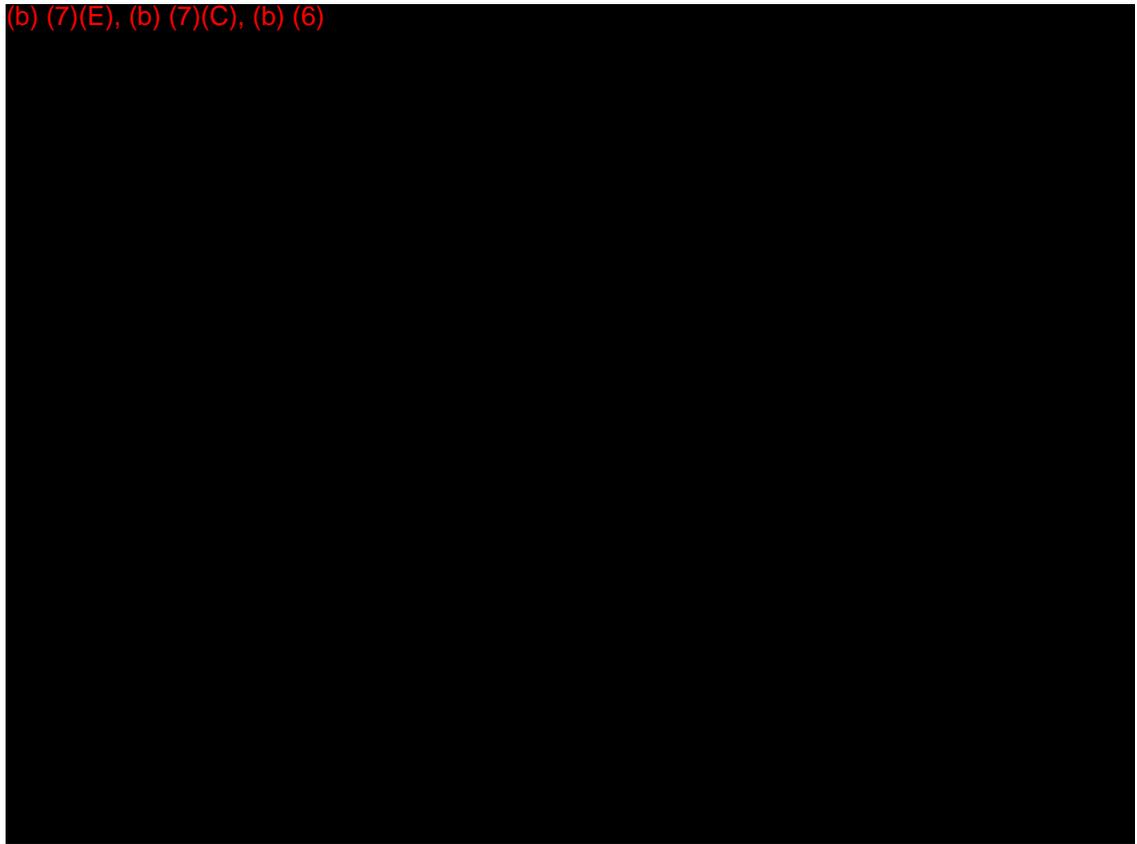
Instructor Notes:

Please point out the (b) (7)(E) [redacted] list and note that it is (b) (7)(E) component of AFI, (b) (7)(E) [redacted].



Display the Visual

(b) (7)(E), (b) (7)(C), (b) (6)



Instructor Notes:

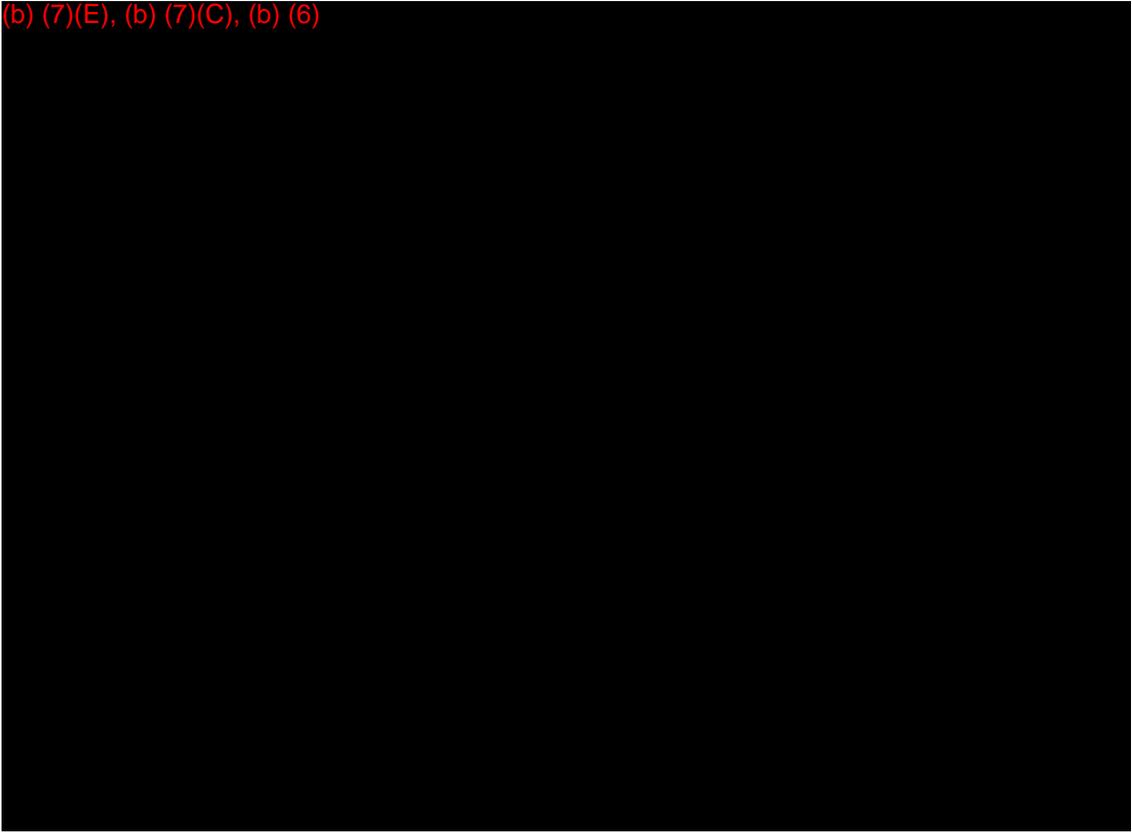
Please point out that these are the (b) (7)(E) that we have in AFI. Some of these (b) (7)(E) site. (b) (7)(E)





Display the Visual

(b) (7)(E), (b) (7)(C), (b) (6)



Instructor Notes:

This is where you can determine what (b) (7)(E) . Choose the appropriate link at the top to see you list of choices for each and (b) (7)(E)



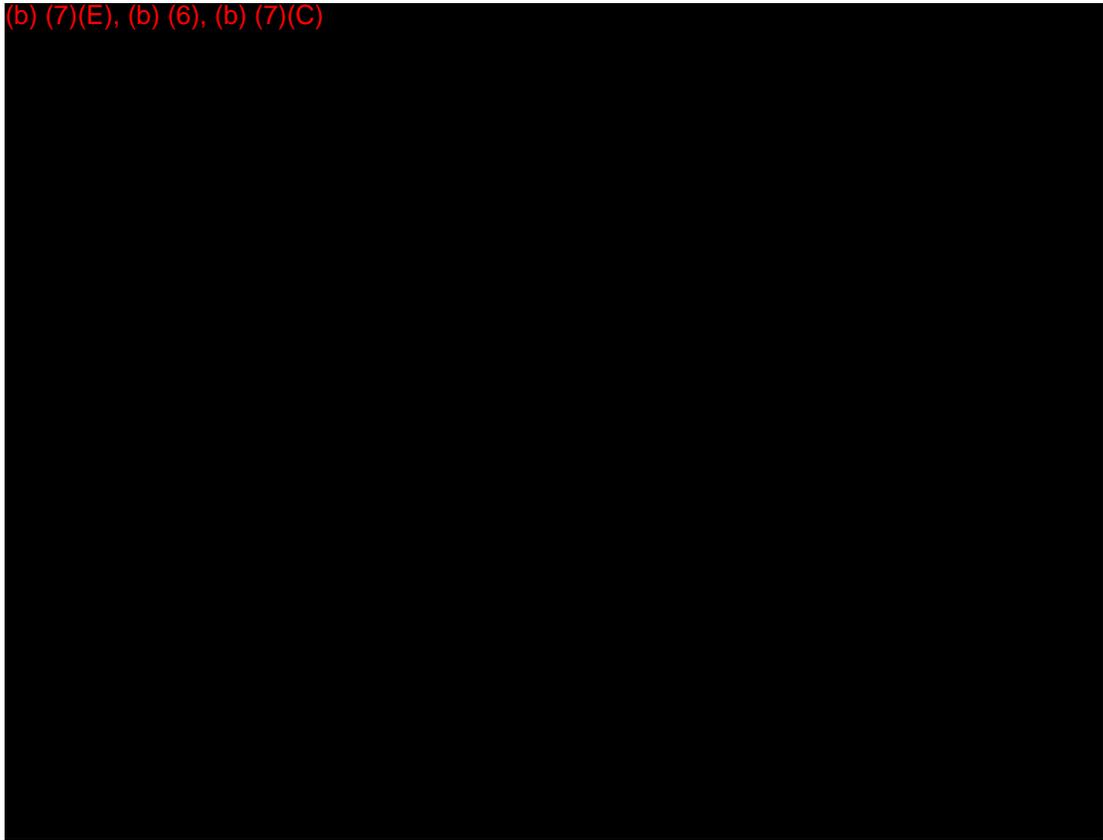
(b) (7)(E)





**Display
the Visual**

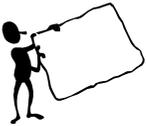
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Under (b) (7)(E) you can find (b) (7)(E) . If you (b) (7)(E)





Display the Visual

(b) (7)(E), (b) (7)(C), (b) (6)

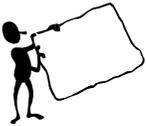


Instructor Notes:

Role(s) Required: (b) (7)(E)

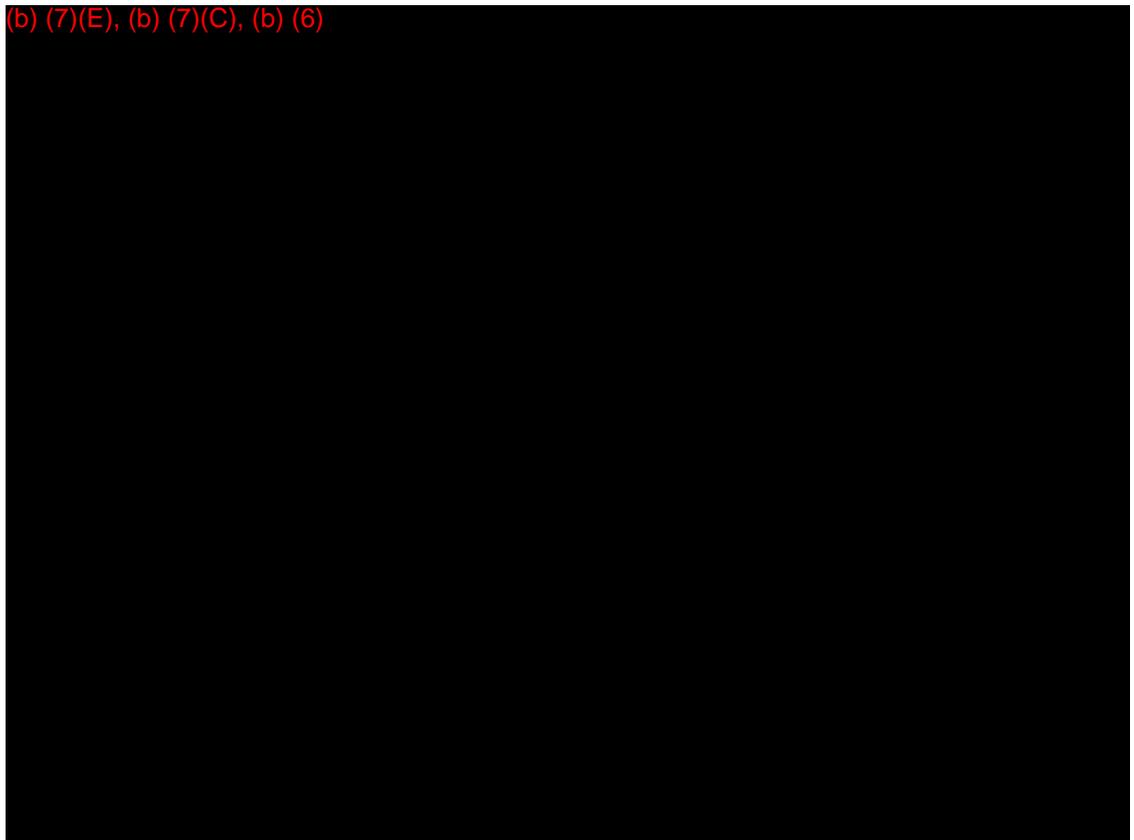
If you are a (b) (7)(E) in AFI you will see a (b) (7)(E)
This area acts like an inbox where you can find (b) (7)(E)
This is where (b) (7)(E) will go to
(b) (7)(E)

Demonstrate how to view all (b) (7)(E).



Display the Visual

(b) (7)(E), (b) (7)(C), (b) (6)



Instructor Notes:

This is where you can create a (b) (7) in AFI (b) (7)(E) . You can (b) (7)(E) .

Please demonstrate how to (b) (7)(E) .



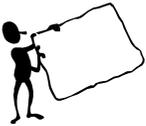
Display the Visual

(b) (7)(E)



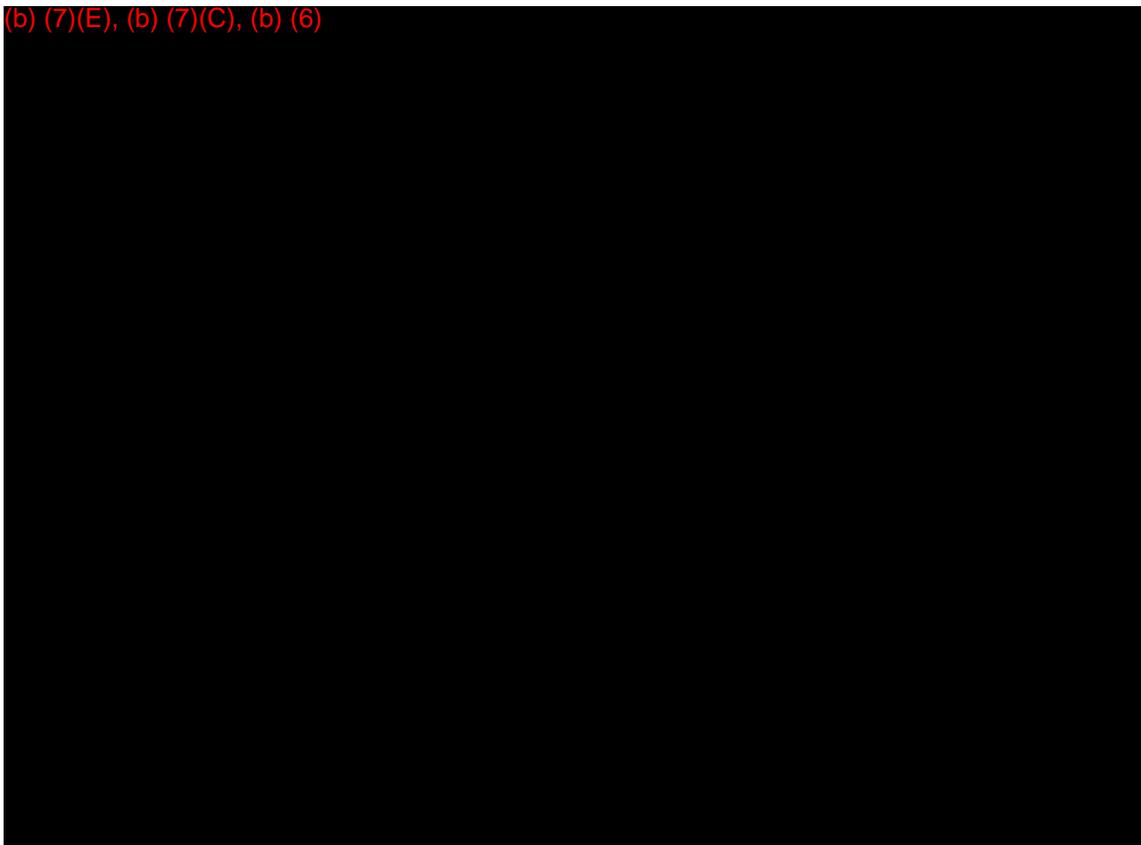
Instructor Notes:

Please explain that this is the (b) (7)(E) [redacted] that we currently have in the (b) (7)(E) [redacted].



Display the Visual

(b) (7)(E), (b) (7)(C), (b) (6)

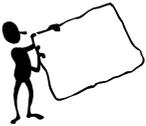


Instructor Notes:

If you click on the (b) (7)(E) [redacted], a new window will pop up with the (b) (7)(E) [redacted] information. To get rid of this window click (b) (7)(E) [redacted].

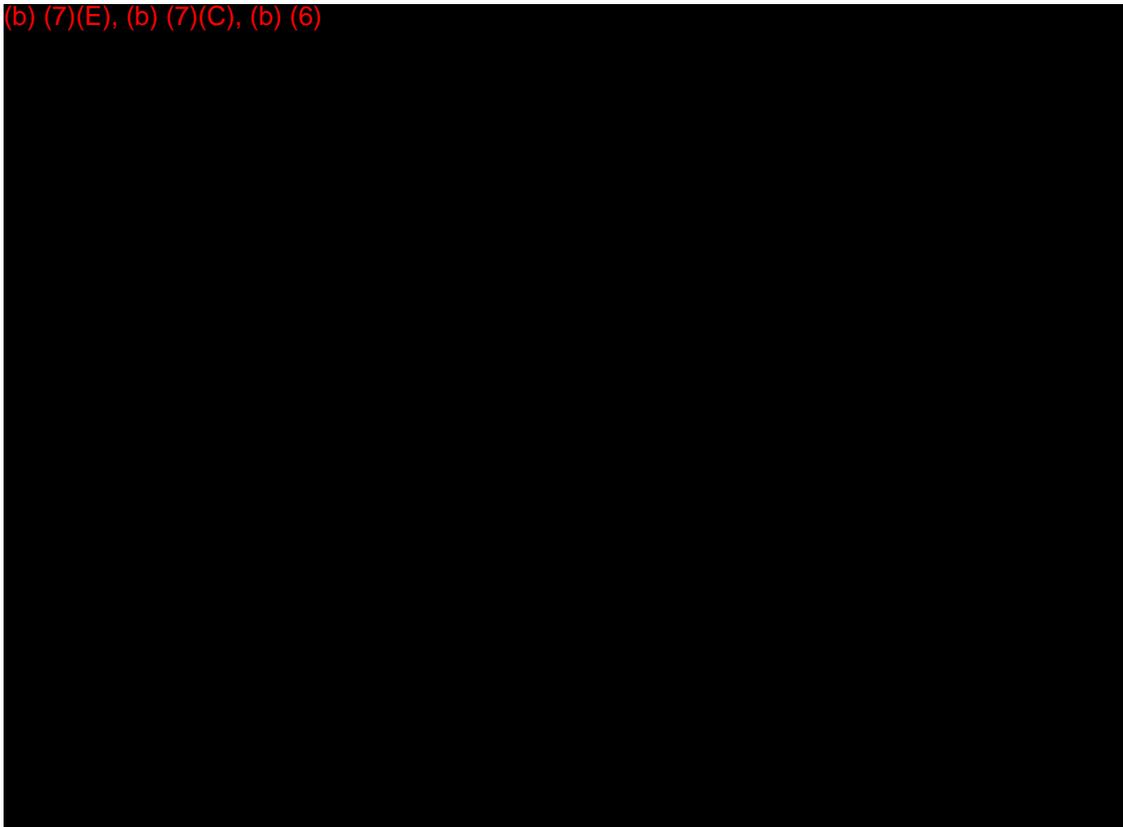
Additionally, please explain that this is also where one can find the (b) (7)(E) [redacted]

[redacted] Please make sure to note this email address frequently throughout the course.



Display the Visual

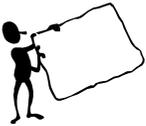
(b) (7)(E), (b) (7)(C), (b) (6)



Instructor Notes:

If you click on the (b) (7)(E) [redacted], a new window will pop up to allow you to see (b) (7)(E) [redacted] as well as view the current and previous (b) (7)(E) [redacted]. To get rid of this window click (b) (7)(E) [redacted].

Please show users how to navigate to the (b) (7)(E) [redacted].



Display
the Visual

Lesson Summary

6.0

- Are you now able to:
 - Launch AFI and Log In?
 - Identify the (b) components of AFI?
 - View your pending (b) (7)(E) ?
 - Located (b) (7)(E) ?
 - Identify your (b) (7)(E) in AFI?
 - Identify what materials are found under (b) (7)(E) ?



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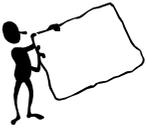
AFI



Instructor Notes:

Please review the objectives we covered and ask if there are any questions.

Note: The Practical Exercise questions that relate to this portion of AFI are combined with the Search Practical Exercises.



Display the Visual

6.0

Search and Results



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Instructor Notes:

Purpose: The purpose of this lesson is to demonstrate how to use AFI's (b) search features and to explain which (b) (7)(E) are being accessed through AFI.

WARNING: Tell all students that this is a live system and they need to treat it like any other system. This means the typical rules apply, such as; no searching for their name, their neighbor(s), etc.

Time: Approximately 90 minutes

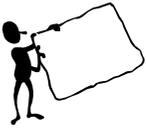
Content Outline: This presentation includes the following content:

- Objectives
- (b) (7)(E) Search
- Exercises
- Lesson Summary

Materials:

- PowerPoint Visuals (1 through 37)
- Practical Exercises – Combined with IntelView
 - Module 1 and 2: IntelView and Search

Role(s) Required: (b) (7)(E)



Display
the Visual

What You'll Learn

6.0

- At the end of this lesson, you will be able to:
 - Understand the (b) (7)(E) Different Types of Searches
 - Build a Detailed:
 - (b) (7)(E) Search
 - (b) (7)(E) Search
 - (b) (7)(E) Search
 - Save and Edit your Results
 - Review Search Results
 - Send Results to an Analysis Tool



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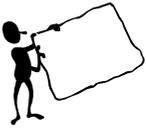
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AFI



Instructor Notes:

Give a brief overview of the objectives.



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the Visual**

(b) (7)(E) SEARCH

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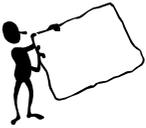
Instructor Notes:

In this section we will discuss (b) (7)(E) Search.

Role(s) Required: (b) (7)(E)

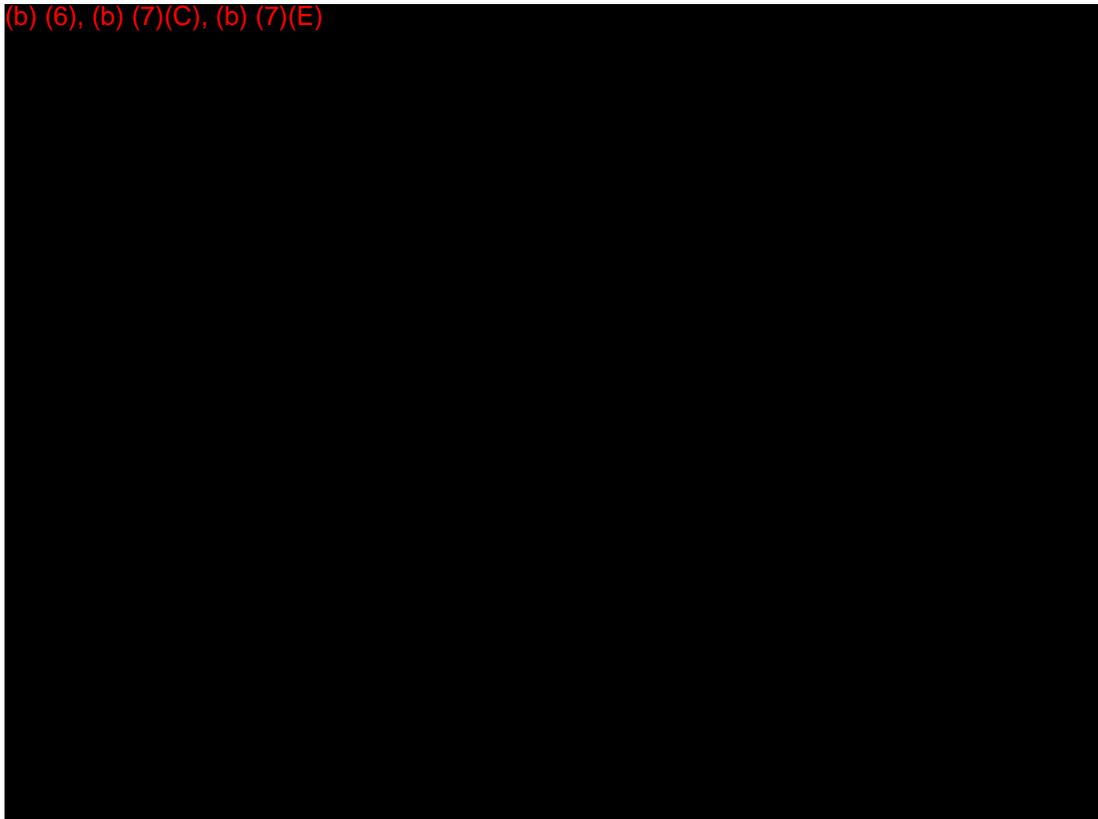
Note: No additional preparation is needed for this section. Additionally, no (b) (7)(E) Search will be run during this section.

WARNING: Tell all students that this is a live system and they need to treat it like any other system. This means the typical rules apply, such as, no searching for their name, or their neighbor(s), etc.



Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



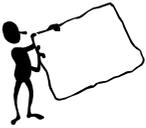
Instructor Notes:

Point out the search (b) (7)(E) located in the (b) (7)(E).

Please explain that there are (b) (7) different types of searches you can run in AFI:

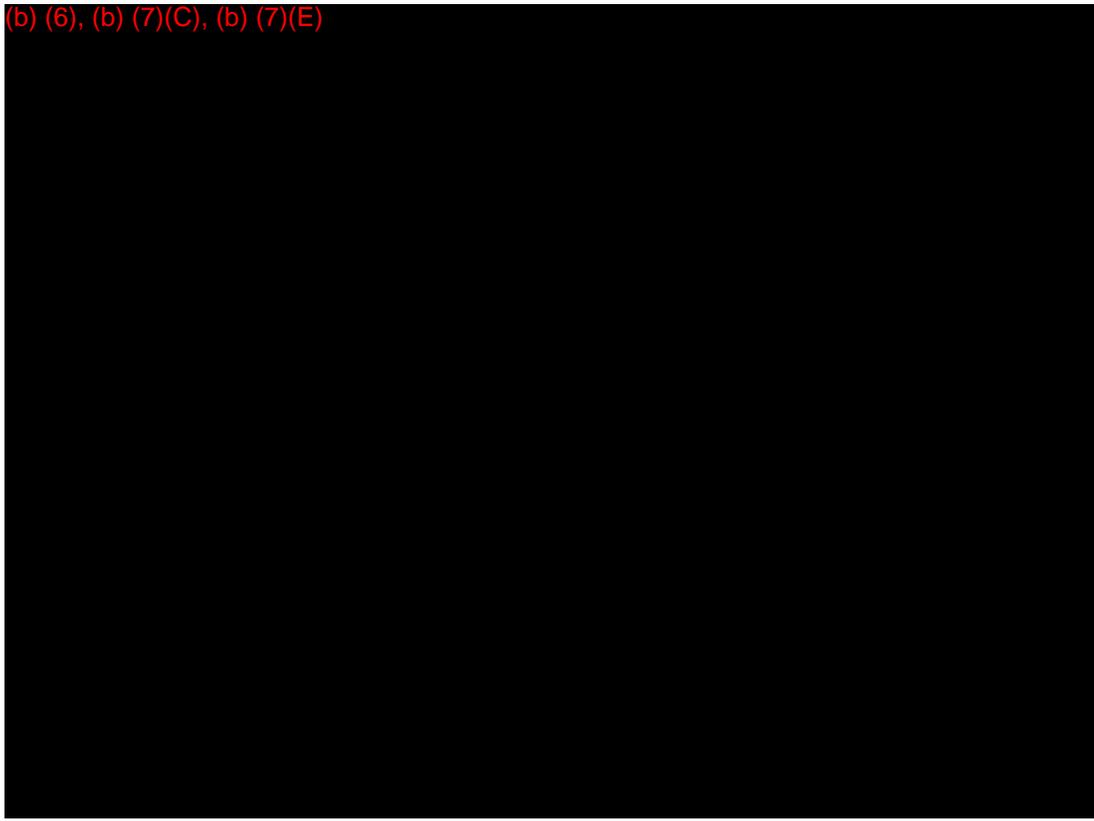
(b) (7)(E)





Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



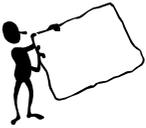
Instructor Notes:

Explain that a (b) (7)(E) search is the (b) (7)(E) of all searches. The search is executed against (b) (7)(E)

(b) (7)(E) This search feature defaults to searching (b) (7)(E)

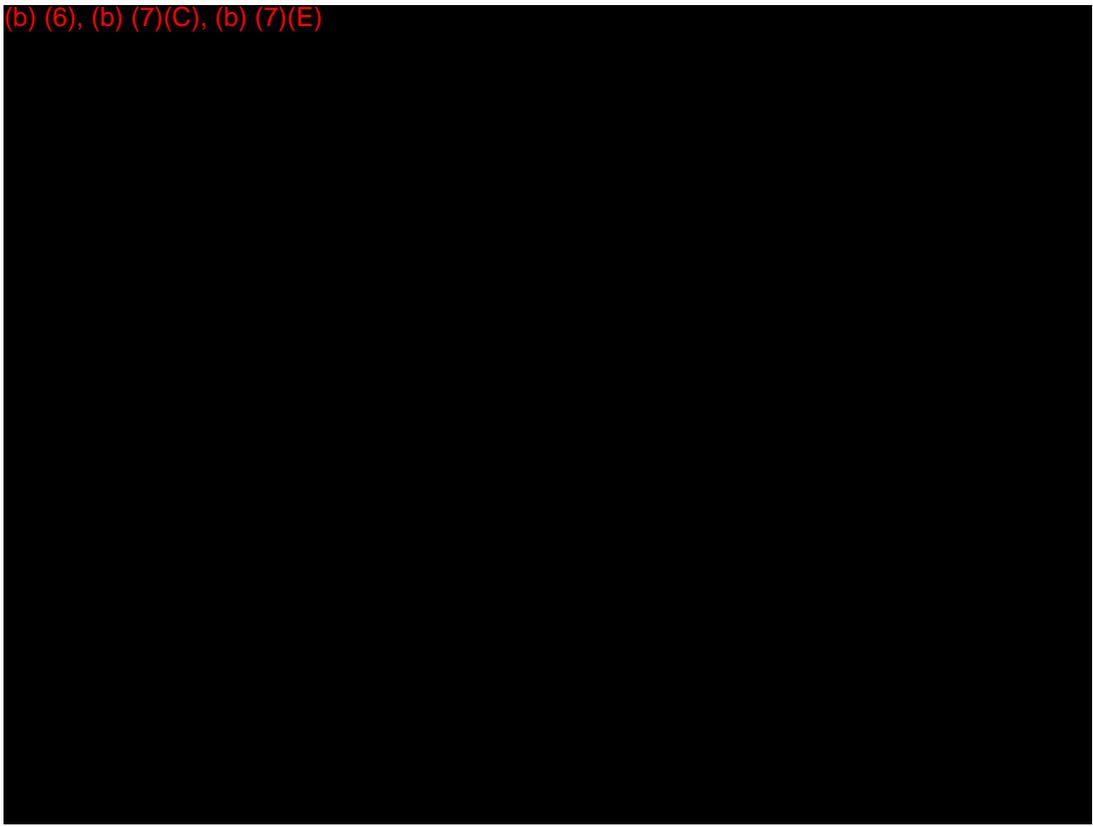
(b) (7)(E)

(b) (7)(E)



Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

Note that, once you click on the (b) (7)(E) [redacted], you are able to (b) [redacted] to search. The default setting is (b) (7)(E) [redacted]

• (b) (7)(E) [redacted]



**Display
the Visual**

(b) (7)(E) SEARCH

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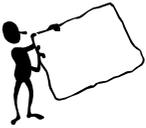


Instructor Notes:

In this section we will discuss (b) (7)(E) Search.

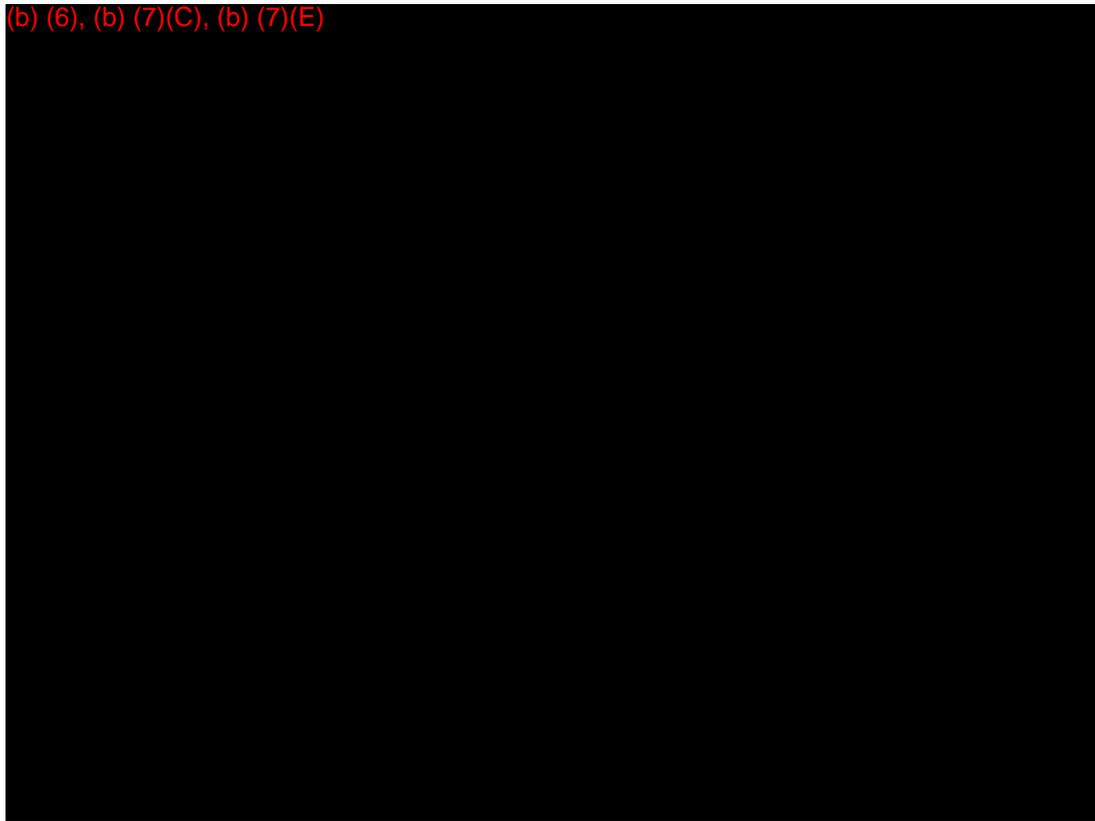
Role(s) Required: (b) (7)(E)

Note: No additional preparation is needed for this section. Additionally, no (b) (7)(E) Search will be run during this section.



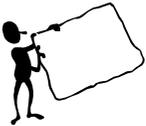
Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

Please explain that (b) (7)(E) search is (b) (7)(E) in
that it looks for (b) (7)(E)
(b) (7)(E)



Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



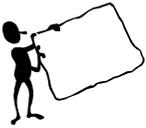
Instructor Notes:

There are currently (b) (7)(E) different (b) (7)(E) Searches available for use, show how to navigate between them. The display defaults to a (b) (7)(E) Search. (b) (7)(E)



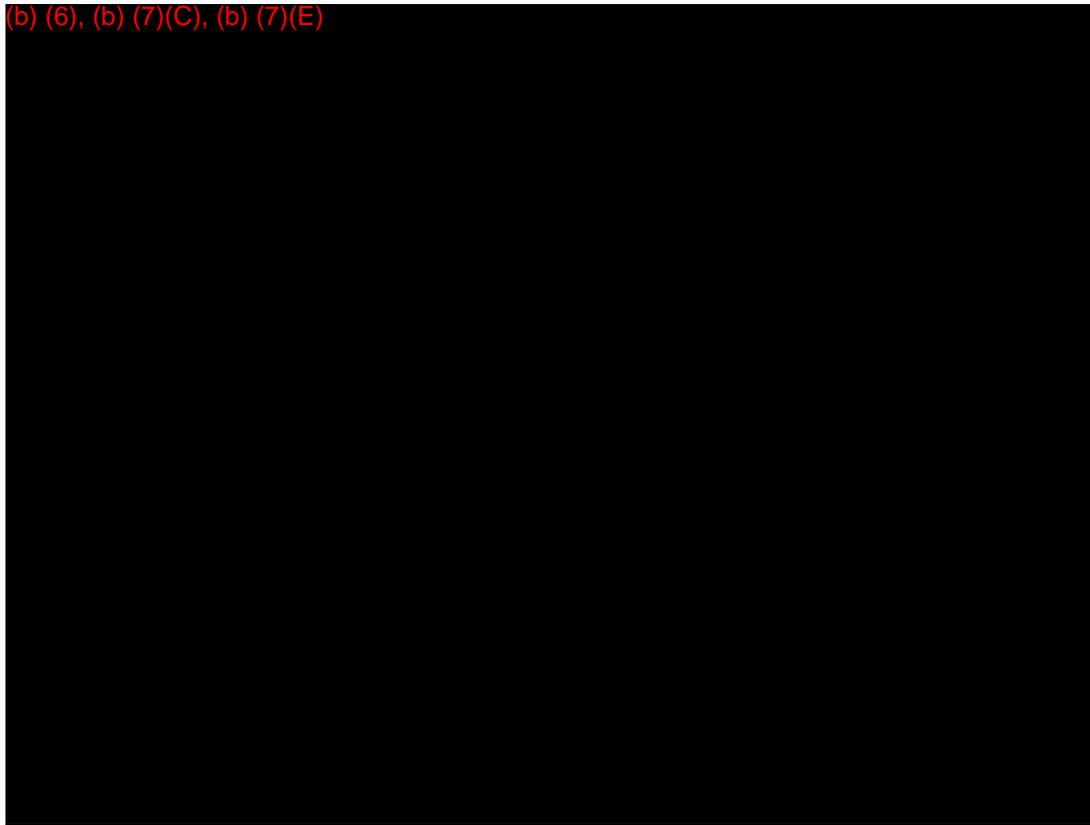
In (b) (7)(E) Search, demonstrate that when you (b) (7)(E)





Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)

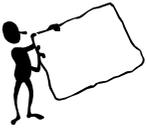


Instructor Notes:

Clicking on (b) (7)(E) [redacted] respectively will (b) (7)(E) [redacted]
[redacted] Additionally you can (b) (7)(E) [redacted]
[redacted]

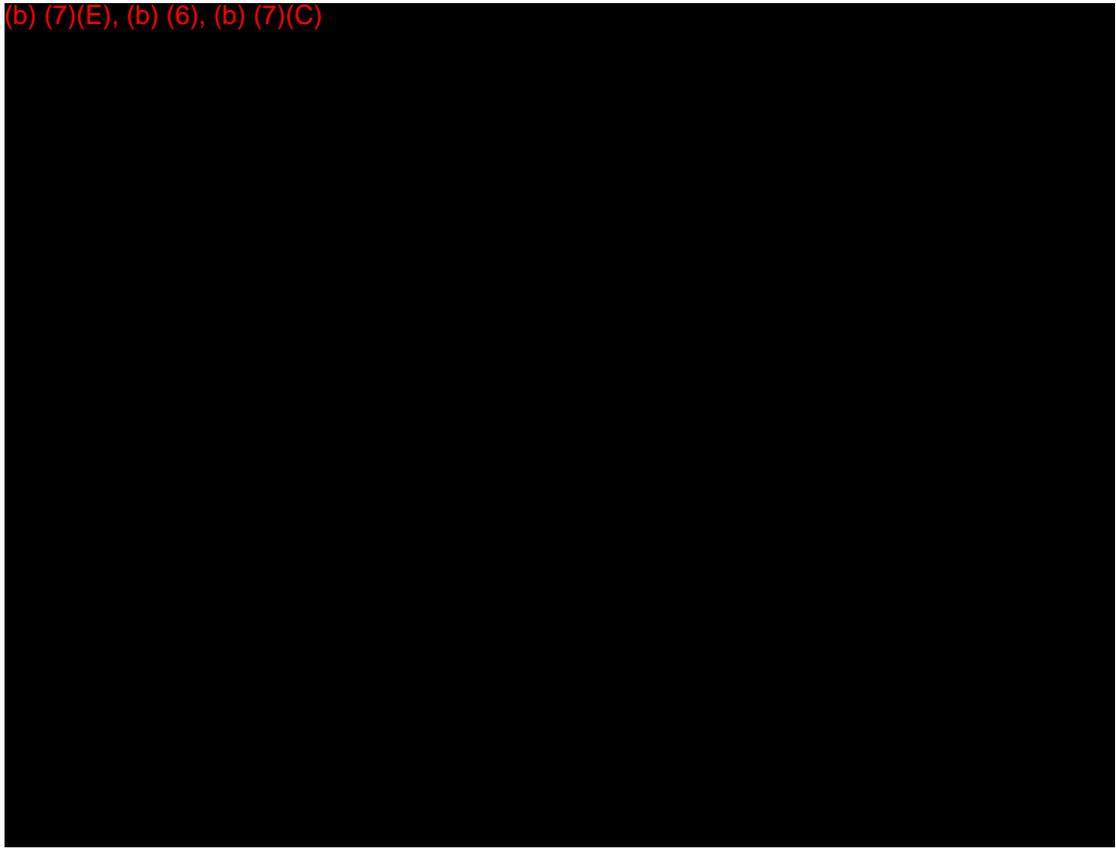
Clicking on the (b) (7)(E) [redacted]
[redacted]

After you (b) (7)(E) [redacted]
[redacted]



Display the Visual

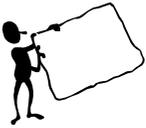
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

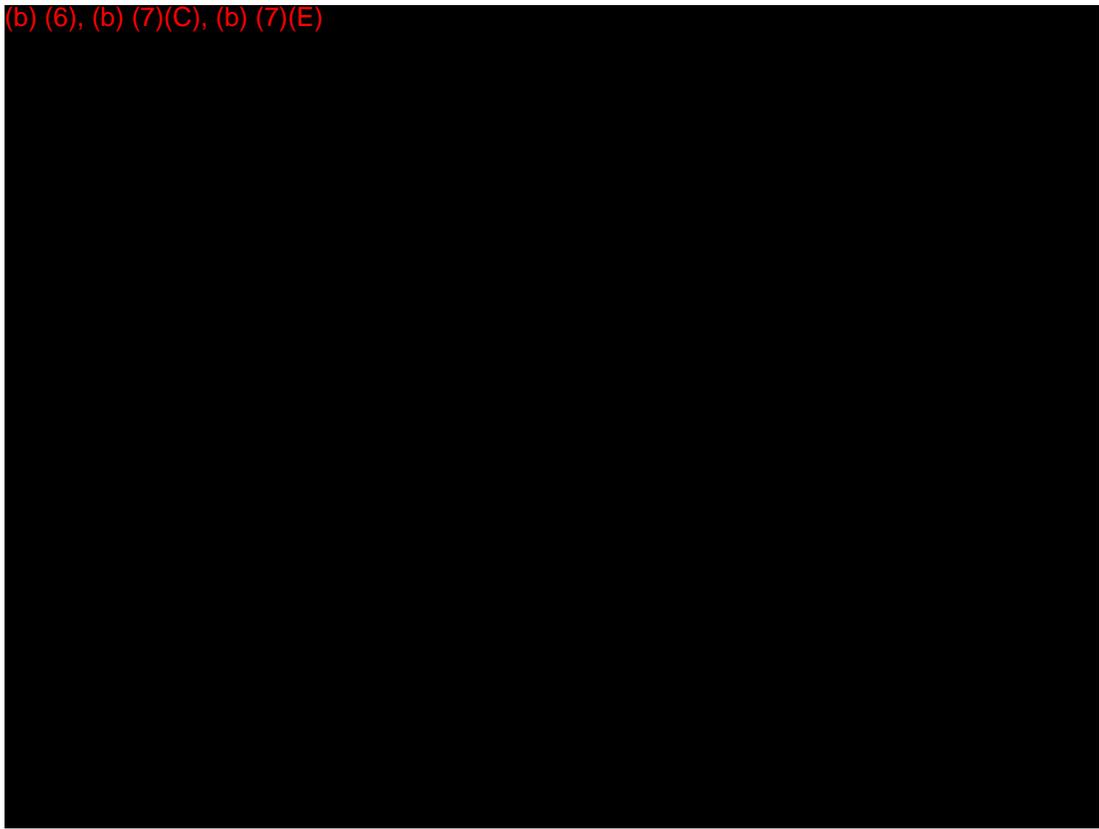
Please point out that AFI also has the ability to do a (b) (7) search. This feature allows users to (b) (7)(E)





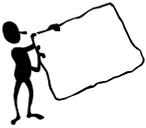
Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



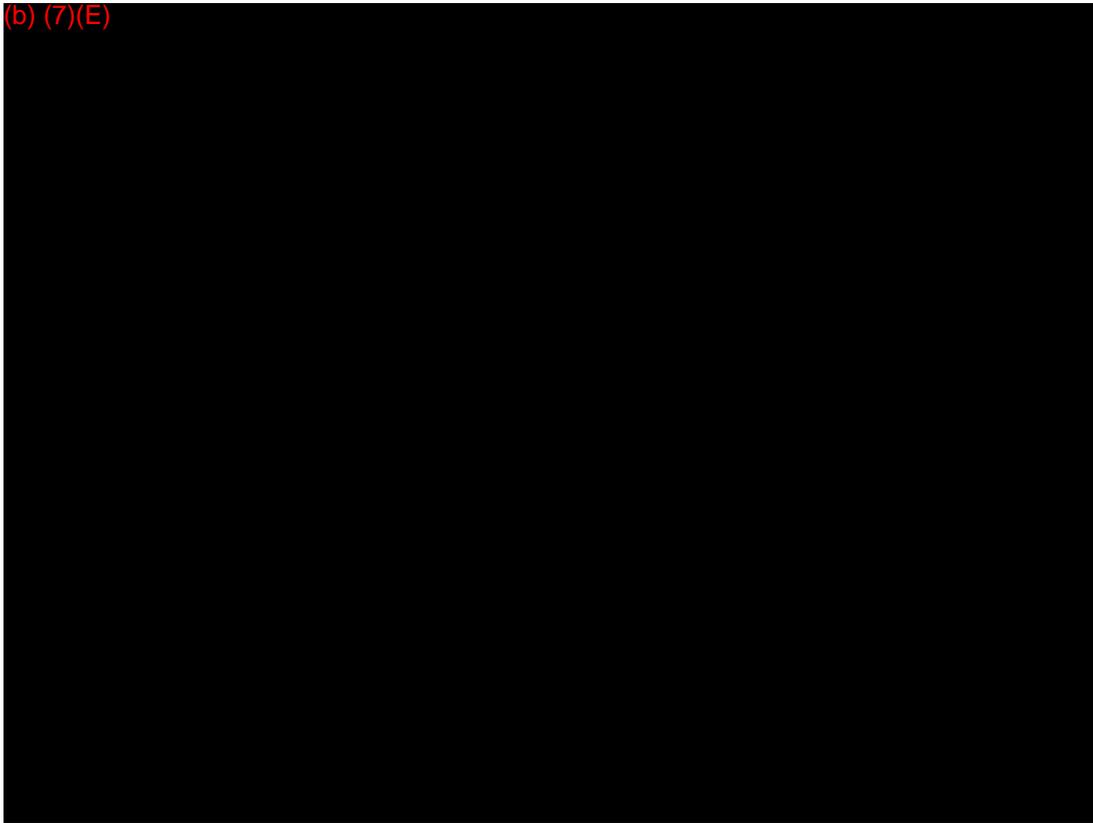
Instructor Notes:

Please show them how to download a (b) (7)(E) .



Display the Visual

(b) (7)(E)



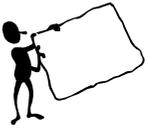
Instructor Notes:

Explain that this is the (b) (7)(E) form that needs to be filled out and that you only need to fill out the fields that you have information for.

The (b) (7)(E) Search that is selected.
(b) (7)(E)

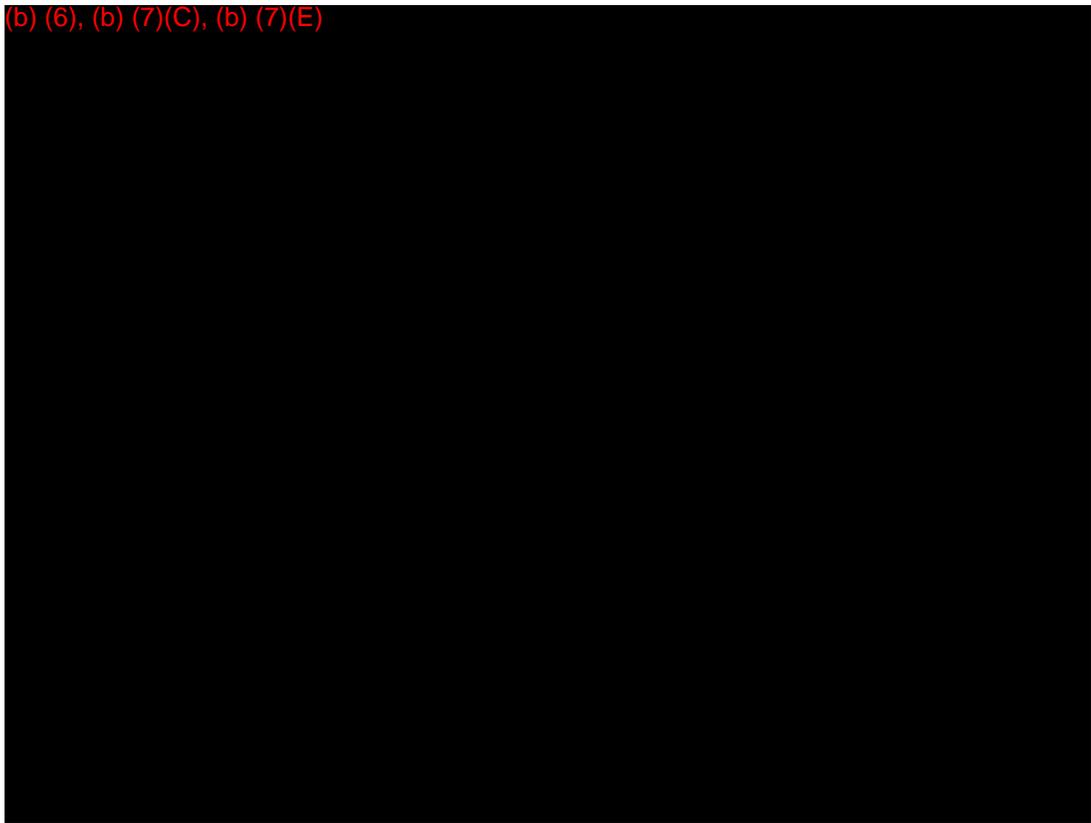
Make sure there are (b) (7)(E)

Make sure that (b) (7)(E)



Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



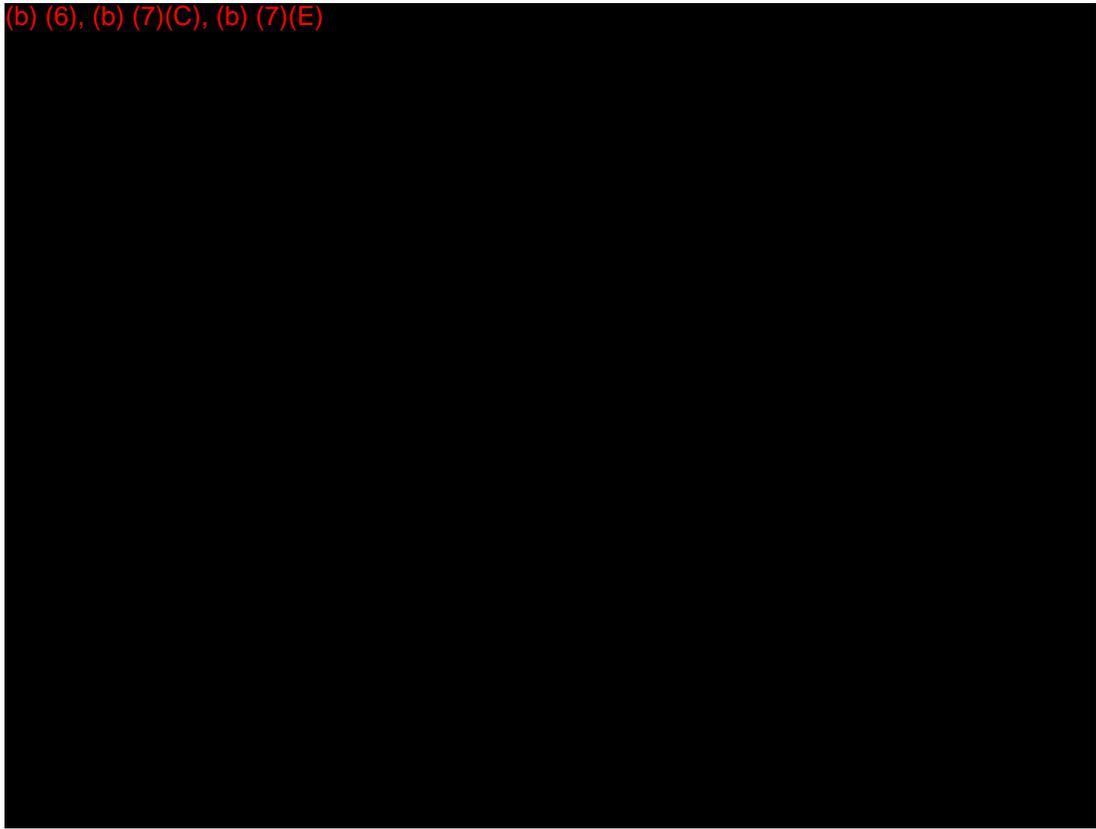
Instructor Notes:

Once you have your (b) (7)(E) filled out and saved onto your computer then it needs to be (b) (7)(E). There is an (b) (7)(E) that allows you to do this.



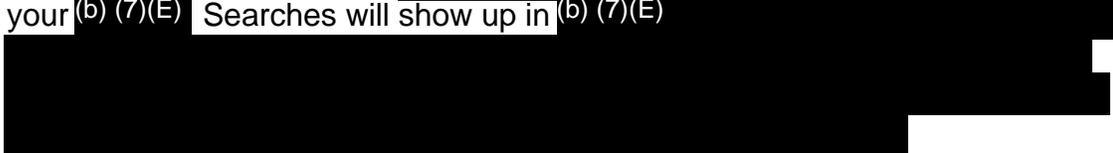
Display the Visual

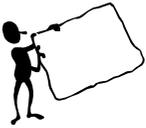
(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

Please demonstrate how to (b) (7)(E) the file. Additionally note that your (b) (7)(E) Searches will show up in (b) (7)(E)





**Display
the Visual**

(b) (7)(E)

SEARCH

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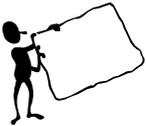


Instructor Notes:

In this section we will discuss (b) (7)(E) .

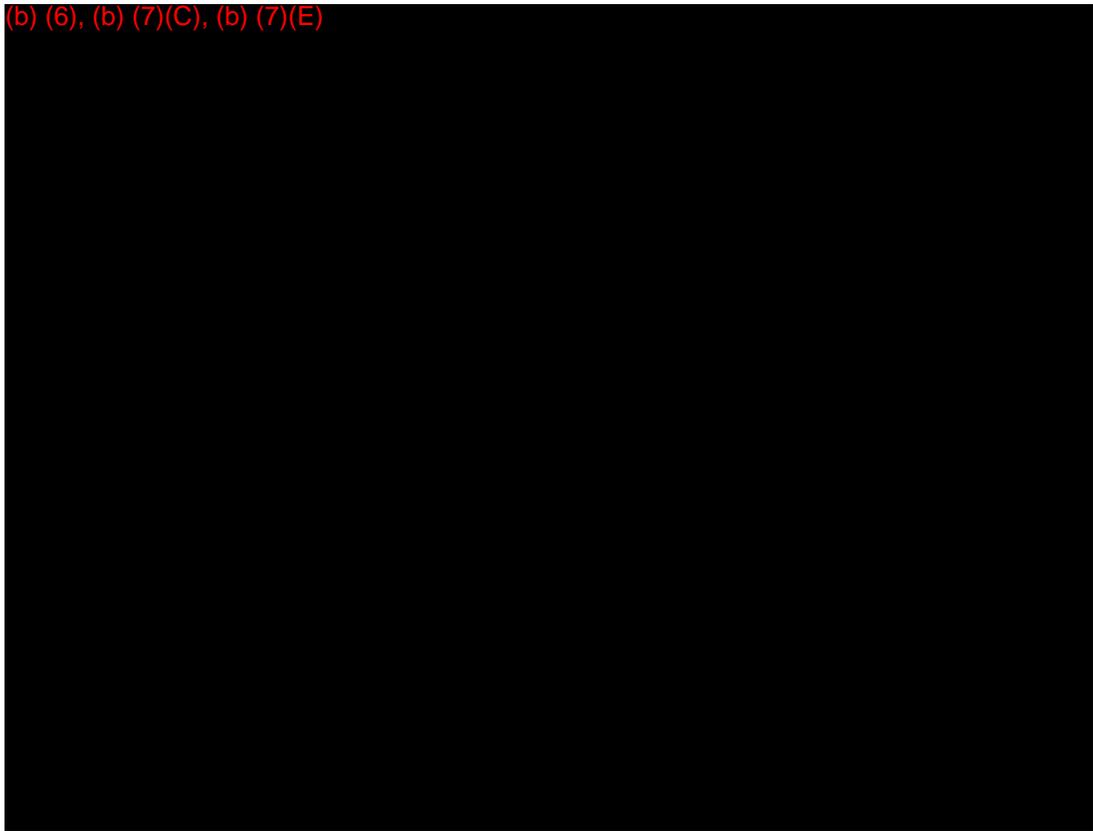
Role(s) Required: (b) (7)(E)

Note: No additional preparation is needed for this section. Additionally, no (b) (7)(E) Search will be run during this section.



Display the Visual

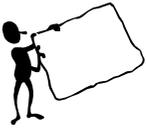
(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

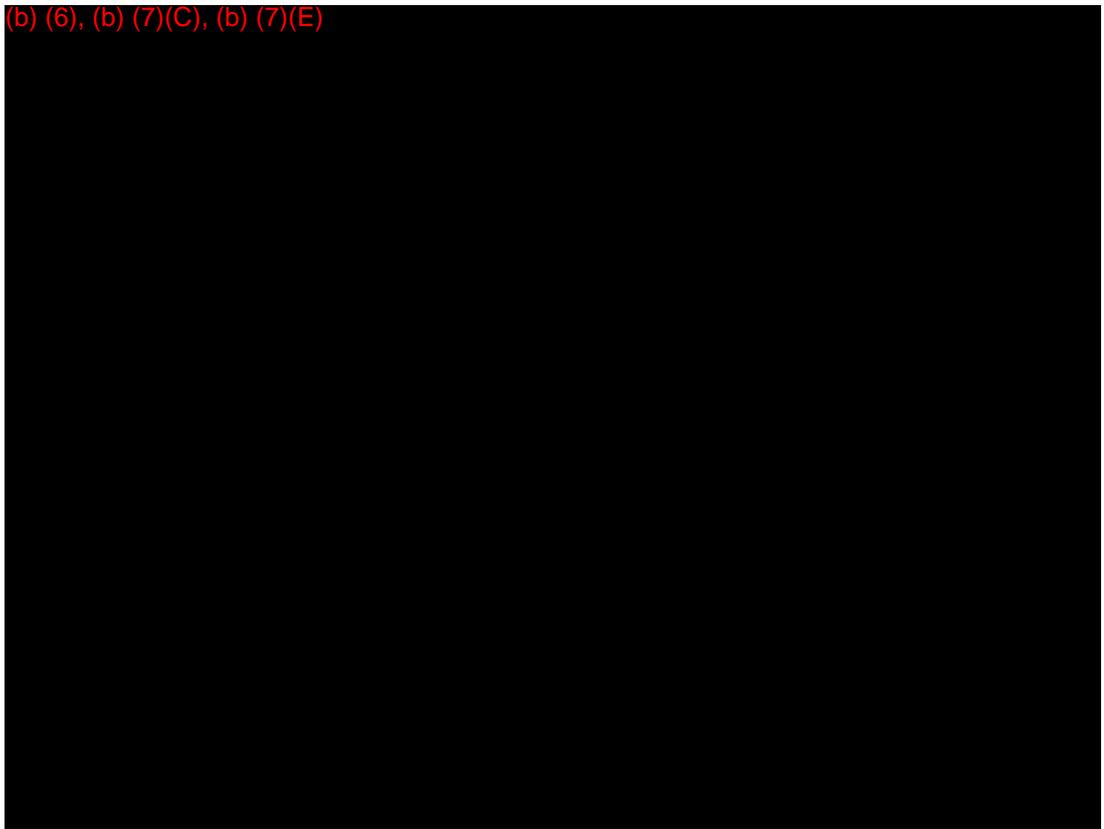
Please explain that the (b) (7)(E) search is the (b) (7)(E) searches and requires the (b) (7)(E)

This search is (b) (7)(E) to search for (b) (7)(E). This search is very similar to the search found in (b) (7)(E)



Display the Visual

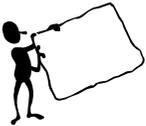
(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

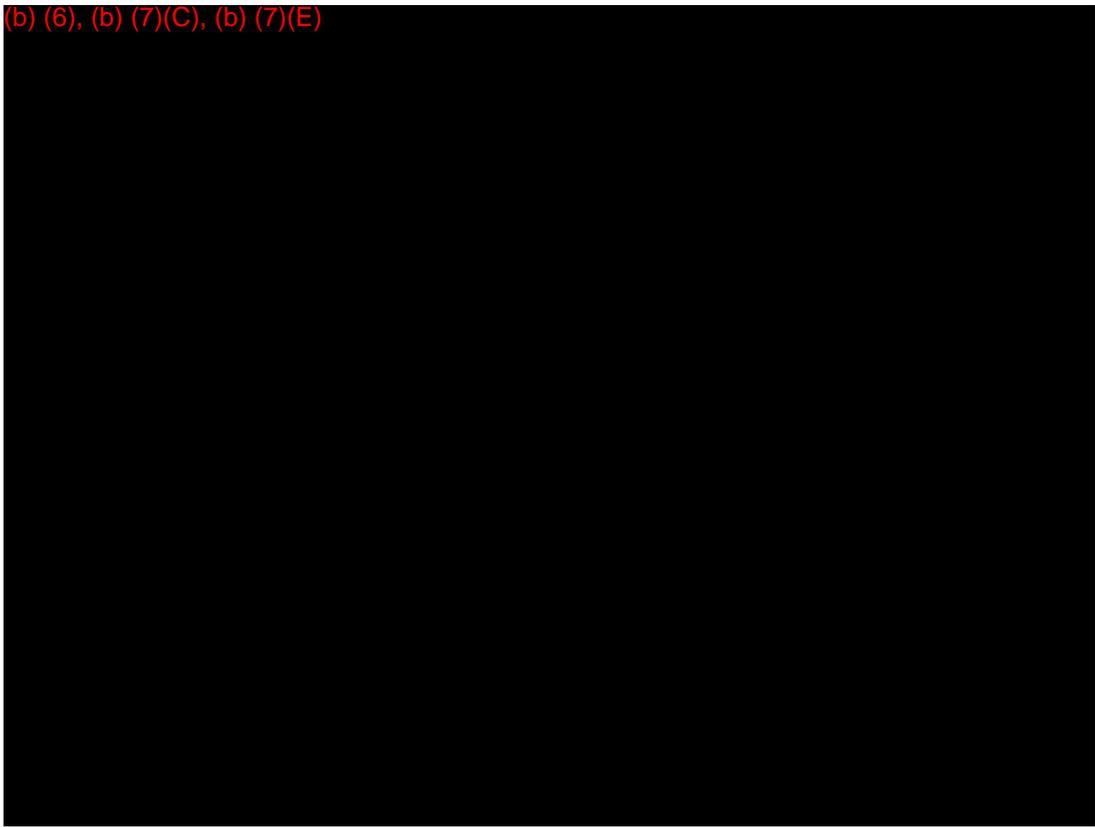
Please show the available (b) (7)(E)





Display the Visual

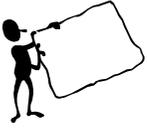
(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

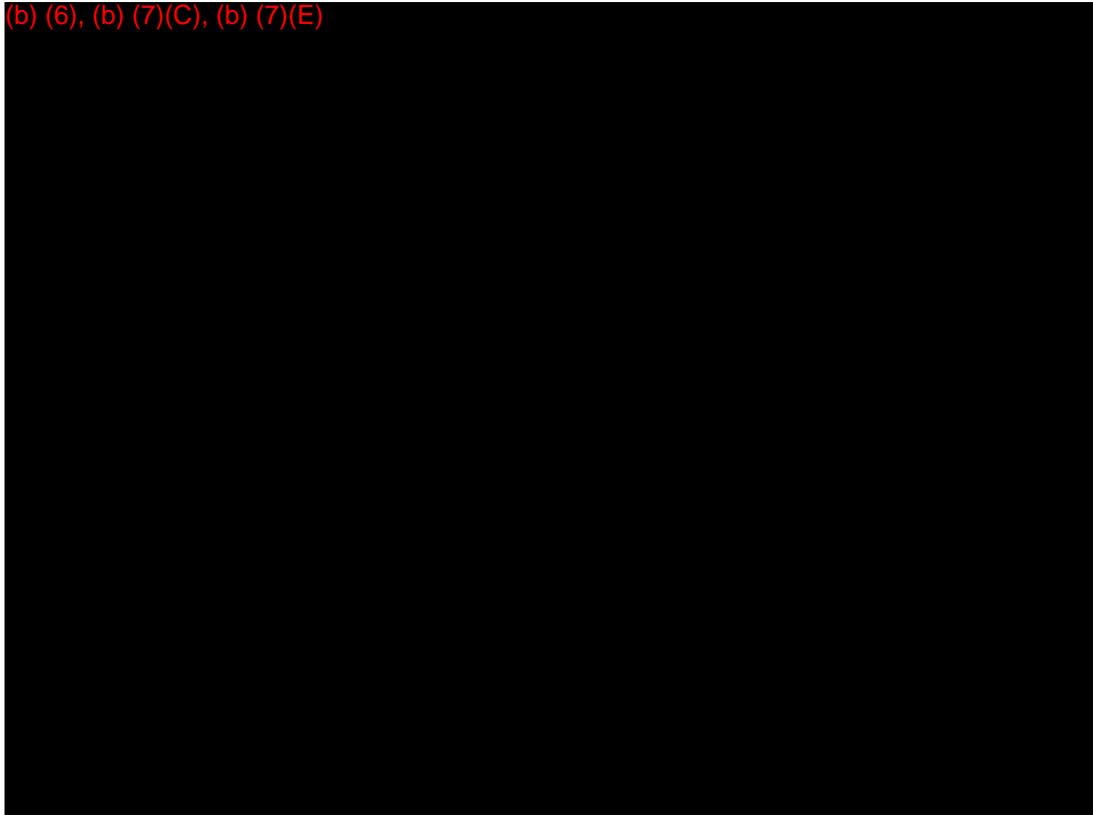
Please demonstrate that finding a (b) (7)(E) search can often be time consuming. It is much quicker to utilize the field at the (b) (7)(E) pane. As soon as you start typing in the (b) (7)(E) To clear your search within the (b) (7)(E)

Also, point out the (b) (7)(E) search box. This allows the user to choose their (b) (7)(E)



Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)

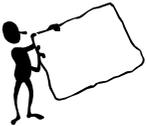


Instructor Notes:

Show that you must click on the (b) (7)(E) your search. In the (b) (7)(E) search context, the user should be familiar with the (b) (7)(E) a given field. (b) (7)(E)

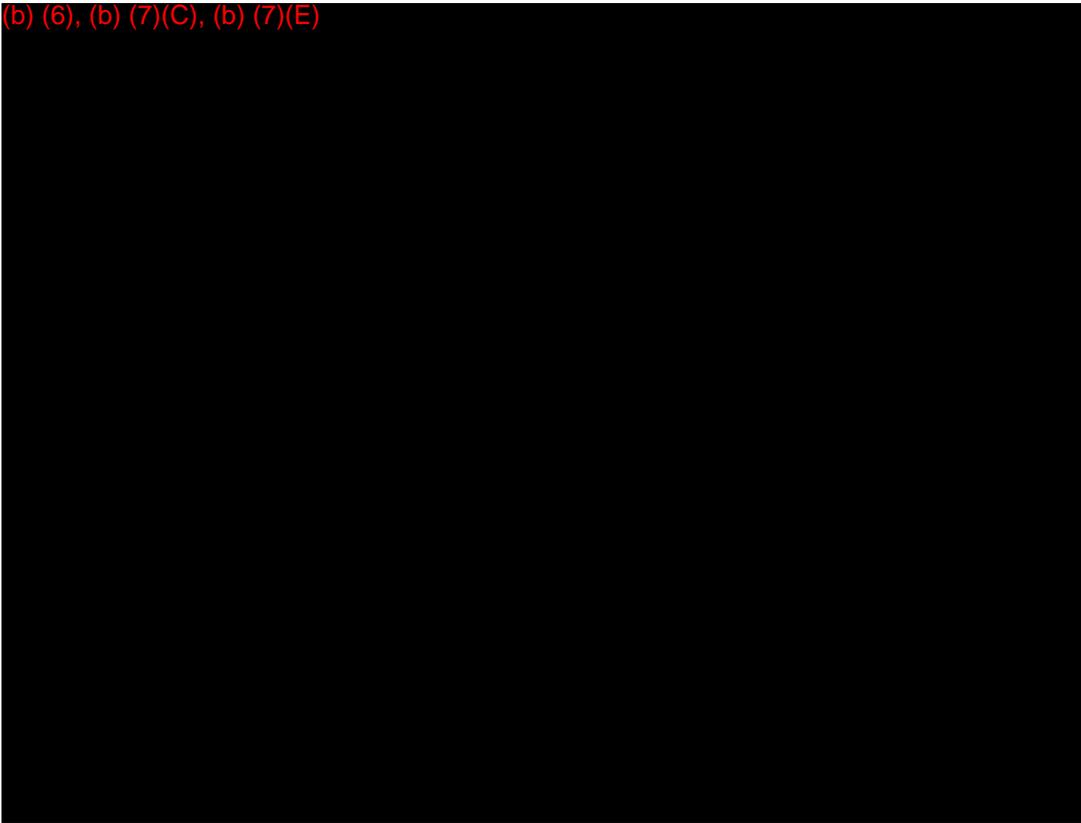
Also, note that you may (b) (7)(E)

Another way to (b) (7)(E)



Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

The following information needs to be covered:

Any icons that appear (b) (7)(E) [redacted] clicked in order to (b) (7)(E) [redacted].

(b) (7)(E) [redacted] different types of fields:

(b) (7)(E) [redacted]



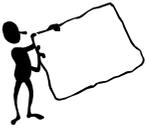
(b) (7)(E)



Note: To demonstrate all (b) (7)(E) [redacted] options go under (b) (7)(E) [redacted] and use the following (b) (7)(E) [redacted]:

• (b) (7)(E) [redacted]





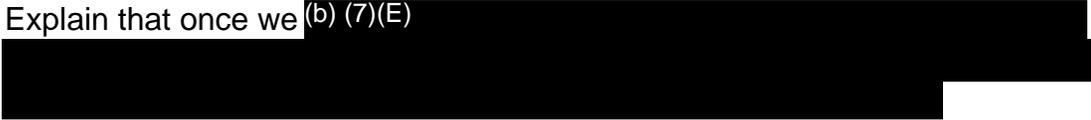
Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

Explain that once we (b) (7)(E)



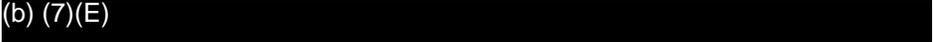
If you make a mistake and (b) (7)(E), you would simply click (b) (7)(E)

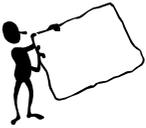


Once you are done (b) (7)(E)



(b) (7)(E)





**Display
the Visual**

VIEWING RESULTS:
(b) (7)(E)
SEARCH EXAMPLE

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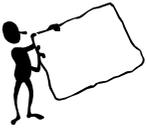


Instructor Notes:

In this section we will discuss (b) (7)(E) Search results. Results will vary depending on (b) (7)(E).

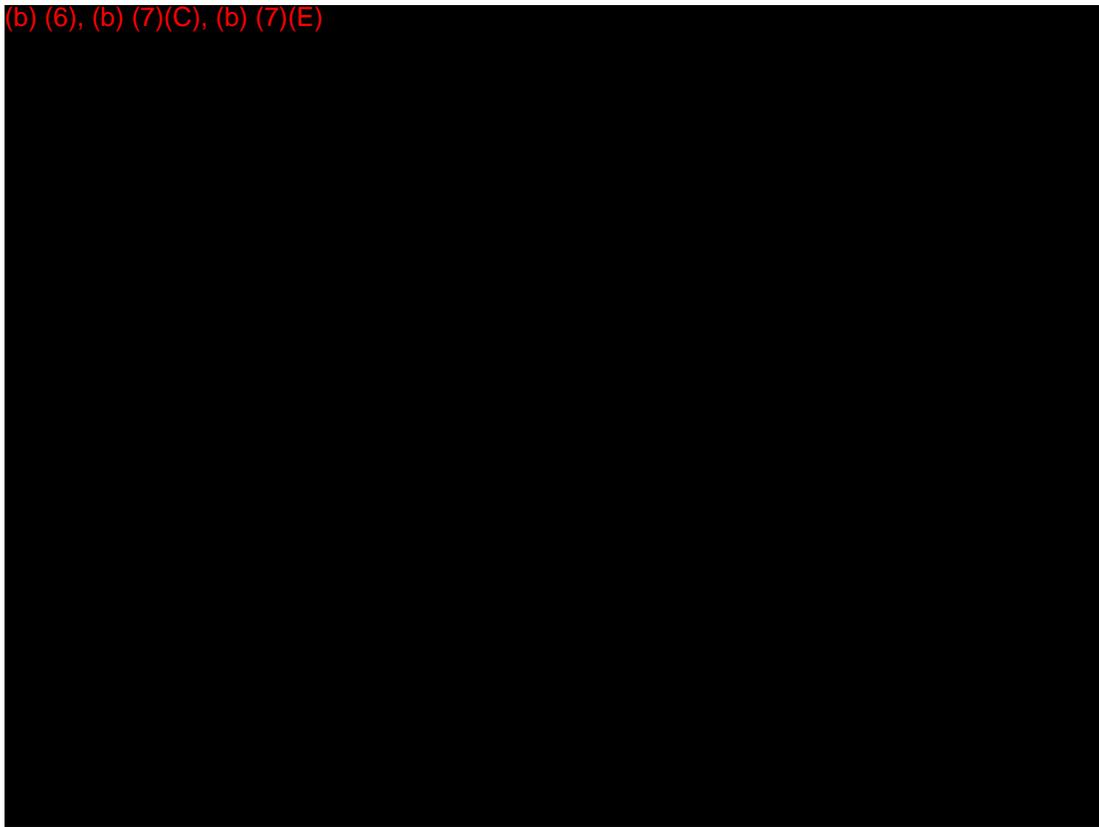
Role(s) Required: (b) (7)(E)

Note: No additional preparation is needed for this section. We will be running (b) (7)(E) Searches in this section.



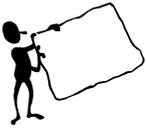
Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



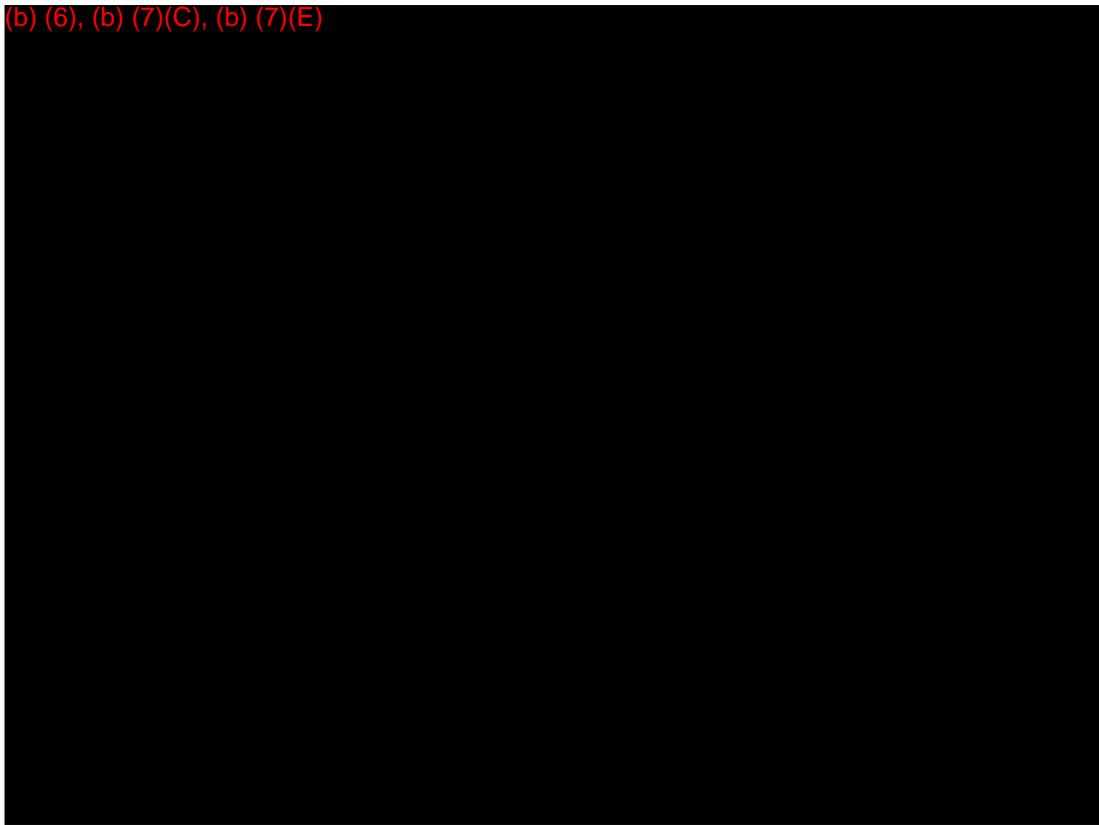
Instructor Notes:

Run a (b) (7)(E) Search (b) (7)(E) exactly as we have it:
(b) (6), (b) (7)(C)



Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

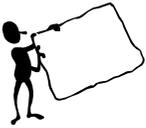
Once you have run your search it will take you to the (b) (7) page. Please note that our search is (b) (7)(E)



Please point out and explain the following information on this page:

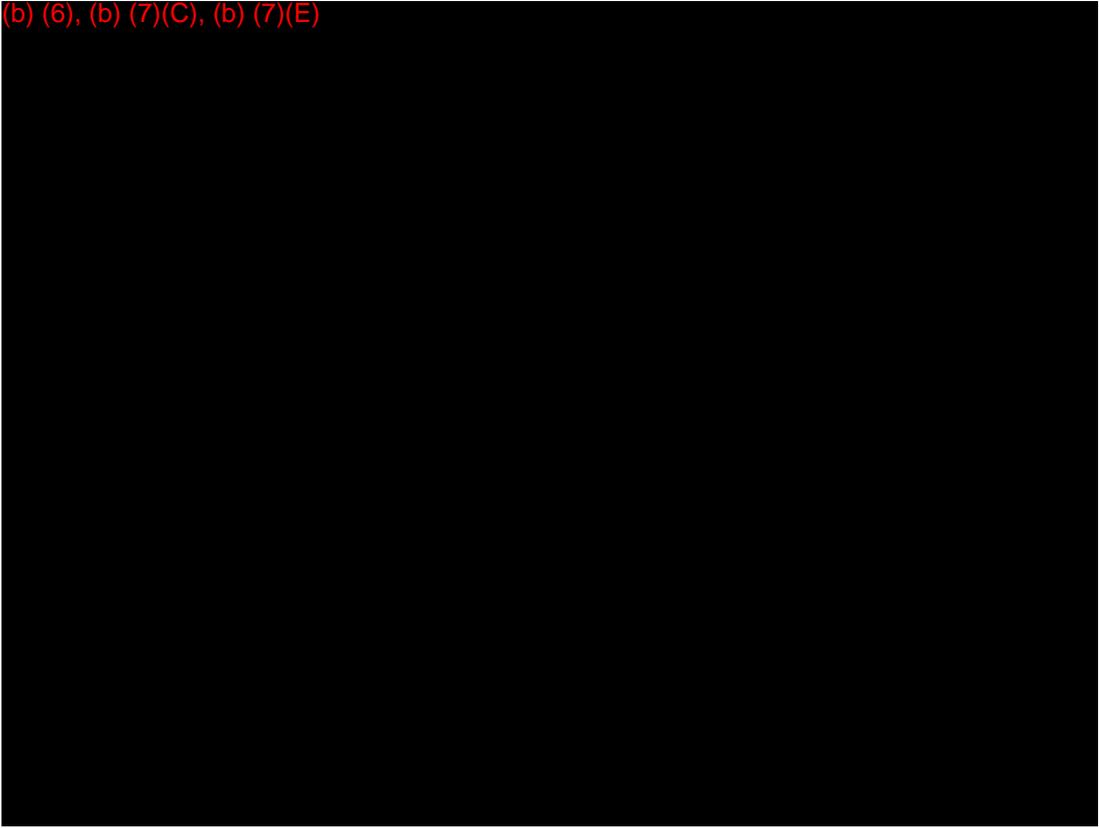
• (b) (7)(E)





Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)

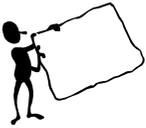


Instructor Notes:

Please point out and explain the following information on this page:

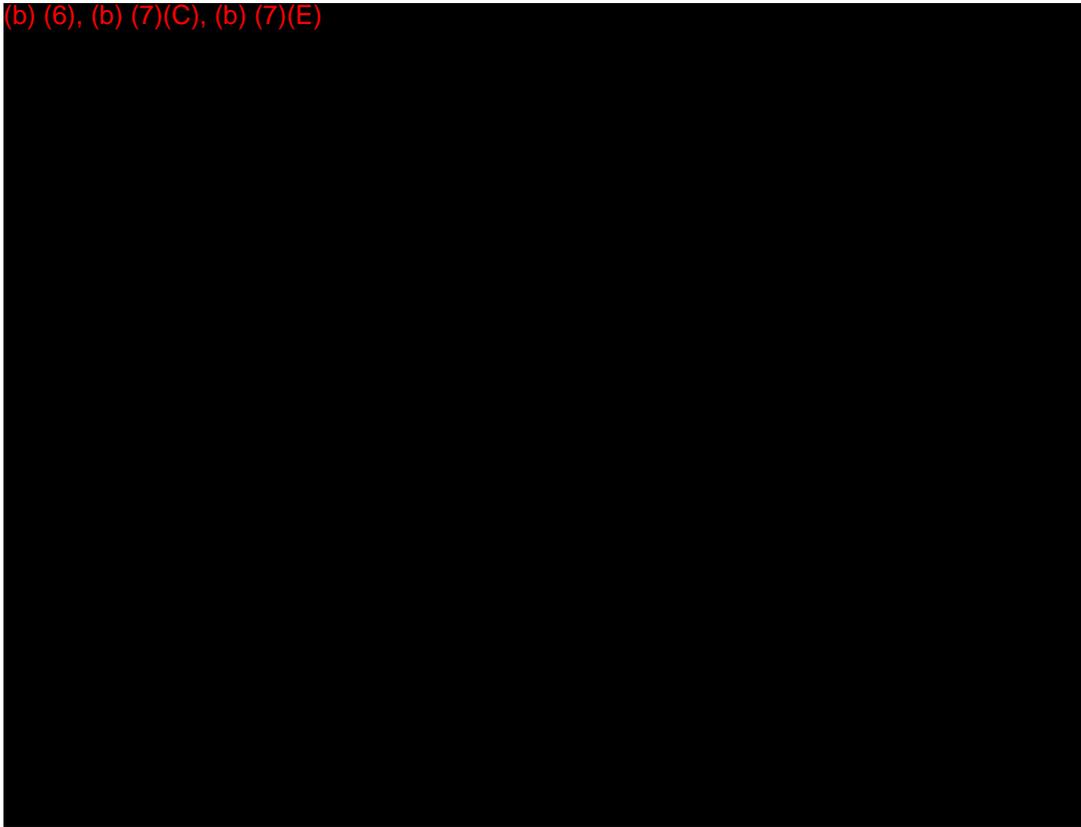
(b) (7)(E)





Display the Visual

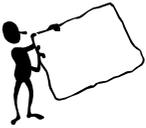
(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

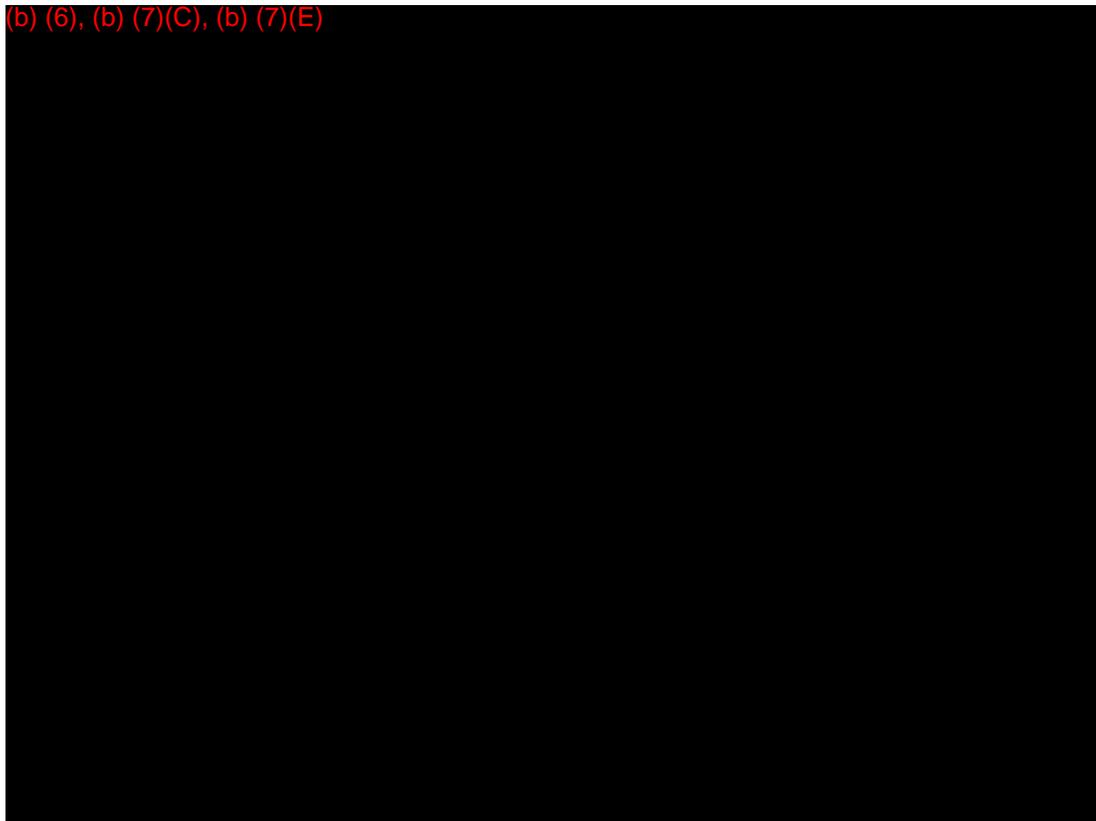
Discuss the following concepts:

- (b) (7)(E)
- Show how to (b) (7)(E)
- Show the (b) (7)(E)
 - Show how to (b) (7)(E)
 - Point out that (b) (7)(E)
 - Explain that (b) (7)(E)
- (b) (7)(E)
- Talk briefly about (b) (7)(E)
- Talk about different (b) (7)(E)



Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

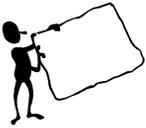
Please take the time to explain how and why (b) (7)(E)

This can be done by (b) (7)(E)

This will (b) (7)(E)

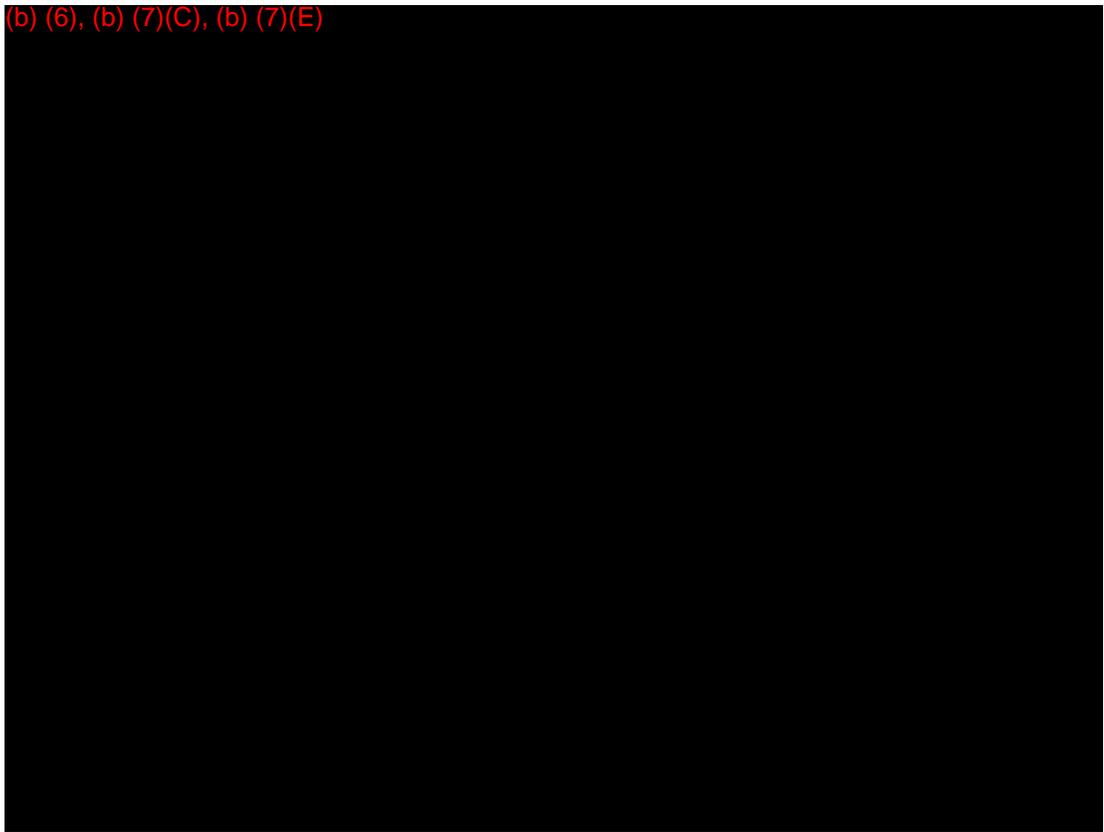
If you repeat this process (b) (7)(E)

Please show that the (b) (7)(E) button appears when you have one or more records checked.



Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



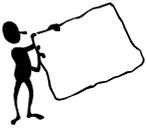
Instructor Notes:

You are able to (b) (7)(E) Please show the users that
when you (b) (7)(E)



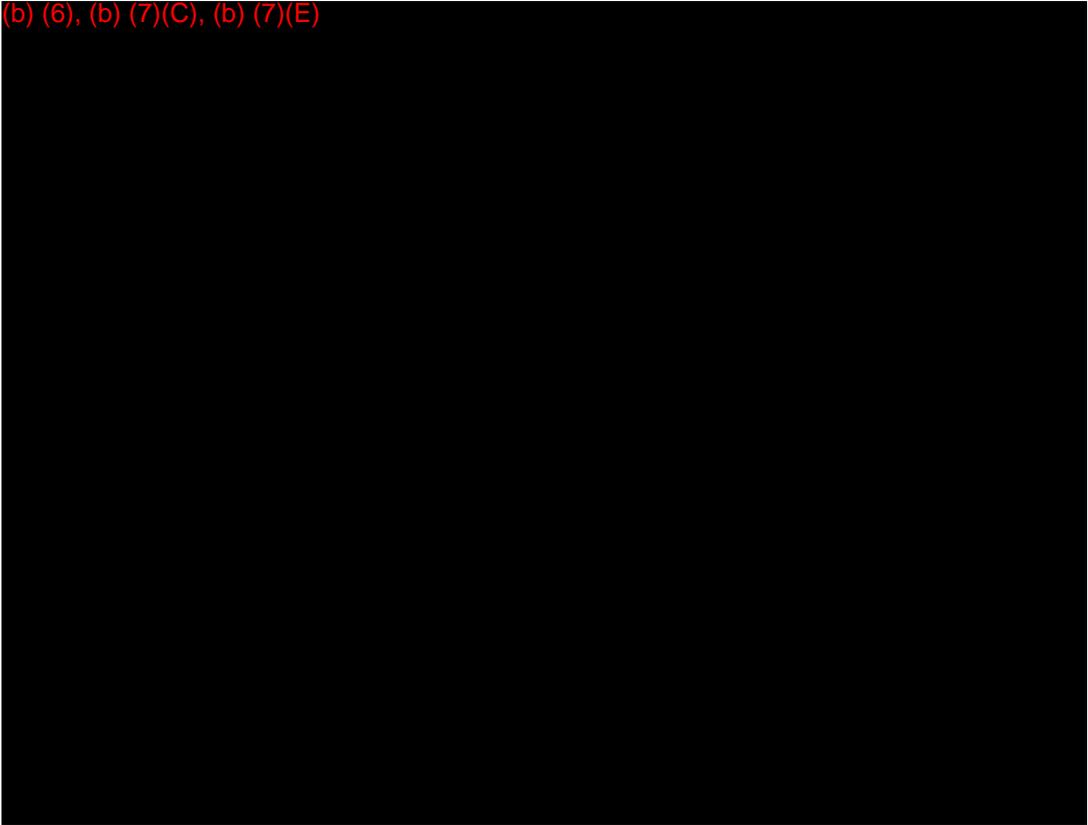
To begin (b) (7)(E)





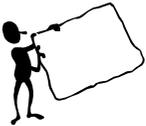
Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



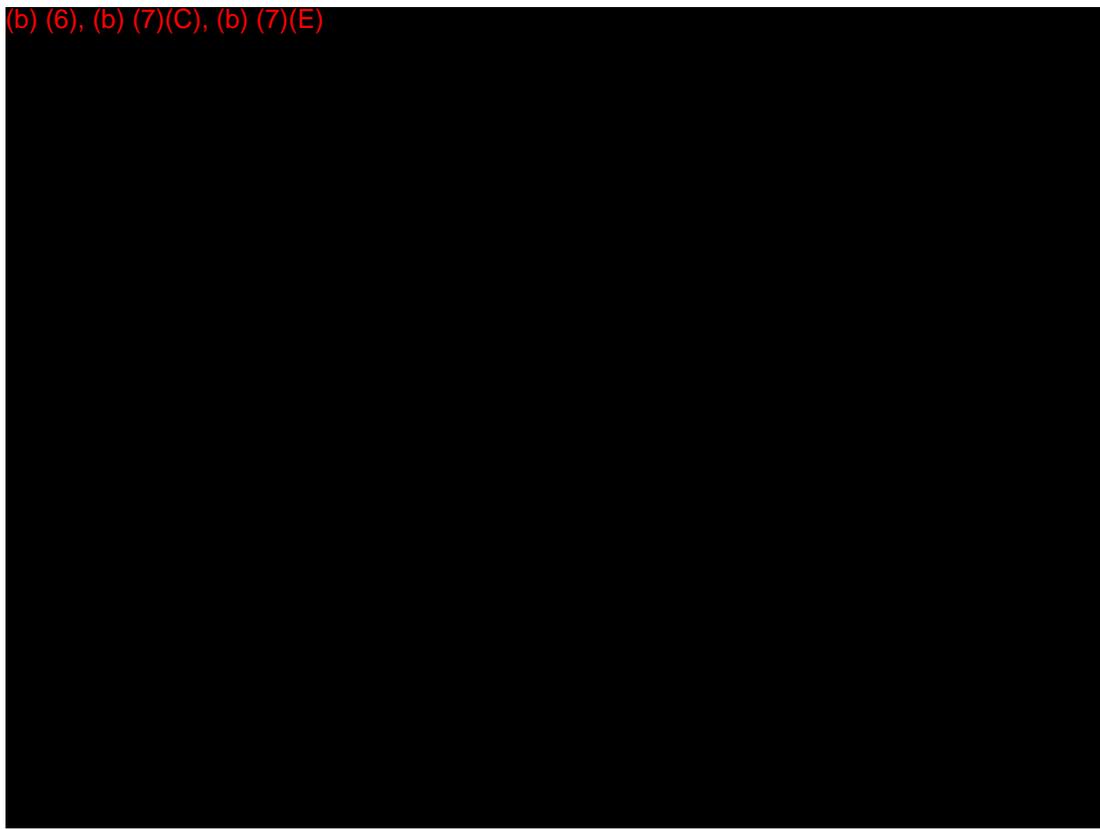
Instructor Notes:

Please demonstrate how to (b) (7)(E) particular field. Once your results (b) (7) ,
(b) (7)(E) Additionally, please point out
that (b) (7)(E)



Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)

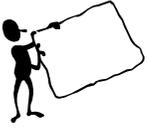


Instructor Notes:

Click on the (b) (7)(E) and show the (b) (7)(E)

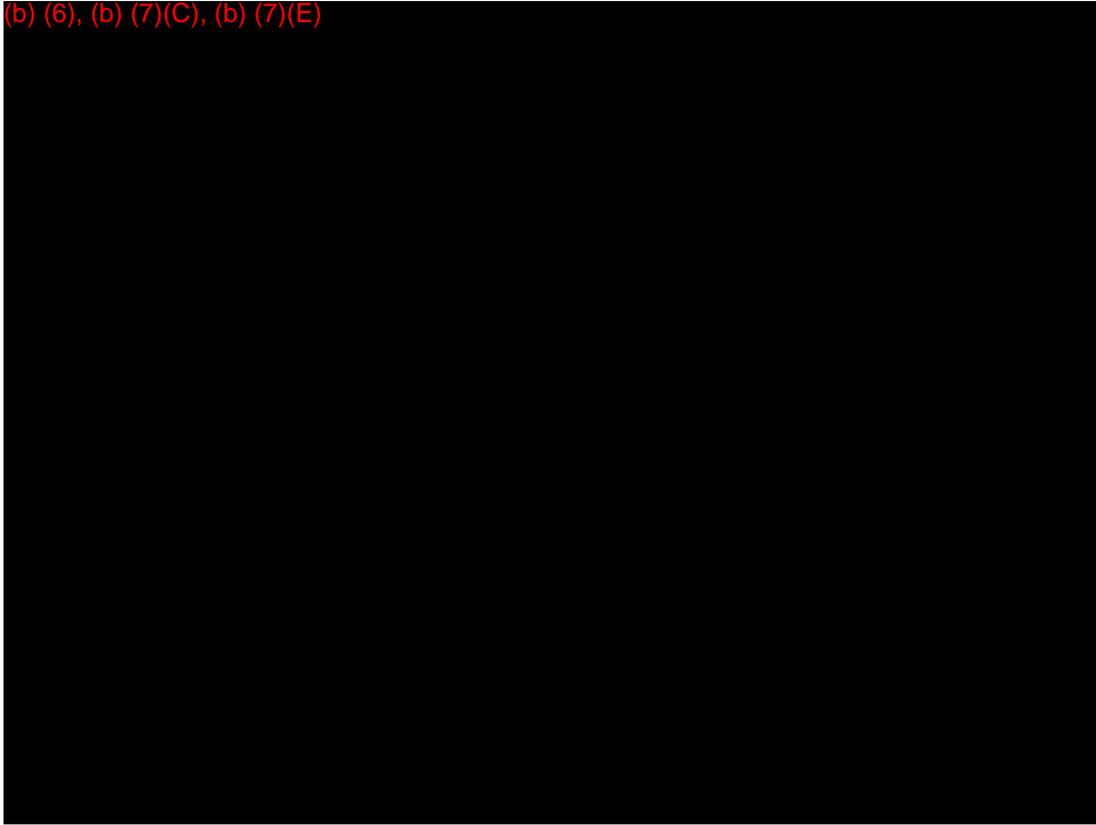
Now point out where (b) (7)(E), (b) (6), (b) (7)(C) (b) (7)(E)





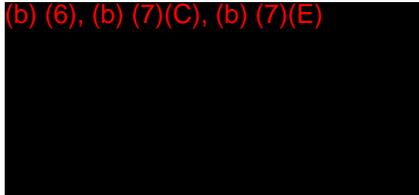
Display the Visual

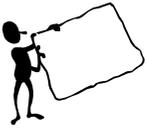
(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

(b) (6), (b) (7)(C), (b) (7)(E)





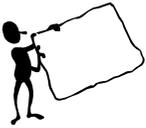
Display the Visual

(b) (6), (b) (7)(C), (b) (7)(E)



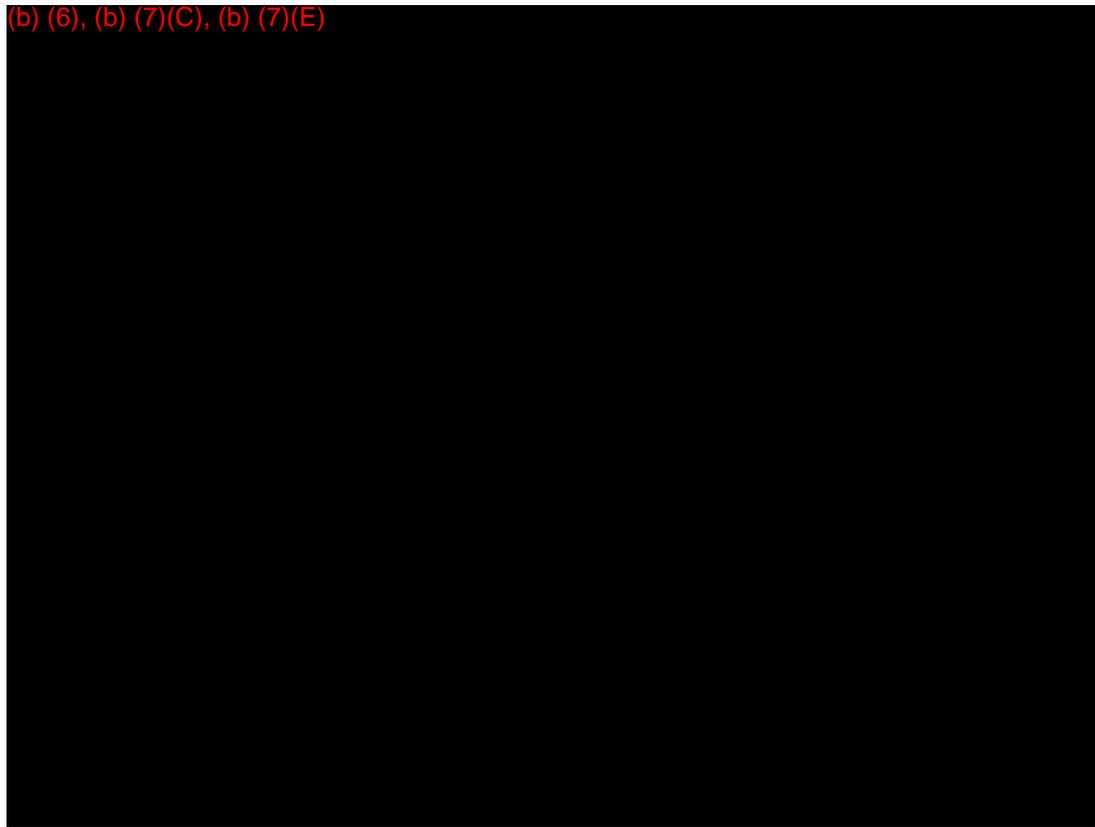
Instructor Notes:

Note that the results page looks (b) (7)(E) but we are able to access (b) (7)(E) (b) (7)(E) in (b) (7)(E) Search. This is because some (b) (7)(E) don't allow you to (b) (7)(E)
Now click on (b) (7)(E).



Display the Visual

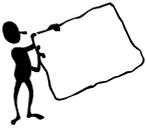
(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

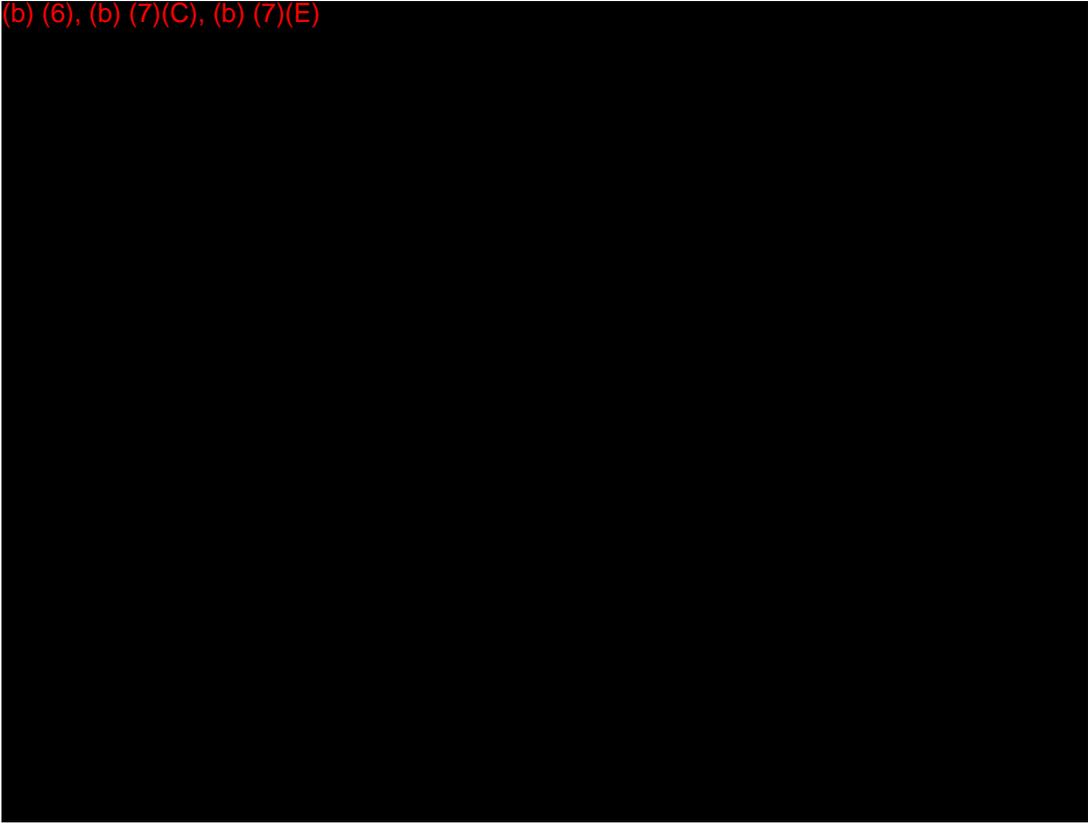
This example helps to show that we have access to (b) (7)(E) . At this point we want to demonstrate how to (b) (7)(E)





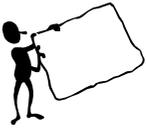
**Display
the Visual**

(b) (6), (b) (7)(C), (b) (7)(E)



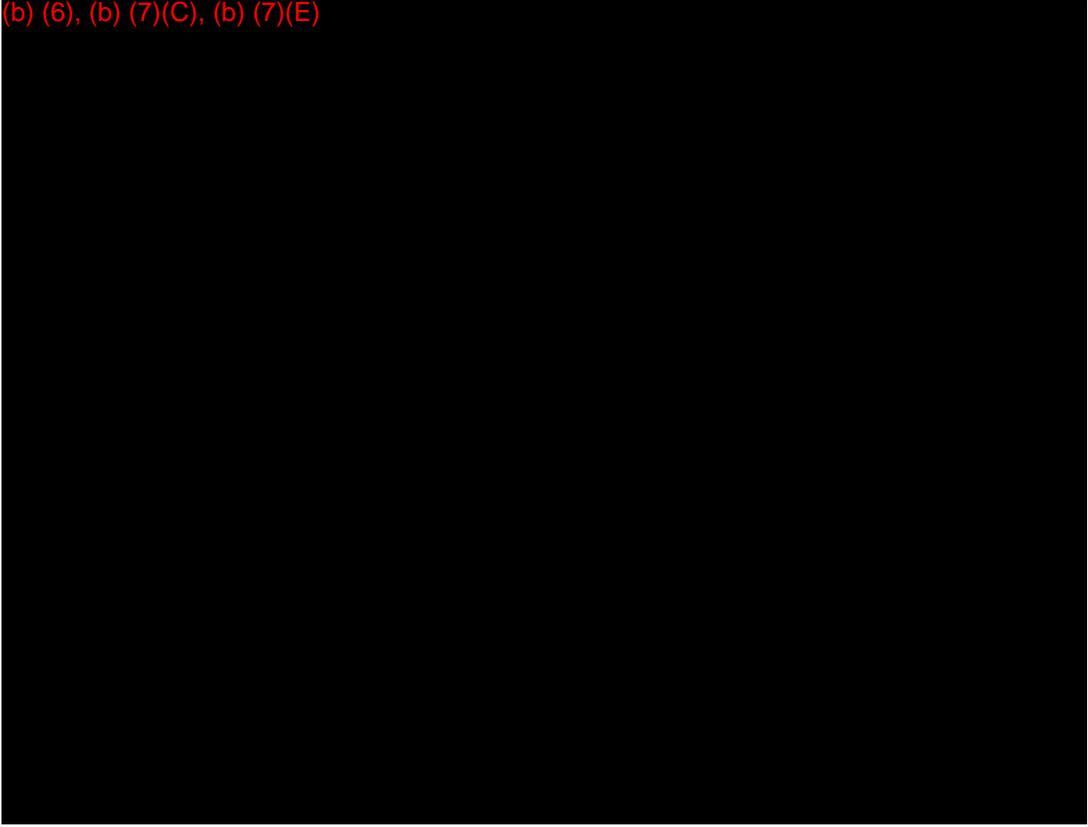
Instructor Notes:

Please demonstrate how to (b) (7)(E) [redacted] Then, go to (b) (7)(E) [redacted]



Display the Visual

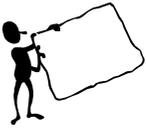
(b) (6), (b) (7)(C), (b) (7)(E)



Instructor Notes:

Explain the following topics related to (b) (7)(E)





Display
the Visual

Lesson Summary

6.0

- Are you now able to:
 - Describe the differences between the (b) (7)(E) types of searches in AFI?
 - Build a detailed (b) (7)(E) Search?
 - (b) (7)(E)



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AFI

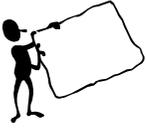


Instructor Notes:

Ask if there are any questions before moving on.

Now, please ask everyone to open their training modules to the Search Practical Exercise. They should take about 10 minutes to complete. During this time, walk around and offer your assistance if anyone has a question or needs help with the exercises.

Please review the answers once everyone is done.



Display the Visual

6.0

Requests for Information (RFI)



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Instructor Notes:

Purpose: The purpose of this lesson is to demonstrate how to use AFI throughout the entire RFI lifecycle.

Time: Approximately 45 minutes

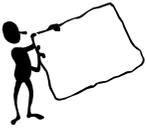
Content Outline: This presentation includes the following content:

- Objectives
- (b) (7)(E) RFIs
- Exercises
- Lesson Summary

Materials:

- PowerPoint Visuals (1 through 22)
- Practical Exercises – Combined with Tasks
 - Modules 3 and 4: Request for Information and Tasks

Role(s) Required: (b) (7)(E)



Display the
Visual

What You'll Learn

6.0

At the end of this lesson, you will be able to:

- Locate the (b) (7)(E) [redacted]
- (b) (7)(E) [redacted]
- Create a Request
- (b) (7)(E) [redacted] RFI
- (b) (7)(E) [redacted] a RFI
- (b) (7)(E) [redacted] RFIs



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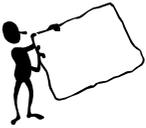
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AFI



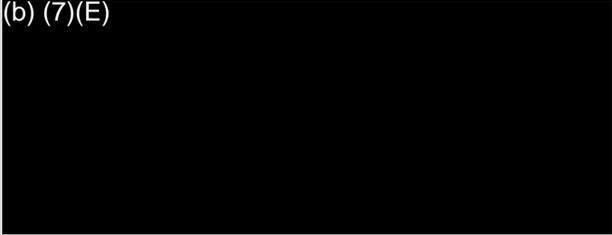
Instructor Notes:

Give a brief overview of the objectives.



Display the Visual

(b) (7)(E)



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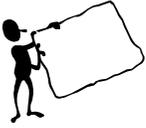


Instructor Notes:

In this section we will show how to (b) (7)(E)

Role(s) Required: (b) (7)(E)

Note: You will need to have a few RFIs in various states in order to properly demonstrate (b) (7)(E).



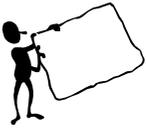
Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Point out the (b) (7)(E) [redacted]. Explain that this is how you (b) (7)(E) [redacted].



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Near the (b) (7)(E) you will see (b) (7)(E), one of which is (b) (7)(E) and one that is (b) (7)(E). The (b) (7)(E) found in this portion of AFI.

The (b) (7) major functions in RFI:
(b) (7)(E)

The requests that you are involved in are displayed (b) (7)(E)



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)

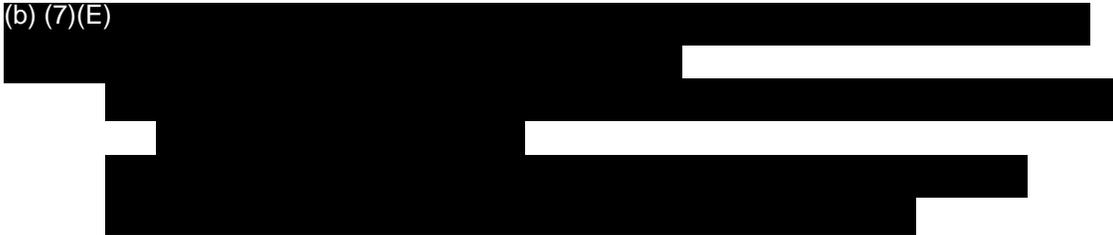


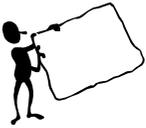
Instructor Notes:

RFIs (b) (7)(E)

1. Located in the (b) (7)(E)
2. This (b) (7)(E) users, by becoming (b) (7) , when they have a RFI (b) (7)(E)
3. Click on this (b) (7)(E) .

(b) (7)(E)





Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Next, point out that your (b) (7)(E)



The inbox (b) (7)(E), as seen by the (b) (7)(E)
[redacted]. This means that I have the (b) (7)(E)



Display the Visual

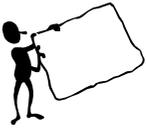
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Point out the (b) (7)(E) [redacted]. This searches (b) (7)(E) [redacted]. The results are brought up (b) (7)(E) [redacted].

At this point please (b) (7)(E) [redacted].



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)

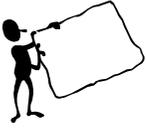


Instructor Notes:

(b) (7)(E) [Redacted] Here you are able to see (b) (7)(E) [Redacted] such as:

- (b) (7)(E) [Redacted]

You are able to click on the (b) (7)(E) [Redacted] you would like to (b) (7)(E) [Redacted].



Display the Visual

(b) (7)(E)

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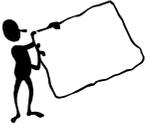


Instructor Notes:

In this section we will (b) (7)(E)

Role(s) Required: (b) (7)(E)

Note: This does not require any (b) (7)(E)



**Display the
Visual**

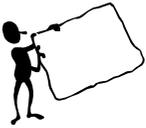
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

(b) (7)(E)





Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



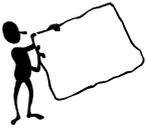
Instructor Notes:

Point out the following features with brief descriptions:

- (b) (7)(E)



Have participants review (b) (7)(E) and read the descriptions.



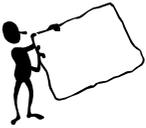
Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Once you complete this part (b) (7)(E) you must click (b) (7)(E)
You do not have to (b) (7)(E)
Please demonstrate this by
clicking (b) (7)(E).



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

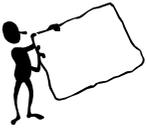
If we click (b) (7)(E)

Again, since we were (b) (7)(E)

(Don't demonstrate this)

Please emphasize that in order to (b) (7)(E) we will have to go (b) (7)(E)

Create the request and again note that users don't have to (b) (7)(E) at this point.



Display the Visual

(b) (7)(E)

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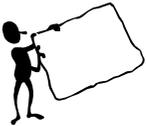


Instructor Notes:

In this section we will show how to (b) (7)(E) a RFI.

Role(s) Required: (b) (7)(E)

Note: You will need to have a RFI (b) (7)(E)



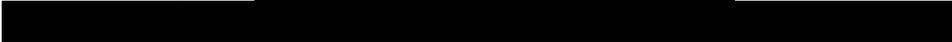
Display the Visual

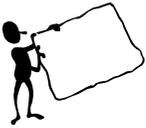
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Point out that there could be (b) (7)(E) RFI in your (b) (7). This is because they are (b) (7)(E) You will also see (b) (7)(E)





**Display the
Visual**

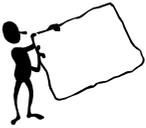
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

(b) (7)(E)

Caution: You can not (b) (7)(E)



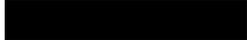
**Display the
Visual**

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Reiterate: You must click (b) (7)(E)





Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

When you are finished (b) (7)(E)
(shown here).

Note: There are a (b) (7)(E)

At this point, (b) (7)(E) Please tell users to
(b) (7)(E)



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)

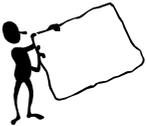


Instructor Notes:

After you have (b) (7)(E) 

(b) (7)(E) 

Now demonstrate how to (b) (7)(E) 



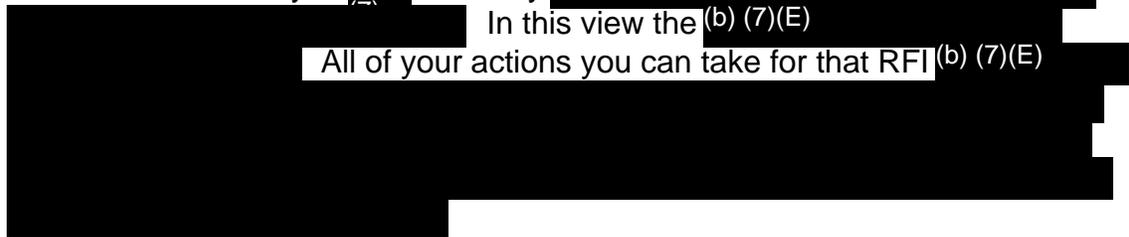
Display the Visual

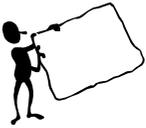
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Point out that when you (b) (7)(E) a RFI by (b) (7)(E) (b) (7)(E)
In this view the (b) (7)(E)
All of your actions you can take for that RFI (b) (7)(E)





Display the Visual

Lesson Summary

6.0

Are you now able to:

- Locate the (b) (7)(E) [redacted]
- (b) (7)(E) [redacted]
- Navigate to (b) (7)(E) [redacted]
(b) (7)(E) [redacted]
- (b) (7)(E) [redacted] Requests for Information (RFI)?
- (b) (7)(E) [redacted] RFIs?
- (b) (7)(E) [redacted] ?



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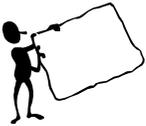
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AFI



Instructor Notes:

Ask if there are any questions before moving on.



**Display
the Visual**

6.0

Tasks



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Instructor Notes:

Purpose: The purpose of this lesson is to demonstrate how to use AFI to (b) (7) Tasks.

Time: Approximately 30 minutes

Content Outline: This presentation includes the following content:

- Objectives
- (b) (7)(E) Tasks
- View and Assign
- Exercises
- Lesson Summary

Materials:

- PowerPoint Visuals (1 through 18)
- Practical Exercises – Combined with RFIs
 - Modules 3 & 4: Request for Information and Tasks

Role(s): (b) (7)(E)



Display
the Visual

What You'll Learn

6.0

At the end of this lesson, you will be able to:

- Locate the (b) (7)(E) [redacted]
(b) (7)(E) [redacted]
- Create a Task
(b) (7)(E) [redacted] Task
(b) (7)(E) [redacted] Task
(b) (7)(E) [redacted] a Task



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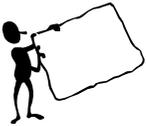
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AFI



Instructor Notes:

Give a brief overview of the objectives.



**Display
the Visual**

(b) (7)(E)

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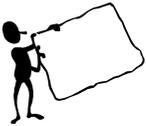


Instructor Notes:

In this section we will show how to (b) (7)(E)

Role(s): (b) (7)(E)

Note: You will need to have a few tasks in various states in order to properly demonstrate (b) (7)(E)



Display the Visual

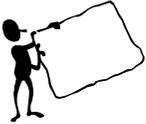
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Point out the (b) (7)(E)
Explain that this is how you (b) (7)(E)





Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



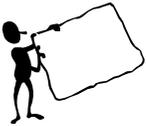
Instructor Notes:

Near the (b) (7)(E) you will see (b) (7)(E), one of which is (b) (7)(E) and one that is (b) (7)(E). The (b) (7)(E) found in this portion of AFI.

The major functions in tasks:

(b) (7)(E)

(b) (7)(E) This is where the (b) (7)(E)



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



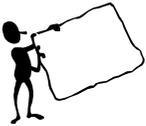
Instructor Notes:

Tasks (b) (7)(E)

- Located in the (b) (7)(E)
- This (b) (7)(E) users, by becoming (b) (7), when they have a task (b) (7)(E).
- Click on this (b) (7)(E).

(b) (7)(E)





Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



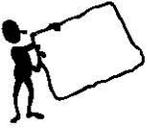
Instructor Notes:

(b) (7)(E)

The inbox (b) (7)(E), as seen by the (b) (7)(E). This means that I have the (b) (7)(E).

(b) (7)(E) is used to show (b) (7)(E). (b) (7)(E)

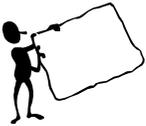
The (b) (7)(E) is stated with a brief description.



**Display
the Visual**



Instructor Notes:



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

(b) (7)(E) Here you are able to see (b) (7)(E) such as:

(b) (7)(E)



**Display
the Visual**

(b) (7)(E)

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Instructor Notes:

In this section we will (b) (7)(E)

Role(s): (b) (7)(E)

Note: This does not require (b) (7)(E).



**Display
the Visual**

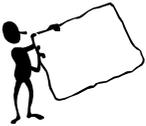
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

(b) (7)(E)





Display the Visual

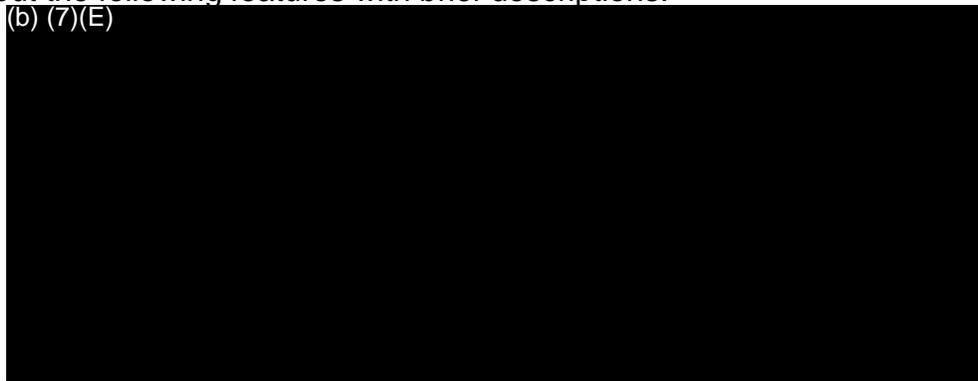
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

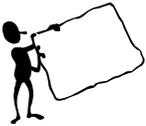
Point out the following features with brief descriptions:

(b) (7)(E)



Demonstrate how to (b) (7)(E) .

Create (b) (7) and show the users that you haven't (b) (7)(E) .



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)

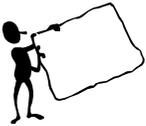


Instructor Notes:

(b) (7)(E)

One action available (b) (7)(E) There are (b) (7)(E)

1. (b) (7)(E)



Display the Visual

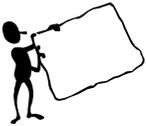
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Point out that when you (b) (7)(E) you are brought to the screen above. (b) (7)(E)

(b) (7)(E) you will see the (b) (7)(E) is shown here)



**Display
the Visual**

(b) (7)(E)

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Instructor Notes:

In this section we will show how to (b) (7)(E) .

Role(s): (b) (7)(E)

Note: This requires you to have a (b) (7)(E)



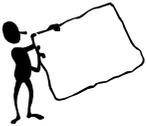
Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Please (b) (7)(E) [redacted]. This will display (b) (7)(E) [redacted]
[redacted]



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



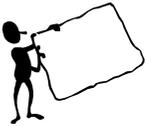
Instructor Notes:

When you (b) (7)(E)

You can click on (b) (7)(E)

you wish to perform.

Please show them the (b) (7)(E) but do not carry out those actions at this time. Point out that, (b) (7)(E)



Display the Visual

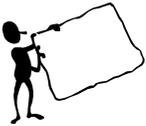
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

This is what the (b) (7)(E) looks like. It will show you (b) (7)(E)





Display
the Visual

Lesson Summary

6.0

Are you now able to:

- Locate the (b) (7)(E) [redacted]
- (b) (7)(E) [redacted]
- Create a Task?
- (b) (7)(E) [redacted] Task?
- (b) (7)(E) [redacted] Task?
- (b) (7)(E) [redacted] a Task?



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AFI

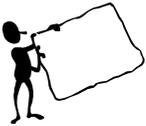


Instructor Notes:

Ask if there are any questions before moving on.

Now, please ask everyone to open their training modules to the Request for Information and Tasks Practical Exercise. They should take about 10 minutes to complete. During this time, walk around and offer your assistance if anyone has a question or needs help with the exercises.

Please review the answers once everyone is done.



Display the Visual

6.0

Products



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Instructor Notes:

Purpose: The purpose of this lesson is to demonstrate how to use AFI to (b) (7) [REDACTED] a Product.

Time: 45 mins

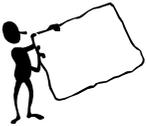
Content Outline: This presentation includes the following content:

- Objectives
- (b) (7)(E) [REDACTED] Products
- View
- Exercises
- Lesson Summary

Materials:

- PowerPoint Visuals (1 through 19)
- Practical Exercises – Combined with Projects
 - Modules 5 & 6: Products and Projects

Role(s): (b) (7)(E) [REDACTED]



Display
the Visual

What You'll Learn

6.0

- At the end of this lesson, you will be able to:
 - Locate the (b) (7)(E) [REDACTED]
 - (b) (7)(E) [REDACTED]
 - Create a Product
 - (b) (7)(E) [REDACTED] a Product (b) (7)(E) [REDACTED]



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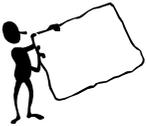
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AFI



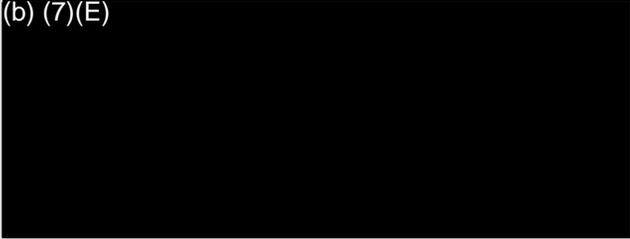
Instructor Notes:

Give a brief overview of the objectives.



Display the Visual

(b) (7)(E)



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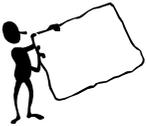


Instructor Notes:

In this section we will show how to (b) (7)(E)

Role(s) Required: (b) (7)(E)

Note: You will need to have a couple Products (b) (7)(E) in order to properly demonstrate (b) (7)(E).



Display the Visual

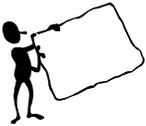
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Point out the (b) (7)(E) [redacted]
that this is how you (b) (7)(E) [redacted]
(b) (7)(E) [redacted]

Explain



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



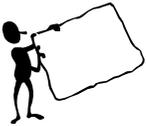
Instructor Notes:

Near the (b) (7)(E) you will see (b) (7)(E), one of which is (b) (7)(E). The (b) (7)(E) found in this portion of AFI. (b) (7)(E)

(b) (7)(E). This is where products you are involved in are displayed.

Note: (b) (7)(E)





Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



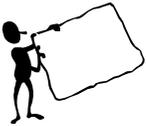
Instructor Notes:

(b) (7)(E)

- Located on the (b) (7)(E)
- This (b) (7)(E) users, by becoming (b) (7), when they have a Product (b) (7)(E).
- Click on this (b) (7)(E)

(b) (7)(E)





Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



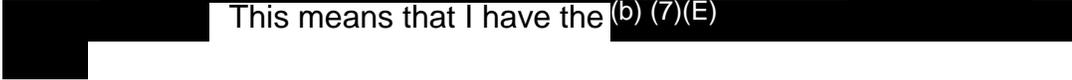
Instructor Notes:

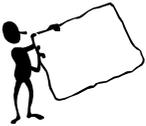
Next, point out that your (b) (7)(E)



The inbox (b) (7)(E), as seen by the (b) (7)(E)

This means that I have the (b) (7)(E)





Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

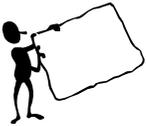
(b) (7)(E)

Here you are able to see (b) (7)(E) such as:

(b) (7)(E)



You are able to click on the (b) (7)(E) you would like to (b) (7)(E).



Display the Visual

(b) (7)(E)

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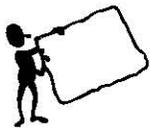


Instructor Notes:

In this section we will show how to (b) (7)(E)

Role(s) Required: (b) (7)(E)

Note: No additional preparation is needed.



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



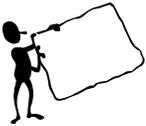
Instructor Notes:

(b) (7)(E)



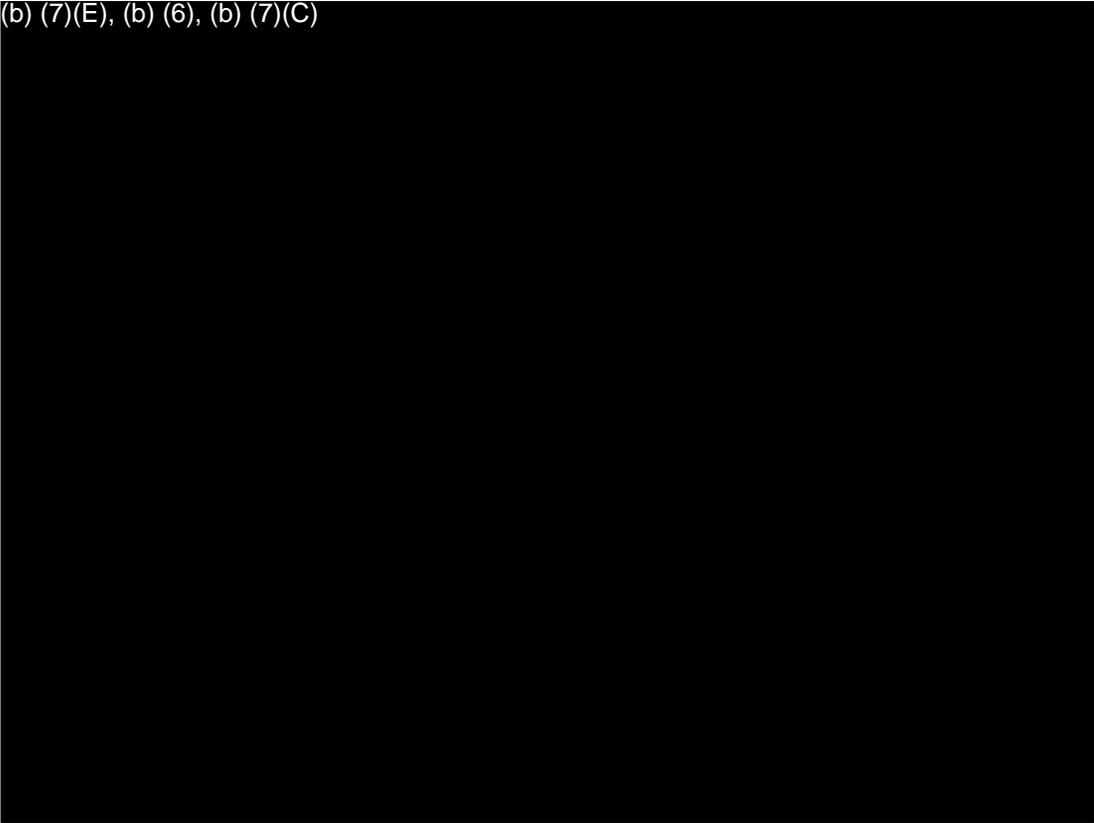
(b) (7)(E)





Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)

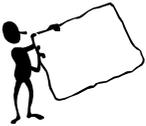


Instructor Notes:

When you click on (b) (7)(E)

(b) (7)(E)

By clicking on a



Display the Visual

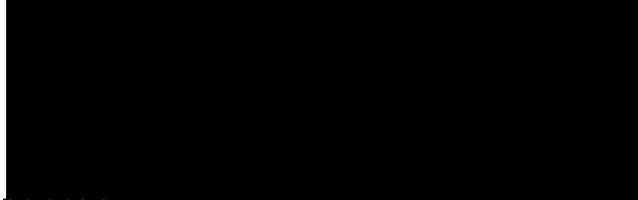
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Point out the following features with brief descriptions:

(b) (7)(E)



(b) (7)(E)

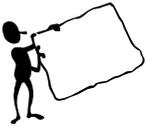
After you review all of the (b) (7), have participants review the (b) (7) and read the descriptions.

Point out that (b) (7)(E)



(b) (7)(E)

(b) (7)(E)



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



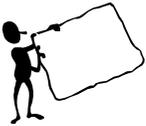
Instructor Notes:

Once you complete (b) (7)(E) you must click (b) (7)(E)

You do not have to (b) (7)(E)

Please

demonstrate this by clicking (b) (7)(E)



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



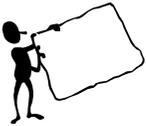
Instructor Notes:

If we click (b) (7)(E)

Again, since we were (b) (7)(E)

(Don't demonstrate this)

Please emphasize that in order to (b) (7)(E) we would have to go (b) (7)(E)
(Please do not (b) (7)(E))



Display the Visual

(b) (7)(E)



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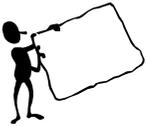


Instructor Notes:

In this section we will show how to (b) (7)(E)

Role(s) Required: (b) (7)(E)

Note: You will need to have a Product (b) (7)(E)



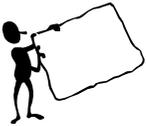
Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Point out that there could be (b) (7)(E) Product in your (b) (7)(E)
This is because the (b) (7)(E)
You will also see (b) (7)(E)



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

(b) (7)(E)



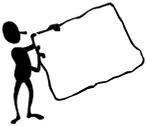
Caution: You can not (b) (7)(E)



If you need to (b) (7)(E)



Then, find the (b) (7)(E)



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



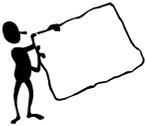
Instructor Notes:

When you are finished (b) (7)(E)

(shown here).

Note: There are a (b) (7)(E)

At this point, demonstrate how to (b) (7)(E) (Please do not
(b) (7)(E)



Display
the Visual

Lesson Summary

6.0

- Are you now able to:
 - Locate the (b) (7)(E) [REDACTED]
 - (b) (7)(E) [REDACTED]
 - Create a Product?
 - (b) (7)(E) [REDACTED] Product (b) (7)(E) [REDACTED]



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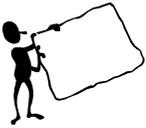
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AFI



Instructor Notes:

Ask if there are any questions before moving on.



Display the Visual

6.0

Projects



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Instructor Notes:

Purpose: The purpose of this lesson is to demonstrate how to use AFI's Projects application.

Time: 45 minutes

Content Outline: This presentation includes the following content:

Objectives

(b) (7)(E) Projects

Exercises

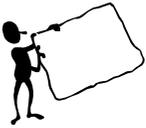
Lesson Summary

Materials:

PowerPoint Visuals (1 through 30)

Practical Exercises – Combined with Products
Modules 5 & 6: Products and Projects

Role(s) Required: (b) (7)(E)



Display the
Visual

What You'll Learn

6.0

At the end of this lesson, you will be able to:

- Locate the (b) (7)(E) [REDACTED]
(b) (7)(E) [REDACTED]
- Create a Project
(b) (7)(E) [REDACTED] a Project
(b) (7)(E) [REDACTED]
- Locate (b) (7)(E) [REDACTED]
- (b) (7)(E) [REDACTED] Projects (b) (7)(E) [REDACTED]



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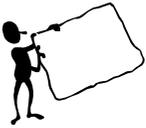
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AFI



Instructor Notes:

Give a brief overview of the objectives.



Display the Visual

(b) (7)(E)

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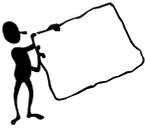


Instructor Notes:

In this section we will give an overview of the (b) (7)(E).

Role(s) Required: (b) (7)(E)

Note: No additional preparation is needed.



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Point out the (b) (7)(E) [redacted] Explain that (b) (7)(E) [redacted].



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)

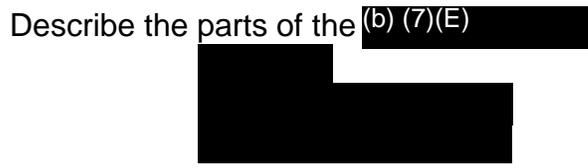


Instructor Notes:

Locate the (b) (7)(E)

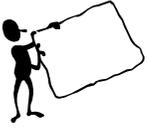


Describe the parts of the (b) (7)(E)



At this point make sure you (b) (7)(E)





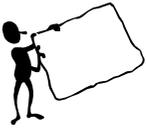
Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

The (b) (7)(E) [redacted] shows the (b) (7)(E) [redacted]
[redacted]



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

(b) (7)(E)

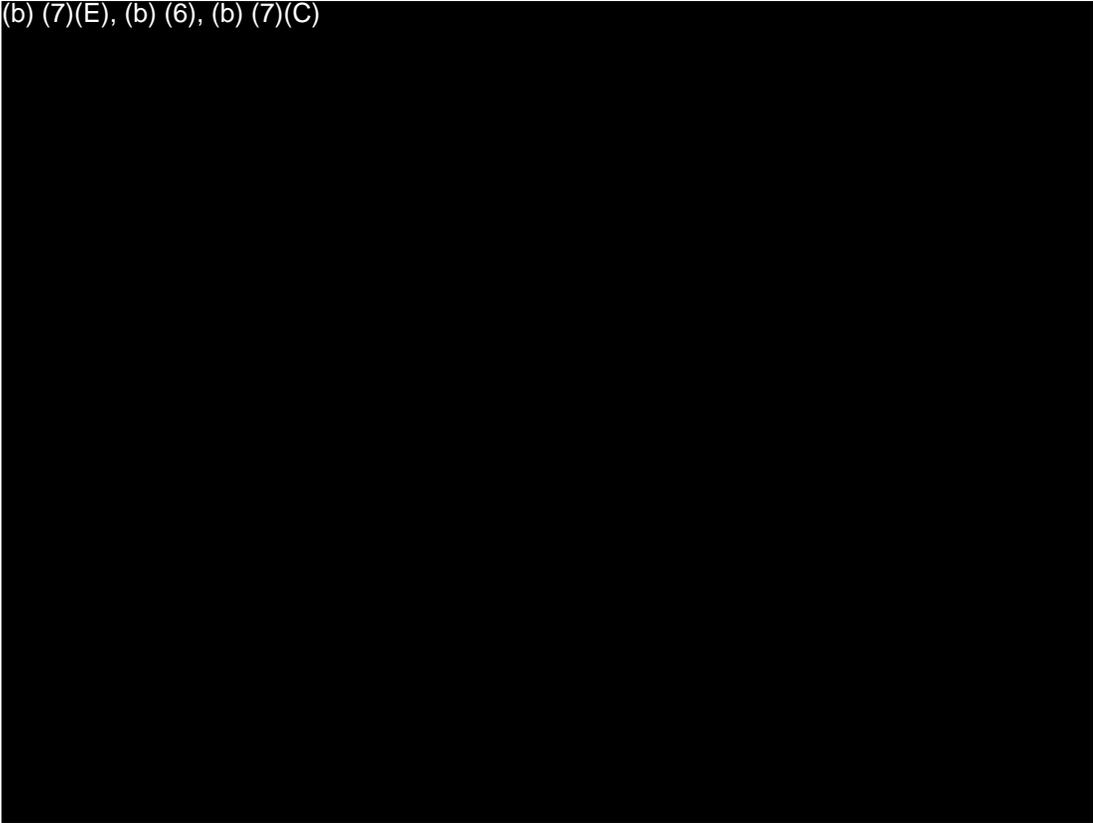
Demonstrate how to (b) (7)(E) .

The (b) (7)(E) and allow you to (b) (7)(E)



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)

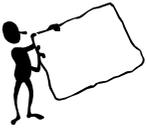


Instructor Notes:

Locate (b) (7)(E) [redacted].

This portion of (b) (7)(E) [redacted]
By clicking on (b) (7)(E) [redacted]
You can (b) (7)(E) [redacted]

Additionally, the (b) (7)(E) [redacted] that shows the
(b) (7)(E) [redacted]. At this point please click on (b) (7)(E) [redacted].



Display the Visual

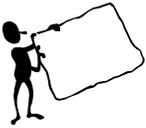
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

We are brought to a (b) (7)(E)

(b) (7)(E) This is an (b) (7)(E)



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



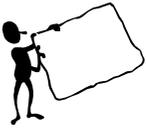
Instructor Notes:

Locate the (b) (7)(E) and show where the following are located:

- (b) (7)(E) (demonstrated on later slides)
- (b) (7)(E)
- (b) (7)(E) (demonstrated on later slides)

Please demonstrate using the (b) (7)(E)

Note: Do not demonstrate (b) (7)(E) at this time.



Display the Visual

(b) (7)(E)



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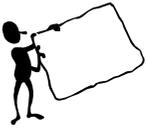


Instructor Notes:

In this section we will show how to (b) (7)(E) and demonstrate how to use the (b) (7)(E).

Role(s) Required: (b) (7)(E)

Note: No additional preparation is needed.



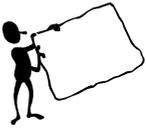
Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

We want to (b) (7)(E) To
do this we are going to use the (b) (7)(E) . Since we can (b) (7)
(b) (7)(E) we are going to



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Explain that:

- (b) (7)(E) [redacted]
- Explain the (b) (7)(E) [redacted]

Have participants select (b) (7)(E) [redacted]
 When they get to the (b) (7)(E) [redacted] they need to (b) (7)(E) [redacted]
 [redacted] They
 should (b) (7)(E) [redacted]

They will need this for the (b) (7)(E) [redacted] AFI training.



Display the Visual

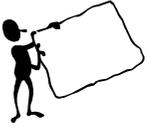
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

The (b) (7)(E) [redacted] allows you to (b) (7)(E) [redacted]

- (b) (7)(E) [redacted]
- (b) (7)(E) [redacted]
- (b) (7)(E) [redacted] (covered in subsequent slides)



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)

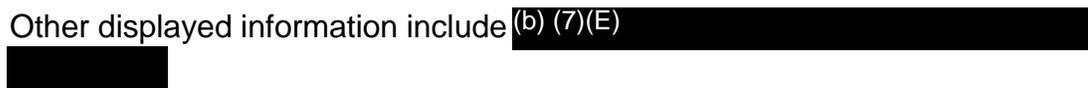


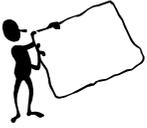
Instructor Notes:

(b) (7)(E)



Other displayed information include (b) (7)(E)





Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

(b) (7)(E)



Show how to navigate (b) (7)(E) .



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

(b) (7)(E)

These are also (b) (7)(E)

Other displayed information includes (b) (7)(E)

(b) (7)(E)

Explain that you will give an example of this later.



Display the Visual

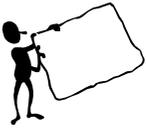
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

(b) (7)(E)

Here you have the ability to click on the (b) (7)(E)



Display the Visual

(b) (7)(E)

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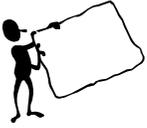


Instructor Notes:

In this section we will show how to (b) (7)(E)

Role(s) Required: (b) (7)(E)

Note: No additional preparation is needed.



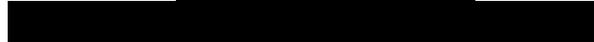
**Display the
Visual**

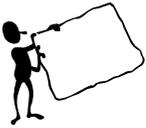
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

We want to (b) (7)(E) Click on the (b) (7)(E)





Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Show what (b) (7)(E)

At this time please (b) (7)(E) for this training group while you demonstrate (b) (7)(E). For instance we have a (b) (7)(E) that occurred in September 2011.

Please point out that the default for the (b) (7)(E) and the default for (b) (7)(E)

Note: (b) (7)(E)



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)

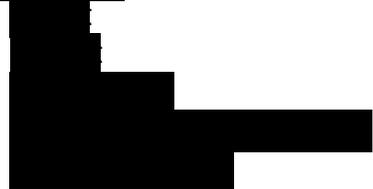
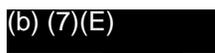


Instructor Notes:

Point out the parts of this (b) (7)(E)



(b) (7)(E)





Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

After clicking (b) (7)(E)

This will only allow you to (b) (7)(E)

Tell students you will go over Printing in a few minutes and move on to (b) (7)(E)



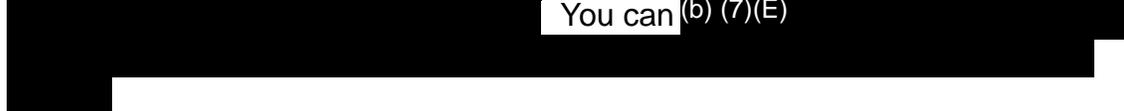
Display the Visual

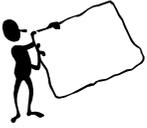
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Please point out where to (b) (7)(E) Here you can see that the (b) (7)(E)
You can (b) (7)(E)





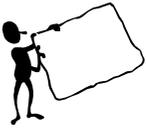
Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Explain the (b) (7)(E) 



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

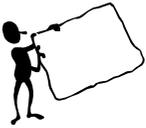
Please explain that if you (b) (7)(E)

be done (b) (7)(E)

This must

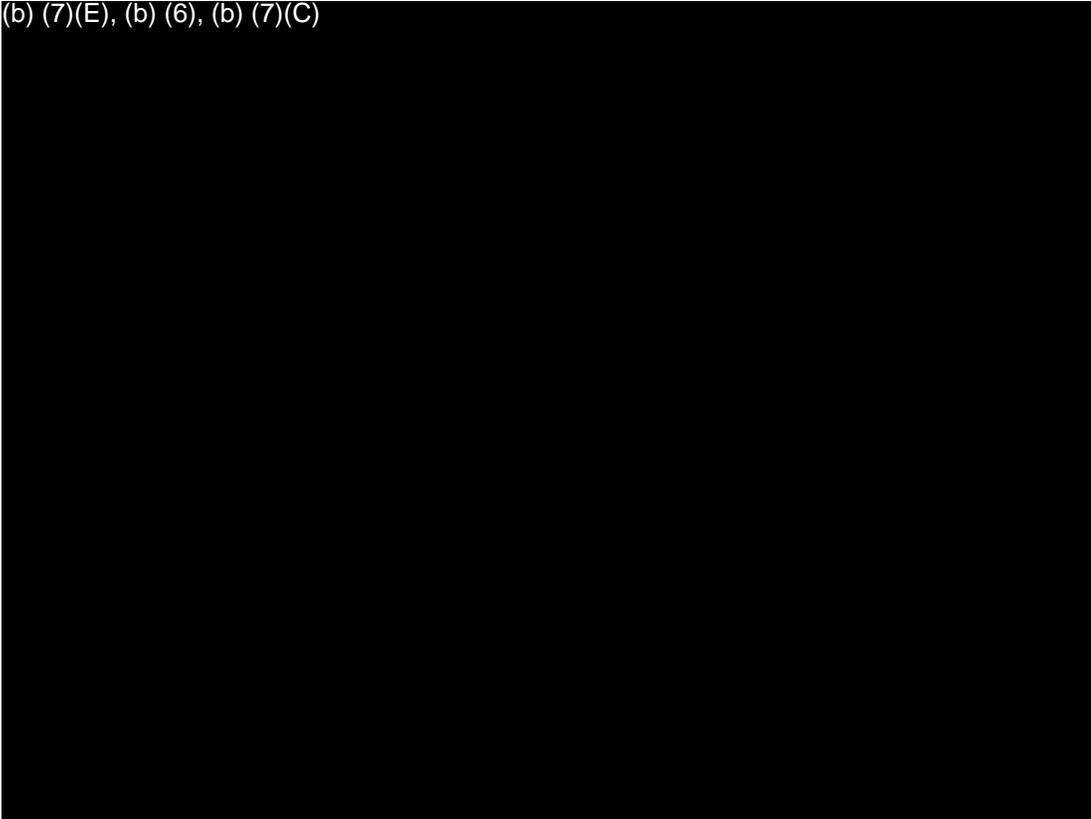
You can click on this and show everyone the options.

Note: you won't (b) (7)(E).



Display the Visual

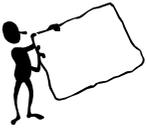
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

You are able to (b) (7)(E) [redacted] If you accidentally (b) (7)(E) [redacted]

Point out where they can (b) (7)(E) [redacted]



Display the Visual

(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Explain where the (b) (7)(E) are located (b) (7)(E) and DEMONSTRATE how to:

(b) (7)(E)

Please (b) (7)(E) or have the class (b) (7)(E) Make sure to remind people that these (b) (7)(E)

This will help us demonstrate (b) (7)(E)

Now take a minute to explain (b) (7)(E)



Display the Visual

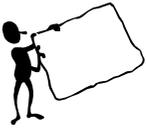
(b) (7)(E), (b) (6), (b) (7)(C)



Instructor Notes:

Please demonstrate how to (b) (7)(E) [redacted]. If the class was able (b) (7)(E) [redacted] then you should have a good example to show everyone.

Point out what (b) (7)(E) [redacted] and ask if there are any questions.



Display the
Visual

Lesson Summary

6.0

Are you now able to:

- Locate the (b) (7)(E) [REDACTED]
- (b) (7)(E) [REDACTED]
- Create a new Project?
(b) (7)(E) [REDACTED] Project?
- (b) (7)(E) [REDACTED]
- Locate (b) (7)(E) [REDACTED]
- (b) (7)(E) [REDACTED] Projects (b) (7)(E) [REDACTED]



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AFI



Instructor Notes:

Ask if there are any questions before moving on.

Now, please ask everyone to open their training modules to the Products and Projects Practical Exercise. They should take about 10 minutes to complete. During this time, walk around and offer your assistance if anyone has a question or needs help with the exercises.

Please review the answers once everyone is done.

OPTIONS FOR SETTING UP AFI USER ACCESS MANAGERS

In order to provide your (b) (7)(E) [redacted]
[redacted]
[redacted]
[redacted]

(b) (7)(E) [redacted] :

- (b) (7)(E) [redacted]
- Personnel in your office (b) (7)(E) [redacted]
- (b) (7)(E) [redacted]
[redacted]
- Any mix of personnel (b) (7)(E) [redacted]

Once you decide on the (b) (7)(E) [redacted] send them the instructions below:

(b) (7)(E) [redacted] :

1. (b) (7)(E) [redacted]
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]

(b) (7)(E) [redacted] :

1. (b) (7)(E) [redacted]
[redacted]
3. You are directed to (b) (7)(E) [redacted].
 - (b) (7)(E) [redacted]
4. Complete the following (b) (7)(E) [redacted] :
 - (b) (7)(E) [redacted]
[redacted]
 - (b) (7)(E) [redacted]
[redacted]
 - (b) (7)(E) [redacted]
[redacted]
 - (b) (7)(E) [redacted]
[redacted]
5. (b) (7)(E) [redacted] .

Ensure these personnel know they will (b) (7)(E) [redacted]
[redacted]
[redacted]

Please send any questions you may have to (b) (7)(E) [redacted]



Palantir Quick Reference Card

1/14/13

(b) (7)(E)

[Redacted content]

Graph Keyboard Shortcuts

(b) (7)(E)

[Redacted content]

Query Syntax

(b) (7)(E)

[Redacted content]

February 1, 2013

AFI Analyst Training Practical Exercise Solutions

AFI

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Module 1 and 2: IntelView and Search

Practical Exercises (Page 3 in the student guides)

1. What are the (b) (7) components of AFI?

How To: (b) (7)(E) .

A: (b) (7)(E)

(b) (7)(E)

2. Create a new (b) (7)(E) in them.

How many (b) (7)(E) do you see?

How To: Click the (b) (7)(E)

(b) (7)(E)

Edit this (b) (7)(E)

How To: Click the (b) (7)(E) click on the (b) (7)(E)

(b) (7)(E)

(b) (7)(E)

3. Where would you go to find your (b) (7)(E) in AFI?

How To: (b) (7)(E)

4. What are the (b) (7)(E) types of AFI searches?

How To: (b) (7)(E)

A: (b) (7)(E)

5. How many tools are currently located on the (b) (7)(E)?

How To: Click (b) (7)(E) .

How many (b) (7)(E)?

How To: (b) (7)(E) .

6. Run a (b) (7)(E) .

How To: (b) (7)(E), (b) (6), (b) (7)(C)

(b) (7)(E)

(b) (7)(E)

7. Share your (b) (7)(E) with the person to your right.

How To: Go to (b) (7)(E)

[Redacted]

[Redacted]

[Redacted]

8. Enter the following information into a (b) (7)(E) Search:

(b) (7)(E), (b) (6), (b) (7)(C)

[Redacted]

Using the above entered information, how (b) (7)(E) ?

How To: (b) (7)(E)

[Redacted]

[Redacted]

A: (b) (7)(E).

Using the above entered information, how (b) (7)(E) ?

How To: (b) (7)(E)

[Redacted]

A: (b) (7)(E).

9. What is the (b) (7)(E)

[Redacted] ?

How To: (b) (7)(E)

[Redacted].

A: (b) (7)(E)

Modules 3 and 4: Request for Information and Tasks

Practical Exercises (Page 5 in the student guides)

1. (b) (7)(E) to the person to your right.

How To: (b) (7)(E)

2. When you (b) (7)(E) to the person to your right.

How To: (b) (7)(E)

3. Complete one (b) (7)(E).

How To: (b) (7)(E)

4. (b) (7)(E).

How To: (b) (7)(E)

Modules 5 and 6: Products and Projects

Practical Exercises (Page 7 in the student guides)

1. Create a (b) (7)(E) [REDACTED]

[REDACTED]

How To: Before they do this, while teaching (b) (7)(E) [REDACTED]

[REDACTED]

They would then (b) (7)(E) [REDACTED]

[REDACTED]

2. Delete the (b) (7)(E) [REDACTED].

How To: While (b) (7)(E) [REDACTED]

[REDACTED]

3. Restore the (b) (7)(E) [REDACTED].

How To: Click (b) (7)(E) [REDACTED]

[REDACTED]

4. What are (b) (7)(E) [REDACTED] ?

How To: (b) (7)(E) [REDACTED].

A: (b) (7)(E) [REDACTED]

5. Find the AFI (b) (7)(E) [REDACTED].

How To: Type (b) (7)(E) [REDACTED]

[REDACTED]

a. How many (b) (7)(E) [REDACTED] ?

How To: While the (b) (7)(E) [REDACTED]

[REDACTED]

A: (b) (7)(E) [REDACTED].

b. What are these (b) (7) [REDACTED] for?

A: (b) (7)(E) [REDACTED]

[REDACTED]

6. What is the (b) (7)(E) [REDACTED] ?

How To: Click on the (b) (7)(E) [REDACTED]

[REDACTED]

A: (b) (7) [REDACTED]

What is the (b) (7)(E) [redacted] ?

How To: While (b) (7)(E) [redacted]
[redacted]

A: (b) (7)(E) [redacted]

7. How many (b) (7)(E) [redacted] ?

How To: (b) (7)(E) [redacted]
[redacted]

A: (b) (7)(E) (This may change in the future)

MODULE 7 (Lesson 1): INTRODUCTION TO PALANTIR

Practical Exercises (Page 9 in the student guides)

1. What are the (b) (7)(E) Palantir “Applications”?

How To: Look (b) (7)(E)

(b) (7)(E)

A: (b) (7)(E)

2. What is your Palantir (b) (7)(E)?

How To: (b) (7)(E)

(b) (7)(E)

3. Which version of Palantir are you using?

How To: (b) (7)(E)

4. Can Palantir (b) (7)(E) ?

How To: If you have (b) (7)(E)

(b) (7)(E)

A: (b) (7)(E)

5. Which (b) (7)(E) ?

How To: (b) (7)(E)

(b) (7)(E)

A: (b) (7)(E)

6. Enter the address (b) (7)(E)

- a. What (b) (7)(E) ?

How To: Enter the (b) (7)(E)

(b) (7)(E)

A: (b) (7)(E)

- b. What is the (b) (7)(E) ?

How To: After clicking (b) (7)(E)

(b) (7)(E)

A: (b) (7)(E)

c. Click on the (b) (7)(E) [redacted]

How To: Double click on the (b) (7)(E) [redacted]
This is to help them get used to (b) (7)(E) [redacted].

7. How can you (b) (7)(E) and (b) (7)(E) [redacted] ?

How To: To (b) (7)(E) [redacted]
To (b) (7)(E) [redacted].

8. Which (b) (7)(E) [redacted] ?

How To: Click the (b) (7)(E) [redacted].
A: (b) (7)(E) [redacted]

9. Which (b) (7)(E) [redacted] allow you to (b) (7)(E) [redacted] ?

How To: Click the (b) (7)(E) [redacted].
A: (b) (7)(E) [redacted]

10. Which (b) (7)(E) [redacted] ?

How To: Click the (b) (7)(E) [redacted]
A: (b) (7)(E) [redacted]

MODULE 7 (Lesson 2): (b) (7)(E)

Practical Exercises (Page 11 in the student guides)

1. What is the difference between (b) (7)(E) ?

A: (b) (7)(E)

2. When was (b) (7)(E) ?

How To: (b) (7)(E)

A: (b) (7)(E)

3. Where can you (b) (7)(E) ?

How To: While in the (b) (7)(E)

A: (b) (7)(E)

4. Close the (b) (7)(E)

How To: Click the (b) (7)(E)

5. (b) (7)(E)

a. What is (b) (7)(E) ?

How To: Type (b) (7)(E)
Look at the (b) (7)(E)

A: (b) (7)(E)

b. What is (b) (7)(E) ?

How To: While (b) (7)(E)

A: (b) (7)(E)

c. What is the (b) (7)(E) ?

How To: While on the (b) (7)(E)

A: (b) (7)(E)

d. On what (b) (7)(E) ?

How To: Click the (b) (7)(E)

A: 08/01/2011 14:20 EDT

e. Create (b) (7)(E) [REDACTED].

How To: Go to the (b) (7)(E) [REDACTED].

f. (b) (7)(E) [REDACTED].

How To: Click the (b) (7)(E) [REDACTED].

6. How can you (b) (7)(E) [REDACTED]?

How To: Go to the (b) (7)(E) [REDACTED].

A: (b) (7)(E) [REDACTED].

MODULE 8 (Lesson 3): (b) (7)(E)

Practical Exercises (Page 13 in the student guides)

These answers may vary depending on (b) (7)(E), go through the process with them for all questions.

1. Start with (b) (7)(E) Use your (b) (7)(E)

How To: Open (b) (7)(E)

a. How many (b) (7)(E) ?

How To: (b) (7)(E)

b. Change the (b) (7)(E)

How To: In the (b) (7)(E)

c. How many of these (b) (7)(E) ?

How To: Go to (b) (7)(E)

d. How many have (b) (7)(E) ?

How To: While in the (b) (7)(E)

e. (b) (7)(E)

How To: (b) (7)(E)

(b) (7)(E)

2. Start with (b) (7)(E) Use your (b) (7)(E)

How To: Open (b) (7)(E)

a. How many (b) (7)(E) [redacted] ?

How To: (b) (7)(E) [redacted]
[redacted]

b. How many of (b) (7)(E) [redacted] ?

How To: Using your (b) (7)(E) [redacted].

c. How many (b) (7)(E) [redacted] ?

How To: Using your (b) (7)(E) [redacted]
[redacted]

i. Out of (b) (7)(E) [redacted] ?

How To: Right click on (b) (7)(E) [redacted]
[redacted] This
will (b) (7)(E) [redacted]
[redacted]

d. (b) (7)(E) [redacted].

How To: Double click on (b) (7)(E) [redacted]
[redacted]

MODULE 8 (Lesson 4): (b) (7)(E)

Practical Exercises (Page 15 in the student guides)

1. (b) (7)(E) .
How To: Type the (b) (7)(E)
Put this (b) (7)(E) Right click (b) (7)(E)

a. What (b) (7)(E) ?
How To: Look for the (b) (7)(E)

A: (b) (7)(E)

b. What is the (b) (7)(E) ?
How To: If you have your (b) (7)(E)

A: (b) (7)(E)

2. Delete (b) (7)(E) .
How To: (b) (7)(E)

3. Create a (b) (7)(E) .
How To: While in the (b) (7)(E)

a. (b) (7)(E) .
How To: Type (b) (7)(E)

b. How many (b) (7)(E) ?
How To: Go to the (b) (7)(E)

A: (b) (7)(E) (go through the process for them).

MODULE 9 (Lesson 5): (b) (7)(E)

Practical Exercises (Page 17 in the student guides)

These answers may vary depending on (b) (7)(E), go through the process with them for all questions.

1. Create a (b) (7)(E)

How To: Go to your (b) (7)(E)
(You may need to (b) (7)(E)

- a. How many (b) (7)(E) ?

How To: (b) (7)(E)

2. Change your (b) (7)(E) (if you're not already there).

How To: Open (b) (7)(E)

- a. Choose a (b) (7)(E).

How To: Choose a (b) (7)(E)

A: They may (b) (7)(E) it depends on (b) (7)(E)

3. Change your (b) (7)(E).

How To: Open your (b) (7)(E)

- a. (b) (7)(E).

How To: Type (b) (7)(E)

- b. (b) (7)(E)

How To: (b) (7)(E)

c. (b) (7)(E) .

How To: (b) (7)(E)
[Redacted]

d. Change the (b) (7)(E) .

How To: After you have clicked (b) (7)(E)
[Redacted]

e. (b) (7)(E) .

How To: (You may need to (b) (7)(E)
[Redacted]

MODULE 9 (Lesson 6): (b) (7)(E)

Practical Exercises (Page 19 in the student guides)

These answers may vary depending on (b) (7)(E), go through the process with them for all questions.

Use the (b) (7)(E).

How To: Click the (b) (7)(E)
Click the (b) (7)(E)

1. In which (b) (7)(E)?

How To: Open the (b) (7)(E)

2. How many (b) (7)(E)?

How To: Create a (b) (7)(E)

3. What (b) (7)(E)?

How To: Delete your (b) (7)(E) Open your (b) (7)(E)

AFI Analyst Training

Course Objective

AFI training will introduce analysts to the basic features and functionality of AFI and the Palantir analytical platform. The analyst will be able to utilize any portion of AFI and perform basic analysis with Palantir upon completion of this course.

Modules

This entire course has been broken down into 9 different modules, 1 through 6 dealing with AFI and 7 through 9 dealing with Palantir, each covering one to two components. Each module description is included in this handout and is immediately followed by relevant practical exercises meant to give the analyst time to practice using the system and reinforce the information covered in this course.

Module 1 and 2: IntelView and Search

Learning Objectives:

1. Identify the (b) components of AFI.
2. Describe the (b) (7)(E) .
3. Locate the (b) (7)(E) .
4. Identify the (b) (7)(E) types of searches in AFI.
5. Understand the difference between (b) (7)(E) Search.
6. Locate your (b) (7)(E) .
7. Describe how to (b) (7)(E) .
8. Identify the tools that are currently in AFI.

Notes:

Module 1 and 2: IntelView and Search

Practical Exercises

1. What are the (b) (7)(E) components of AFI?
2. Create a new (b) (7)(E) [REDACTED] in them?
 - a. How many (b) (7) [REDACTED] do you see?
 - b. Edit this (b) (7)(E) [REDACTED].
3. Where would you go to find your (b) (7)(E) in AFI?
4. What are the (b) (7)(E) types of AFI searches?
5. How many tools are currently located on the (b) (7)(E)? How many tools are currently in the (b) (7)(E) [REDACTED]?
6. Run a (b) (7)(E) search and save your results.
7. Share your named search results with the person to your right.
8. Enter the following information into a (b) (7)(E) Search:
(b) (7)(E), (b) (6),
(b) (7)(C) [REDACTED]
 - a. Using the above entered information, how many sources is AFI able to search?
 - b. Using the above entered information, how many sources bring back results?
9. What is the minimum search criteria needed to run a (b) (7)(E) Search in (b) (7)(E) [REDACTED] (b) (7)(E) [REDACTED]?

Modules 3 and 4: Request for Information and Tasks

Learning Objectives

1. Locate the (b) (7)(E) main pages.
2. Demonstrate how to (b) (7)(E) .
3. Understand how to (b) (7)(E) .
4. Understand the (b) (7)(E) .
5. Identify how to (b) (7)(E) .

Notes:

Modules 3 and 4: Request for Information and Tasks

Practical Exercises

1. (b) (7)(E) to the person to your right.
2. When you (b) (7)(E) to the person to your right.
3. Complete one (b) (7)(E).
4. (b) (7)(E).

Modules 5 and 6: Products and Projects

Learning Objectives

1. Locate the (b) (7)(E) main pages.
2. Demonstrate how to (b) (7)(E).
3. Identify the (b) (7)(E) in AFI.
4. Understand how to (b) (7)(E).
5. Identify how to find (b) (7)(E) in AFI.

Notes:

Modules 5 and 6: Products and Projects

Practical Exercises

1. Create a (b) (7)(E) [REDACTED]
[REDACTED]
2. Delete the (b) (7)(E) [REDACTED].
3. Restore the (b) (7)(E) [REDACTED].
4. What are (b) (7)(E) [REDACTED] ?
5. Find the AFI (b) (7)(E) [REDACTED].
 - a. What are these (b) (7) [REDACTED] for?
 - b. (b) (7)(E) [REDACTED].
6. What is the (b) (7)(E) [REDACTED] ? What is the (b) (7)(E) [REDACTED] ?
[REDACTED] ?
 - a. Can you (b) (7)(E) [REDACTED] ? If so, where can you (b) (7) [REDACTED] ?
[REDACTED] ?
7. How many (b) (7)(E) [REDACTED] ?

MODULE 7 (Lesson 1): INTRODUCTION TO PALANTIR

This module provides the student with a brief history of Palantir and an overview of the various features (b) (7)(E) . It also includes explanation of the (b) (7)(E) .

Learning Objectives

1. Understand Palantir's (b) (7)(E) .
2. Know how Palantir (b) (7)(E) .
3. Know the (b) (7)(E) Palantir.

Notes:

MODULE 7 (Lesson 1): INTRODUCTION TO PALANTIR

Practical Exercises

1. What are the (b) (7)(E) Palantir “Applications”?

2. What is your Palantir (b) (7)(E) ?

3. Which (b) (7)(E) are you using?

4. Can Palantir (b) (7)(E) ?

5. Which (b) (7)(E) ?

6. Enter the address (b) (7)(E) .
 - a. What (b) (7)(E) ?

 - b. What is the (b) (7)(E) ?

 - c. Click on the (b) (7)(E) .

7. How can you (b) (7)(E) and (b) (7)(E) ?

8. Which (b) (7)(E) ?

9. Which (b) (7)(E) allow you to (b) (7)(E) ?

10. Which (b) (7)(E) ?

MODULE 7 (Lesson 2): (b) (7)(E)

(b) (7)(E) that allows you to (b) (7)(E). This module will teach the student the fundamentals of (b) (7)(E), as well as understand how to use the (b) (7)(E).

Learning Objectives

1. Know how to effectively (b) (7)(E).
2. Know how to effectively (b) (7)(E).
3. Know how to (b) (7)(E).

Notes:

MODULE 7 (Lesson 2): (b) (7)(E)

Practical Exercises

1. What is the difference between (b) (7)(E) ?

2. When was (b) (7)(E) created and who created it?

3. Where can you (b) (7)(E) ?

4. Close the (b) (7)(E) .

5. (b) (7)(E) .
 - a. What is (b) (7)(E) ?
 - b. What is (b) (7)(E) ?
 - c. What is the (b) (7)(E) ?
 - d. On what (b) (7)(E) ?
 - e. Create (b) (7)(E) .
 - f. (b) (7)(E) .

6. How can you (b) (7)(E) ?

MODULE 8 (Lesson 3): (b) (7)(E)

This module will teach students how to create (b) (7)(E)

Learning Objectives

1. Know how to build a (b) (7)(E).
2. Know how to use the (b) (7)(E).
3. Know how to use the (b) (7)(E).

Notes:

MODULE 8 (Lesson 3): (b) (7)(E)

Practical Exercises

1. Start with (b) (7)(E) Use your (b) (7)(E)

- a. How many (b) (7)(E) ?
- b. If you haven't done so already, change the (b) (7)(E)
- c. How many of these (b) (7)(E) ?
- d. How many have (b) (7)(E) ?
- e. (b) (7)(E) .

2. Start with (b) (7)(E) Use your (b) (7)(E)

- a. How many (b) (7)(E) ?
- b. How many of (b) (7)(E) ?
- c. How many (b) (7)(E) ?
 - i. Out of (b) (7)(E) ?
- d. (b) (7)(E) .

MODULE 8 (Lesson 4): (b) (7)(E)

This module will introduce the student to (b) (7)(E)

Learning Objectives

1. Learn how (b) (7)(E) .
2. Know how to (b) (7)(E) .
3. Know how to (b) (7)(E) .

Notes:

MODULE 8 (Lesson 4): (b) (7)(E)

Practical Exercises

1. (b) (7)(E) .
 - a. What (b) (7)(E) ?
 - b. What is the (b) (7)(E) ?

2. Delete (b) (7)(E) .

3. Create a (b) (7)(E) .
 - a. (b) (7)(E) .
 - b. How many (b) (7)(E) ?

MODULE 9 (Lesson 5): (b) (7)(E)

This module will teach students how to (b) (7)(E) as well as (b) (7)(E).

Learning Objectives

1. Know how to (b) (7)(E).
2. Know how to (b) (7)(E).
3. Know how to (b) (7)(E).

Notes:

MODULE 9 (Lesson 5): (b) (7)(E)

Practical Exercises

1. Create a (b) (7)(E)
[redacted]
 - a. How many (b) (7)(E) [redacted] ?

2. Change your (b) (7)(E) [redacted] (if you're not already there).
 - a. Choose a (b) (7)(E) [redacted] .

3. Change your (b) (7)(E) [redacted] .
 - a. (b) (7)(E) [redacted] .
 - b. (b) (7)(E) [redacted] .
 - c. (b) (7)(E) [redacted] .
 - d. Change the (b) (7)(E) [redacted]
 - e. (b) (7)(E) [redacted] .

MODULE 9 (Lesson 6): (b) (7)(E)

This module will focus on (b) (7)(E).

Learning Objectives

1. Know how to (b) (7)(E).
2. Know how to make a (b) (7)(E).
3. Know how to use your (b) (7)(E).

Notes:

MODULE 9 (Lesson 6): (b) (7)(E) WITH PALANTIR

Practical Exercises

Use the (b) (7)(E) .

1. In which (b) (7)(E) ?
2. How many (b) (7)(E) ?
3. What (b) (7)(E) ?

Presentation Skills and Delivery Techniques

	Do....	Don't....
Preparation	<ul style="list-style-type: none"> • Rehearse until you feel comfortable with the material. • Memorize the words that you will be saying during the first few minutes • Check your training materials and practice using any equipment in advance. 	<ul style="list-style-type: none"> • “Wing it” • Ignore updates to training materials.
Voice/Speech	<ul style="list-style-type: none"> • Speak Clearly and slowly • Use variety in pace and volume • Speak loudly enough for the back of the room to hear you. 	<ul style="list-style-type: none"> • Mumble. • Use crutch words such as “like”, “um” or “you know”
Eye Contact	<ul style="list-style-type: none"> • Make eye contact with participants • Be aware of your “blind spots.” Make sure you move about the room so that you are able to observe everyone. 	<ul style="list-style-type: none"> • Look at only one or two people or at only one side of the room. • Let your eyes dar around the room or stare at a fixed point in the back of the room.
Posture & Body Movement	<ul style="list-style-type: none"> • Wear clothing that is both appropriate and comfortable. • Position your body so that you face the majority of the people. • Maintain a relaxed but attentive stance. 	<ul style="list-style-type: none"> • Talk to your notes, easel, or board. • Turn your back to part of the group. • Slouch or fidget.
Energy Level	<ul style="list-style-type: none"> • Get sufficient rest the night before training. • Demonstrate enthusiasm through your voice, facial expression, and body movement (not standing stiffly). 	<ul style="list-style-type: none"> • Look disinterested or distracted. • Engage in behaviors that decrease your energy level.
Hand Gestures	<ul style="list-style-type: none"> • Use natural and spontaneous gestures. 	<ul style="list-style-type: none"> • Engage in distracting behavior, such as looking at your watch, jingling change, wringing hands, or pointing at people.

Prior to Training

1. Secure a training room for 3 day's
2. Check Computers for Minimum Requirements (ASAP if off site)
 - a. (b) (7)(E) [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
 - d. Instructor station with projector or TV
3. Work with regional POC's to determine possible attendee list
4. Send out initial invite to list of possible attendee's.
 - a. This initial list can include more than the training room capacity as long as you mention that the class will be filled with the first _# that reply.
5. Send out email for AFI User Registration (1 weeks out)
6. Provision Users (1-2 business days before training)
7. Review Training Materials for any updates or changes (1-4 days before training)
8. Create Training Folders, Agenda, and Sign in Sheet (1-2 business days before - see below)

Training Day Materials Check List

- Sign In Sheet
- Agenda (for trainer)
- Training Manual
- Folder (one for each participant)**
 - Training Practical Exercises
 - 2 Quick Reference Cards
 - Feedback Form
 - Agenda

Training Day – Before Participants Arrive

1. Arrive at least 1 hour ahead of class time.
2. Organize instructor materials
3. Make sure the room is set up properly
4. Check equipment (Monitor or computer projection system). Test to see if AFI and Palantir Loads on the instructors computer. Arrange for technical assistance to be available during training in the event of equipment malfunction.
5. Make sure there are no hazards such as electrical cords in the way.
6. Place participant supplies and materials at tables.
7. Locate restrooms, break, and lunch facilities if necessary.
8. Be prepared to greet participants as they enter

Training Day – After Participants Arrive

1. Greet participants as they enter and converse with some of the participants before class begins
2. Review your introduction to the class as you warm up.
3. Introduce yourself and any local guest that might be present.
4. Pass out the sign-in sheet to the class
5. Advise Participants of administrative matters, location of restrooms, and any other announcements.
6. Ask participants to go around the room and introduce themselves. This will help you to learn some of their names and possibly get a better understanding of what they do.

Training Day – During Training

1. Go over training materials (Practical Exercises, Quick Reference Card(s), and Feedback Form)
2. Remind students that this is a live system and that all policies pertaining to CBP systems apply here. (So don't search AFI for yourself, a famous person, your neighbor, etc.)
3. Explain "parking lot" concept.
4. Take regular breaks - monitor participants body language to determine if an unscheduled break is necessary.

After Training Day

1. Evaluate participant feedback form for changes that need to be made to subsequent course deliveries.
2. Forward Class feedback and questions, including "parking lot" issues to AFI Feedback mailbox. (b) (7)(E)
3. Conduct any necessary follow-up work:
 - a. Respond to unanswered questions.
 - b. Provide promised materials to participants.
4. Thank Speakers or any invited guests.
5. Organize all paperwork corresponding to this training for future reference.