



2009 Program of Studies

Overview and Syllabus

The Center for Advanced Security Studies now offers 3 distinct courses, available on two different continents. They are the “High Risk Tactical Operators Course”, the “Advanced Executive Protection Course”, and the “Tactical Shooting Course”. All are specifically designed to educate and train candidates to the highest level possible, while providing the best value for money. The breakdown of these courses is as follows:

Fourteen Day Program: High Risk Tactical Operators Course

This is an intermediate level program taught in Florida with a strong focus on Executive Protection tactics. It is expressly engineered for those seeking an entry-level position in the security industry, or for experienced operators wishing to expand their skill set. What it lacks in duration, it more than makes up for in intensity with minimal down time. The Targeted Learning Objectives are similar to that of the 30-day course, but with less emphasis on leadership and command operations training. The course load is heavy and students can expect long days and nights of training. If you are looking to enter the industry as a team member, this is the program for you.

Twenty Nine Day Program: Advanced Executive Protection Course

This course, the flagship program of the Center, has now been in existence for nearly 15 years and is the most intense and longest course commercially available. It is taught in the USA and in South America.

Equally intensive as the 14-day program, this course is designed for individuals who are seeking every advantage in the industry. Greater emphasis is placed on leadership and team management. The exercises are more complex, the responsibilities heavier, and standards are high. Open to only 6 hand picked students, the instructor student ratio is often as low as 1:2! For many graduates who have gone on to pursue careers in the security field, this class has been a life changing experience. This is a very demanding program and applicants can expect to be seriously challenged mentally, emotionally, and physically in their quest for personal excellence. Graduates are capable of worldwide employment as an operator or a team leader in high-risk scenarios.

Seven Day Program: Tactical Shooting Course

This course, recently developed, has been implemented based upon a review of hostile force tactics in Iraq and South America. Traditional shooting doctrine is suffering severe erosion based upon the lessons from the battlefield. Gunfights are occurring at point blank range and are over in seconds. Rarely will an Executive Protection Officer have to perform a magazine change under stress. Top protection teams now seek three disparate qualities in their operational personnel. These qualities are:

- Situational Awareness
- Positive Target Identification
- Instinctive Shooting, especially from awkward postures such as in vehicles, while walking, securing the client, etc.

The seven day course is constructed so as to enable the candidate to graduate the program with the necessary foundation needed to fine tune their skills in their efforts to become a professional operator, able to partaking in high risk missions worldwide.

Training Facilities Comparison

South America (SA)

We feel it is very important for our potential students to fully understand the importance of the training facility. Past courses have been run in hotels while others have been run in barracks type environments. The Center in SA now uses a training facility high in the Andes Mountains, which could easily pass for a 5 star hunting lodge or ranch. It is completely isolated and has no less than 6 covered firing ranges. The structure itself has been constructed in such a manner as to replicate a very high-end hotel or lodge. As this type of environment potentially consumes a large portion of a Protection Officer's time, we thought it best you should train in one. Therefore, all students are allocated deluxe suites, several complete with fireplaces. We use 2 to a room, although single rooms are available.

Students are thus able to practice many skills "on site", including marksmanship, while maintaining total control of the environment. In short, the students have a completely secure area in which to learn.

This hunting lodge atmosphere continues all the way to the wet-bar and dining room where stewards serve all meals. Some nights the staff will dine with the students, and other nights they are on their own. During the course we also bring in special dinner guests for the candidates. Past guests have included the head of the National Police, the Chief of Military Intelligence, and the Commanding Officer of a South American country's equivalent of Delta Force or the SAS. The aim is to expose the student's to the "real world" area in which they will work and thus give them a better understanding of the role they will play as Protection Officers.

The student body tends towards mid level management from individuals already employed in the industry, generally with the course tuition being paid by their employers. The syllabus is canted slightly more towards managerial level field problems. Very few candidates are entry-level applicants.

Florida

Our Florida facility, located near Orlando, differs somewhat from the South American one. This is the one to attend if you wish to enter the field. The quarters are less luxurious; they are in fact significantly smaller, to the point where you have to work together to succeed. The flip side is that there is far less training time lost due to movement. The Florida course students get about 50 extra hours per course in training, which the SA class didn't get simply due to the time required in moving to and from the various training locales. The Florida facility is patterned after a "safe house", or an area where a team would be living and working. It is a very close sister to what the UK government used to train personnel in for undercover operations in Northern Ireland. We are trying to reproduce how a team works in the field especially in locations such as Iraq and South America. It is fairly low in profile and thus is more difficult on the students. You will have much more interaction with the staff in Florida. It is impossible not to. Whether that is good or bad is really dependent upon what you want. The cadre thinks it is a positive thing for those who are really desirous of learning, since it affords the opportunity for a better learning experience. The climate during the summer courses is tougher. The winter classes in Florida are superb due to the milder climate of north-central Florida.

The flip side of the coin is that if you are part of a motivated class (and almost all are) the group momentum allows you to partake in more sophisticated exercises than your SA peers. Florida has more physical assets: Computers, Internet access, printers, etc., and all are available at no charge to the student. The class in Florida will go further a field, venturing to various cities for operational exercises. Overall, the training in Florida is significantly more demanding than that of South America. Florida produces the vast majority of our highest quality operators.

It is harder to be a team leader in Florida because you will have more administrative responsibilities. You will shoot approx 1500 more bullets in Florida because they are cheaper for us to buy in the USA.

Overall Florida is an excellent choice since it has such a varied selection of training areas.

The Center limits its Florida course load to a maximum of Six (6) students per course. That is a 6 students to 2 instructors (3 in some cases) teaching ratio, which is as good as it gets. We could certainly do more, but we feel that with classes of more than 6, the quality starts to decline. Our job placement is also much better with limited numbers of graduates. Prospective students should weigh this fact carefully as it can have a serious impact upon their financial future.

You should choose Florida if:

- You are an entry-level candidate, or an experienced operator looking to improve upon your current skills.
- You wish to receive the most concentrated training possible.
- You seek absolute best value for your training dollar.

You should choose South America if:

- You are an established management professional in the industry.
- Finances are not an issue.
- You prefer a more comfortable training environment.

As a general rule, those wishing to maximize the training experience and those who are deadly serious about entering the industry opt for Florida. South America draws a more established, already proven, corporate type of individual.

Course Comparison *Statistical Analysis*

Fourteen versus Twenty Nine Days

The fourteen-day program is designed to graduate first class field personnel. The thirty-day program is designed to graduate first class field personnel who will quickly ascend to greater things.

The two courses are very similar in content, save for depth of study and expectations. The 29-day program delves deeper into leadership, planning, logistical issues, and additional practical exercises. The 14-day program gets five days on the range, while the 29-day program spends seven days pushing bullets. The pattern is set and is applicable to nearly all subject areas save the exceptions mentioned above. Training time and complexity for the 29-day program is quite literally double that of the 14-day course. Except for the command and control classes, the course topics are very similar.

Analysis of past statistics suggests that graduates of the longer course have a 55% employment rate versus 45% for graduates of the fourteen-day program. Graduates of the month long program have starting salaries that are, on average, 22% higher than their short course counterparts.*

Short course students are, on average, 6.5 years younger (29 years old) as opposed to long course candidates. (35.5 years old) Our youngest student ever was 21. He passed and went to Baghdad. Our oldest was 63. He also passed but turned down an overseas assignment.

- One in twelve short course candidates either quit or fail the course.
- One in nine long course candidates either quit or fail the course.
- All of the women who have ever attended opted for the long course. All passed and 70% of them are gainfully employed in the industry, which is a higher percentile than their male counterparts.

Graduates of the 29-day course sustain the overwhelming majority of operational fatalities and injuries. Although the exact reason is not clear, we speculate it is because they have a significantly increased representation in high-risk theatres such as Iraq, Afghanistan, the Congo, etc.

Course Outline

The following is the course outline for both the 14 and 29-Day Course. It includes the Targeted Learning Objectives for each block of instruction. The various blocks are subdivided further into a description of what is taught, and the manner used. Practical examinations adhere to the Task, Condition, and Standards format. In this case it will also include Lectures, Demonstrations, Practical Exercises, Operations, or any combination of the 4. The following definitions apply.

1. Lecture: The topic is dealt with in a classroom environment.
2. Demonstration: The topic is demonstrated by instructors in addition to the lecture.
3. Practical Application: The students are expected to execute the required task to course standards. This is done under the supervision of the cadre.
4. Operations: The students are expected to perform this task to a very high standard and will be applying all theory and skills taught throughout the course. The students must be able to complete the required tasking WITHOUT cadre supervision.

The learning process is gradual and cumulative. Demonstrations will occur only after lectures, practical applications only after demonstrations, etc. Operational tasks are critical and the student must show a good grasp of the skill to pass the course. For the remainder of the outline the initials, L (lecture), D (Demonstration), P (Practical Application), and O (Operations) will apply when used in describing the block of instruction.

Leadership:

Throughout the course, the leadership of the team rotates on a daily basis. At first, the Team Leader (TL from this point on) is responsible for routine administrative tasks. However as the course progresses, the TL tasking becomes an increasingly difficult one. During the operations phase, the assigned TL has overall responsibility for the full team, support vehicles, all operational assets, and will easily work 18 hour days. This is a highly demanding and closely observed phase, which can directly impact the candidate's operational future. This is especially true on the 29-day course.

Grading:

All students are graded go/no go on critical areas. Lastly, our policy is that the instructors will hand write personal comments on each student. All grades become the property of the student upon completion of the course. The goal is to provide a thorough analysis of the performance of the student done in a positive manner to encourage future learning. Having said that, it is important to realize that the Center grades all student work and performance VERY HARD, and will not lower standards just so a potential operator receives an "A" as opposed to receiving a "B."

Graduation Packet:

Each graduate will receive 3 separate Diplomas certifying the completion of the necessary training (Executive Protection, Tactical Shooting, and Tactical Driving). In addition, an Academic Evaluation Report with both an Instructor Narrative and 8 graded learning objectives will be included, along with the necessary Emergency First Responder Certification (Primary Care, Secondary Care, and Automatic External Defibrillator). Finally, graduates are given a quite popular souvenir of the course which we refrain from telling potential students what it is! The Center maintains copies of ALL student documentation for referral and confirmation purposes later.

Special Training Requirements:

The Center receives a wide variety of students, some with extensive experience and some without. It is our policy to work within the system to meet individual needs. For example, if we have a student who is actively filling a TL slot back home, we will place him in a TL slot more often. If a student has no desire whatsoever to be a TL in the future, he will not be asked to work this position. If a student is there primarily for the threat assessment program, our cadre will heavily load the candidate with more difficult threat assessment exercises. With a limit of only 6 students per class, this allows us the flexibility to meet individual training requirements.

Topics of Instruction

The “Advance”:

Format: L, D, P, O

The advance covers the material necessary to prepare a new locale for the arrival of the principal. It basically serves as a reconnaissance. This block of instruction will cover:

- Route selections and surveys, both primary and alternate
- Support facilities, such as Hospitals, Police Stations, and Safe Houses
- Timings and Rehearsals, i.e., “Can we really make it to the airport in 20 minutes from the hotel?”
- Building Surveys
- Photographic Reconnaissance and the techniques used to implement said photography into a properly formatted document
- How to standardize it all to the same operating format to ensure the report can be archived.

The students begin solo within the local area. As experience is gained, 2 man teams are utilized to conduct advances in a nearby city. By operations week a student can expect to be running a 4 man advance detail into an area they have never seen before under short time constraints. This advance will be the one that the actual protection team will use to prepare for the mission with the principal. The student will be expected to analyze new environments for potential danger areas. They will then be expected to intelligently choose the safest routes, the most secure hotels, the best place to sit in the restaurant, etc. Finally, the advance will be put it into a written format and communicated to the rest of the team. This work needs to be of a sufficient quality so that it can be archived for future use by different teams. In this way, an organization will develop a database of different locales thus easing the stress of future operations.

Operations Orders (29-day program):

Format: L, D, P, O

This block of instruction teaches the student how to correctly plan and prepare for the upcoming mission. The Center teaches on the firm principal that the better prepared a team is, the better it will perform. Topics include:

- The 5 paragraphs of an Operations Order
- How to prepare for one
- How to format it to make it as effective as possible
- How to write it
- How to draw the preliminary intelligence from the Advance and insert it into the Operations Order
- The correct use of supporting intelligence in the form of, schematic diagrams,

- photographic enlargements, and audio/video taken from the Advance.
- How to present it

The goal is to teach the student the critical skill of mission preparation. The more contingencies and problems that can be worked out in advance, the lower the chances of catastrophe during the mission. A strong Operations order, coupled with a strong Advance, will tremendously improve the odds of success. Students will start with small orders and by the 2nd week will be working in 4-6 man teams. All candidates must present a successful Operations Order to pass the course. During the operations phase, the entire class will prepare and formally present the OpOrder to the cadre. Details are important very important. For example, one class in South America forgot to provide for transportation home after the event. They were able to ponder the magnitude of their mistake as they walked the 8 miles back to the facility. Overall, it does make for an excellent learning environment, as mistakes are immediately obvious to all. The goal is to make the learning mistakes during the course and NOT on actual assignments. Therefore, in order to maximize the students chance of success we have constructed our own "Tactical Operations Center".

The Center has reproduced a planning room that is actually superior to most real world operational ones. The days of an individual armed with a legal pad and pencil to complete all administrative and logistical requests are gone. You should start getting nervous if you don't have access to modern communications facilities as a candidate on any course. Every student has his own personal desktop computer complete with all the necessary word processing, administrative, and logistical software to include photography programs. EVERY computer has high-speed internet access, high-speed commercial laser printers, document shredders, scanners, plus all the necessary software to enable rapid downloading of digital surveillance photos. One entire WALL is one huge dry erase whiteboard with which to conduct operational planning and to assist in the absorption of the intricacy of the operations orders. During surveillance, if a team shoots overt or covert video, we even have the ability for them to plug it into the AV system to display on television. The room has independent Air handler to support sustained planning operations regardless of the hour. It is a completely sealed, windowless unit to produce the necessary isolation to enable maximum attention directed to the task at hand.

Surveillance:

Format: L, D, P, O

This block of instruction teaches the student basic surveillance skills. One cannot protect an individual until one has a thorough understanding of how a potential adversary thinks. In the overwhelming majority of successful assaults, the attackers have conducted successful surveillance operations to gather the intelligence necessary to mount the attack. Topics include:

- Solo surveillance
- Team surveillance

- The use of disguises and aids
- Vehicular surveillance (Theory)
- Static Surveillance
- Protective Surveillance
- Fixed Point Reconnaissance

The goal is for the student to becoming extremely effective at all forms of surveillance. This will allow him to better protect the client, as he understands what to look for in regards to the enemy conducting surveillance on the team and client. The candidates start with simple 1:1 operations done at a local level. As skills progress they will be expected to function up to a 4 man team level, to include the use of photography. During the final week candidates will be heavily task loaded and, any weaknesses shown, will be exploited by the aggressor force.

Counter Surveillance:

Format: L, D, P, O

This block of instruction is designed to train students to effectively utilize counter surveillance measures to detect or remove hostile surveillance operations mounted against their principal. This is a critical area as past attacks have historically shown that the greatest chance of success lies in successful detection of an attack BEFORE it occurs. As such, a very large quantity of time is devoted to this task. Topics include:

- How to force hostile surveillance into “showing” themselves
- How to conduct surveillance against hostile surveillance teams
- Decoy operations

This class is actually an extension of the surveillance class. Candidates begin with surveillance operations, and once having mastered them, move on to counter surveillance techniques. To be a good policeman, one must be able to think like a criminal, so to speak. Photography also plays a significant role in counter surveillance. The goal here is for the student to have a “toolbox” of techniques which he will routinely employ to first identify, and then manipulate, any hostile surveillance which is being mounted against him, his team, or the principal. Students commence counter surveillance classes about midway through the surveillance program. By the operational week, students are expected to identify, photograph, and either lose or trap any hostile surveillance mounted on them. During the training live surveillance teams are drawn from local sources and will mount aggressive operations against the student team until detected or shaken. These teams are composed of both males and females, none of whom have ever been seen by the candidates. Their leader will sit in on the After Action Review. This has proven to be an excellent learning experience for all.

Additional note on Surveillance/Counter Surveillance:

Surveillance is one of the two areas in the course most underestimated by the student

body. Effective surveillance is *hard*. This is a game of patience, bearing a closer resemblance to 3 dimensional chess than simply trying to follow another individual. Brainpower is your primary asset here and the faster the candidates comprehend this the better they perform. Like its twin, counter surveillance is a game of inches. The best time to defeat an enemy attack is when they are conducting hostile surveillance upon the target. It is during this phase that the enemy is both exposed and vulnerable which is why counter surveillance is such a critical detection tool. Students have grave difficulty in “turning down” their level of personal intensity and focus that they bring to the course when they commence the surveillance portion. We are seeking still waters in our students at this point as opposed to raging rivers. Most students find this part to be the MOST difficult part of the course but it is an invaluable asset as this is where the greatest chance of deflecting an attack lies. The good news is that once the candidate is able to change mental mindsets, like he does clothes, he will begin to enjoy the intellectual challenges encountered in the Surveillance/Counter Surveillance arena.

Protective Surveillance:

Format: L, D, P, O

This block of instruction teaches the student how to conduct executive protection and protective surveillance operations. Protective Surveillance missions are the most difficult of all to perform and are highly specialized. Topics include:

- How Protective Surveillance differs from normal surveillance duties
- How Protective Surveillance enhances Executive Protection Tactics
- Special considerations when running Protective Surveillance operations

The goal is for the students to understand what executive protection and protective surveillance is, and how to execute it properly. This topic is extremely intensive both in terms of manpower and skill level required. This is one of the few areas of the course that we keep closed to open questioning and only those in attendance are actually exposed to it due to its extraordinary level of operational effectiveness.

Photography:

Format: L, D, P, O

This block of instruction teaches the student the skills necessary to take and develop both overt and covert photographs. Photography provides a solid foundation in both surveillance and counter surveillance operations. It is also invaluable as a tool in site surveys and threat assessments. Topics include:

- Camera and lens selection
- A study of f-stops, lens size, film speed and how they all interact with each other

- Developing black and white prints in the Center's own darkroom
- Covert photographic techniques, both with stills and video.
- How photography should be employed during protection operations.
- Digital photography and its applications.

The goal is for the student to be fully capable of using photography as an aid to all aspects of Protection/ Surveillance operations. The student begins with simple exercises, and moves onto increasingly more difficult and demanding scenarios. As the course progresses, any student may find himself responsible for the entire photographic portion of the operation. The Advance, which is conducted by the students, will include a photo tasking with the resulting photos being used in the operations order for the actual mission.

Profiling the terrorist/criminal mindset:

Format: L, D, P, O

This learning block studies, via real world incidents, the activities of terrorists and criminals. By studying their tactics, doctrine, and mindset we are better able to defend against them. Topics include:

- The theory of terrorism
- Criminal versus political or terrorist activity. Understanding the differences.
- How hostile organizations track your client and prepare for the attack
- Kidnapping. What the kidnappers really want.
- Identifying hostile surveillance
- Counter intelligence operations

The students are led through several case studies of both criminal and terrorist activity. The goal is to understand the step by step process hostile elements must undertake prior to launching an attack on the client. By understanding the needs of a terrorist or criminal organization the candidate is made aware of how to identify and defeat them through astute counter intelligence operations.

Leadership:

Format: L, D, P, O

This block of instruction is designed to prepare students for greater responsibilities in the future. The secondary objective is for the student to gather appreciation and understanding for the different roles that comprise a good protection team. Topics include:

- What is effective leadership
- Motivation of subordinates

- Taking care of your men
- Problem resolution
- Task delegation
- A short study in psychology in what makes people “tick”.
- Team dynamics

The goal is to produce a well-rounded Close Protection Officer who has the ability to step forward and take charge should the situation demand it. By understanding the basic tenements of leadership a good Officer can work with anybody, anytime, and anywhere. The Center also stresses the statement of, “Before one can lead, one must be able to follow.” By rotating TL assignments all students gain appreciation for what it really takes to have an efficient team. Through knowledge comes improved performance. Lastly, we are really teaching initiative here, which certainly must be ranked highly on the list of traits desirable for a Protection Officer. This is one of the key areas of the curriculum, for those who excel here usually have no problem with the technical aspects of the course.

Executive Protection Tactics:

Format: L, D, P, O

This block of instruction introduces the team formations and footwork necessary to ensure the safety of the client during any untoward incident. This is a basic skill that is used every day as part of the Protection Officer’s normal routine. It is also a critical one as it represents the foundation of any immediate action drill that may occur. A Protection Officer with poor formation skills puts everyone, including the client, at risk. Topics include:

- Standard footwork for the four basic positions. Front, Rear, Left, and Right
- Arcs of responsibility and tasking for each member of the team. To include 2, 3, and 4 man teams.
- Adapting to your surroundings and the situation during movement of the client
- Client control and Quick Reaction Drills, also for 2,3, and 4 man teams
- The knowledge necessary to know when to use which formation

The goal is for the student to know INSTINCTIVELY what to do in any given circumstance, regardless of his position within the team. To that end, the candidates are placed under increasing levels of stress. The use of blindfolds, respirators (gas masks), darkness, and distractions are all used to try and unbalance the student. The mental concentration required to perform under these handicaps is considerable. Students start with the simplest of foot formations, by themselves or with one other candidate. By the end of the course, the students will have to take part in a graded live fire scenario with virtually no input by the instructor. This live fire exercise may involve up to 4 men with all the attendant pressure of choosing the correct course of action. Graduates of this exercise, who do well, are capable of operations at the HIGHEST commercial or governmental levels.

Additional Note on Team Formations:

This is the second portion of the course found most difficult by the candidate. Most grossly underestimate the challenge of moving effectively with a client. In theory it's pretty simple. You walk creating a particular foot formation around the principal. In reality it is anything but straightforward. Maintaining appropriate distances, covering arcs of responsibility, interacting with distractions such as crowds, media, etc., while all the time keyed for potential danger makes for a mentally and physically demanding experience. To this you can add stress imposed by the cadre and eventually live ammunition in confined situations with a range fan of 270 degrees where it is not difficult to accidentally shoot your own side. This is no longer fun, and requires the utmost concentration and skill to execute to the necessary standard. During the early phases of foot formations, after the first 15 minutes of training, it is quite routine to have students who are no longer capable of figuring out their right side from their left. Here the type of mindset required is different yet again. Calm and cool on the inside (much like that needed for Surveillance) but with hair trigger reaction times requiring instant aggressive physical action upon recognition of danger. Once again inches count. Turn the wrong way or even move a foot or a hand 4 inches in the wrong direction and you have 5 or 6 people fumbling, falling and generally making a mess of themselves with drawn pistols and live ammunition. But when it goes correctly it is a stunning ballet of prompt and safe action bringing down the maximum volume of offensive firepower in the minimum time. Our premise is simple. If you can't do it here, you can't do it in the real world. But if you *can* do it here, you *can* do it when it counts.

Firearms Training:

Format: L, D, P, O

This block of instruction is designed to teach the student how to become extremely competent with a semi-automatic pistol. Shotguns and rifles are also taught, but to a slightly lesser level of proficiency. Topics include:

- Weapons safety and muzzle awareness
- Double Tap technique
- Instinctive Shooting
- Shooting while moving
- Shooting from automobiles
- Arcs of Responsibility while working as a member of a team
- Background Awareness, i.e., "Can I really shoot and not hit an innocent bystander?"
- Shotgun techniques as per the above
- Providing effective cover with all weapons systems while disengaging from the enemy

The student commences marksmanship training with a .22 cal target pistol. As his skill and confidence level increases, he will graduate to a 9mm semi automatic. It should be noted that the .22's have the same weight, balance, and feel of a 9mm. When the students as a group have reached the necessary standard, they will conduct all training

with 9mm semi automatics for the remainder of the course.

The students will continue to work team formations, but now with full bore semi-automatic pistols. It goes without saying that this phase is cadre intensive and the strictest safety measures are in effect. The Center has never had an injury of any kind on the range. The students will expend a total of approximately 3500 rounds of ammunition and will graduate as superb pistol shots. Equally important, they will graduate with the knowledge of when to use it and when NOT to use it. Firearms are always the last line of defense. Students will have their own personal pistol issued to him. By having every student assigned a personal weapon, it reduces “down” time on the range ensuring maximum firing time. As the student graduates to 9mm he will discover that we have more pistols than shooters and every time he moves onto the firing line he will be engaging with a different weapon. By rotating various makes, models, and actions the student will become proficient on all. We feel by having only one popular series, such as a Glock or Sig Sauer, the student becomes less proficient overall by only training on one weapon system. What happens if you train all your time on a Glock 19 only to be issued a Browning Hi-Power for operations?

Students will train with the following systems. By “training” each student will learn cycle of function, assembly, disassembly, load, unload, clear, reduce stoppage, and immediate action for every weapon in addition to learning how to shoot it.

Pistols:

- .22 cal Ruger Bull Barrel target pistols where every student is assigned own personal weapon
- Browning Hi Power
- Glock 17
- Glock 19
- Sig Sauer 226
- Sig Sauer 228
- Heckler and Koch USP
- Smith and Wesson Model 39
- Beretta Model 92
- Ruger P95
- Smith and Wesson .38 cal revolver (familiarization and limited shooting only)

Shotguns:

- Mossberg 500 pump
- Benelli Tactical Pump
- Benelli Auto Loader
- Norinco Short

Rifles:

- (2) Ruger 10/22 .22 cal for introduction to long arms
- (2) AK-47 semi automatic variant
- AR-15 which is the semi automatic version of the M-16

Range Facility:

Students can expect to spend a total of 5 or 6 long days on the range. The range itself is without equal for training, with high berms on 3 sides providing an instant 270-degree range fan. By incorporating drills with a reversal in direction, all students will routinely fire a 360-degree range fan with commands from all 4 cardinal directions. The range is also engineered so all caliber weapons may be employed concurrently. That means a 4 man team armed with rifles, shotguns, and pistols may be discharging their systems simultaneously during the live fire scenarios, while the lone non-shooter maneuvers the client in the most expeditious manner possible. To add to the fun, you can expect to train on and conduct tactical bounding exercises to the rear, which is one of the most difficult to perform to standard. All tactics will be performed with live ammunition of course. In short, our range facility and training program is simply one of the best available. And although we tend to lean towards the informal, when on the firing lanes we all go into highly attuned “thinking” mode and all parties are alert and concentrating. You can expect to arrive home exhausted from the mental concentration expended during the day, but happy for performing a difficult operation to a high standard.

A note on Simunitions (Simulated Munitions):

A number of other training facilities proudly proclaim realistic training exercises using simunitions. Essentially you are training in a scenario as per normal but with the added advantage of going up against a “live” enemy. In theory this increases the level of stress on the students. Simunitions are a fancy word for paintball, and more or less used with the idea that when you get whacked with the paintball you are then “dead”. We could not disagree more on the training value of simunitions. Simunitions are designed as a training tool for individuals and units who are *incapable of training with live ammunition*.

Simunitions do not provide a realistic training environment because applicants begin to play the scenario against the simunition as opposed to an actual threat weapon, thus acting in careless and bravado manners that would never occur in a real world scenario.

You should train as you will eventually fight. The worlds premiere military formations such as Delta, the SAS, the Special Forces, and the Ranger Regiment all train with live ammunition in their Killing Houses (We have cadre from 3 of the above 4 named units by the way). Killing Houses are designed for close quarter combat and are shot with live ammunition thus incurring the latent risk of accidentally shooting one of your own, but with the very direct result of killing the opposition. Hence the name “Killing House”, if they used Simunitions then they would call them “Paintball Houses”, or “Almost with Live Ammunition Houses”, wouldn’t they? When those units, with near unlimited funds, opt to pass on the value of Simunitions that should be your first clue that sometimes “sexy” training aids are not always the most efficient.

Holster Drills:

Format: L, D, P, O

This block of instruction is designed to raise to a very high level the student’s ability

to safely and rapidly secure his personal weapon. This is done both in a solo mode and as a member of a team. Topics include:

- Holster selection
- Concealment
- Drawing your weapon
- Learning the footwork necessary to work smoothly in up to a 4 man team level
- Drawing your weapon in difficult scenarios such as automobiles, seated in restaurants, etc.

The student begins by himself with a plastic pistol. He will wear this throughout the course. We begin with simple situations such as the frontal draw. From there we cover the sides and rear. Kneeling is then introduced, followed shortly by the sitting position. At the same time the student is learning team formations and how he will use the simple positions he already knows as part of a team movement. As his collective knowledge grows, he will be forced to implement his draw when faced with a threat from an unexpected quarter. He must choose the right movement and body position, swiftly and safely securing his weapon while maintaining awareness of what is happening with the rest of the team around him. Although not difficult on the surface, holster drills create the foundation of team movement and team safety later in the course when it all ties together. Students will be forced to perform repetitive drills in sequence, blindfolded, and wearing protective masks to hinder respiration. Maximum stress is applied to ensure the student will react correctly in a real world stressful situation.

Employment Skills:

Format: L, D, P

All the training in the world is immaterial if you lack the ability to land the job. This has repetitively proven to be one of the most valuable segments of the program in terms of post graduation employment. One of the instructors served as a recruiter for a company operating in Iraq and his class covers the following:

- Writing the best possible resume and cover letter
- Getting inside the mindset of the recruiter. What is he looking for?
- Preparing for the interview.
- Physical appearance at the interview.
- Body language.
- Coping with the Stress Interview.
- Rehearsals and having all the answers.

This block of instruction is demanding, involving mock interviews, role-playing, and resume writing. The student learns how to manipulate body language, interview cleanly, and adopt the best persona to land the job. The preparation of pre-answered questions is a technique, which will tilt the process in the applicant's favor. Effective communications are studied in order to provide the maximum opportunity for the candidate to obtain the desired job.

Search and Seizure:

Format: L, D, P

This block of instruction is designed to teach the student how to conduct, and the laws governing, searches of individuals, vehicles, and facilities, as well as the laws governing the right to seizure of items or articles as pertaining to the ownership of the client. Topics include:

- Consent/Implied Consent
- Rules and regulations governing the use of searches
- How to conduct a Magnetic Wand search
- How to conduct a Hand search (non-hostile/hostile)
- How to conduct searches of women
- How to conduct searches of vehicles

The student will start with the rules and regulations governing search and seizure procedures as it pertains to the rights of the client and the duties of the protection officer. From there the student will receive instructions, demonstrations, and practical exercises on the proper procedures to follow to conduct searches on vehicles, facilities, as well as non-hostile and hostile individuals, while maintaining individual, team, and client safety.

Close Quarters Defense:

Format: L, D, P

This block of instruction is designed to teach the student how to disarm adversaries without the use of firearms, and to retain their own weapon during close in fighting. A large percentage of incidents occur at point blank range, where there is neither sufficient time nor space to react with firearms. This class provides effective alternatives. Topics include:

- Pistol/rifle disarm, front, rear, side
- Pistol/rifle disarm while member of team
- Pistol/rifle retention at close range

The goal is to ensure the student does not have to rely solely upon his own weapon in an emergency. These tactics are excellent in confined or crowded areas, and where even seconds are critical. The students start with solo work, and eventually move up to disarming an aggressor while in a team formation, and weapons retention in a team formation. Each student must demonstrate all moves in order to pass the course.

Site Surveys/ Threat Assessment:

Format: L, D, P, O

This very important block of instruction teaches the student how to effectively conduct a survey to determine potential threats to his principal. It is routinely done as part of the “Advance” and constitutes one of the most critical parts of Close Protection training. A good site survey with good advance work will **eliminate most problems before they have a chance to occur. In other words, prevention is the key to successful Protection work.** Topics include:

- How to conduct the survey i.e., what physical characteristics are we looking for which makes a facility either safe or dangerous?
- How to format it so that all conform to the same standard.
- How to write one
- How to conduct a threat assessment, both with humans and different locales.
- How to create a working archive so as to pass the intelligence on to future teams

The goal is for the student to be able to arrive at an area he has never seen before, conduct the survey/ threat assessment, and produce a workable report in a timely manner. The candidate will start with the actual training facility, and will then be given different facilities to work with in a nearby city. Again, it must be stressed that this is all done with the mindset of preventing any hostile actions before they occur. During the final week, students will present written assessments to the cadre for evaluation. The cadre will use this report to search for weak spots in the candidate’s brief. The aggressor force, to move against the client during the final testing, will utilize these flaws. The team leader of the aggressor force will normally sit in on the after action review, which is thorough and enlightening to all.

Improvised Explosive Devices:

Format: L, D, P

This block of instruction covers some of the threats that might confront a Protection Officer in the form of home made or commercial bombs. The course teaches **recognition** and **avoidance**. We do **NOT** teach how to make them. Topics include:

- Letter bombs, what they are and how to recognize them
- Vehicular searches for explosives
- Aircraft searches for explosives (if time and availability of aircraft permits)
- Defensive tactics that can be used when the “bomb threat” is high

The goal here is for the student to have a basic grasp of bomb recognition skills and search techniques, while having a very strong grasp of defensive measures. The idea is not to get yourself there in the first place. Special emphasis is placed on security to

eliminate the opposition from having the opportunity to plant one against you. This class runs hand in hand with operational security. The Center does **NOT** teach any form of IED making nor IED defusing.

Tactical Driving:

Format: L, D, P

Any individual who has worked in a high-risk venue will attest that a sound driver is invaluable. To that end, this block of instruction allows students to become familiar with one of the most precious assets the team has, the automobile or SUV. Topics include:

- Threshold braking (practical)
- Vehicle Convoy (practical)
- Ramming techniques (classroom only)
- Tactical loading (practical)
- Emergency evacuation (classroom and practical)
- Tactical driving techniques (classroom and practical)
- Embussing/Debussing (classroom and practical)
- Firing from vehicles (classroom and practical)

The student is expected to both understand vehicular theory and be able to demonstrate it during practical exercises. All candidates must demonstrate a firm grasp of the theoretical prior to the practical application of this phase. The goal in both courses is to provide the base line skills necessary to turn a vehicle into an asset in a hostile environment while still maintaining the safety of the team. However, in the 30-day program an emphasis is made on maintaining positive control over multiple vehicles and issuing sound maneuvering orders to multiple drivers during all movement.

First Aid:

Format: L, D, P

This block of instruction is designed to teach the student the basics of first aid so as to keep the principal alive long enough to get him to more advanced facilities. All cadre are certified EMT's, and students will be certified as an Emergency First Responder. Topics include:

- CPR, both solo and buddy teams
- Treatment for gunshot wounds
- Treatment for fractures
- Treatment for shock
- Treatment for heat and cold injuries
- Treatment for hemorrhaging

- Automatic External Defibrillation

The goal here is not to create a qualified paramedic, but rather to have sufficient basics skills so as to be able to keep your principal alive for at least 3 hours.

Physical Training:

Format: L, D, P, O

We start the day with physical training. (PT) Usually between 60-75 minutes. The goal here is to assist the student in learning various ways to stay fit during long operations utilizing various exercise techniques with little or no equipment, or makeshift equipment.

- Running (jogging, Fartlek Circuit Training, beach runs, etc.)
- Executive Protection alternative exercises (bodyweight exercises, make-shift equip., calisthenics, buddy exercises, etc)
- Beach volleyball and swimming

All students start at an appropriate level for themselves, and progress from there. The PT program is specifically designed to best prepare you for employment so most students actually trim down a few pounds while a minority gain muscle mass. Significant cross training is involved to thwart boredom and routine. Instructors partake in PT with the students and perform exactly the same type and number of exercises as the attendees.

Other Topics:

Both courses are dynamic. In other words, they are constantly being updated as tactics evolve around the world. There are numerous topics, all of value, which may be covered in the course that is not listed above. Some provide more tangible rewards than others. However, all contribute to the overall success of the mission. Samples include:

- Situational Awareness
- Operational Triage (separating what is important from what can wait)
- Sustaining Operational Tempo (coping with high stress continuous operations)
- Administrative issues and re-supply
- Command center operations
- Operational security (OpSec)

Although none have a “class” to themselves, they all contribute to the bottom line. The overall goal is to produce the most efficient Protection Officer possible and all of the above reinforce this objective.

Cumulative Training:

The Center would like to explain its teaching methods for those who have never been exposed to this type of training in the past.

The candidates begin with what appears to be a wide variety of very distinct and separate classes. As their proficiency improves, the disparate topics are slowly welded together to form a collective foundation for future training. For example, the holster drills are incorporated into team foot movements; photography is done during surveillance operations, and so on. By the end of the course, almost the entire curriculum will overlap. As a result of this training method, retention is much higher due to repetitive use. Very little is taught in the classroom. The real learning environment is the streets and alleys of a nearby city. If it cannot be retained in the head, it is of limited value to an officer during Protection operations.

The final product is a Close Protection Officer who has a superior capacity to think, and thus to react. His organizational, physical, and administrative capabilities are all improved due to this form of saturation training. This is the same format as practiced by the most elite government units in the world, and has proven to be highly successful.

Day-to-Day Routine: Florida

So that you may make an intelligent comparison, we have chosen to highlight our Florida facility. Some would call this the “flavor” of the course. How we have chosen to approach issues and conduct training in comparison with everybody else. Are we more or less formal than other programs, how the students can expect to be treated, do we wake you up at 3 am banging pots and pans and so on. In short, what is our philosophy on training and what type of overall experience can you expect? If you have narrowed your choices down to just a couple of schools this is a CRITICAL area to give serious thought to because some types of people thrive here, and others do not, it is up to you to choose. By reading between the lines it will tell you just as much about us as it does about our program.

- Accommodations: The students live in a “safe house” type of home nearly 3500 square feet called the “Ranch”, on 2 acres of property. Students are 2 per room on the top floor. Air conditioning coupled with ample closet, drawers, and first class beds makes for ease of living. Each student has his own desktop computer, complete with hi-speed internet. Full laundry facilities are on site. The classroom supports scanners, high performance printers, whiteboards, etc., all in a self-contained air-conditioned environment. Downstairs is dining room, common area with TV/DVD player, stereo, etc. The back yard deck supports picnic tables and a fire pit to enable the occasional meal eaten outdoors. The ranch itself has mementoes from all over the world donated by previous graduates now on operations.

- Food: Napoleon once stated that, “an Army marches on its stomach.” We concur. Not too many schools have grilled center cut pork chops on the menu. Nor homemade spaghetti or grilled and stuffed chicken breasts. We also provide red wine with dinner. If you are expecting hot dogs for a month you will be supremely disappointed. A traditional “Thanksgiving” dinner, complete with cranberry sauce and stuffing, is served at the completion of the first week. The food is wholesome, nutritious, and delicious. Students eat as much as they want. Instructors eat exactly the same food after the last student has filled his plate, and instructors and students dine communally. A lot of informal wisdom changes hand during mealtimes.
- Formal vs. Informal: At the start of the course we are much more informal. And while we never transition to a truly formal or strict instructional environment, we do expect students to play by “big boy rules”. Pick up after your selves, help each other with daily activities, get yourselves out of bed (so no, no banging pots), be on time in accordance with the schedules of the day, etc. The cadre will start the course by controlling the operations and day-to-day events, but by mid-course we expect the Team Leaders and Assistant Team Leaders to be running the daily operations with just an occasional suggestion or recommendation by the cadre. The goal is to have a first class cohesive team able to operate on their own by the end of the course.
- Lead by example: Respect must be earned, that goes for us as well as the student. The cadres here at the Center are some of the top operators in the field of protection, but they did not get there overnight. They have all gone through the Center for training, and so went through everything that the student is. After which they went on to great things, due to their own drive, determination, and intelligence. We do not “tag team” the students, or in other words each of us only teaches or performs those classes and tactics we excel in. We can all teach and perform every class or task that you are asked to. We do not just teach from who we were on former operations, but also who we are on current operations, as we all rotate between teaching courses and going on real world operations. While cadre may rotate in and out on a daily basis, you will have constant access to class and student operations information throughout the course since at least one instructor will be living with you 24 hours a day, seven days a week.

Conclusion:

This completes the information packet that you have requested. We hope you find it both thorough and objective. Our goal has been to give you a REALISTIC overview on what to expect. Much of the material in this packet has been gathered from students like you who have graduated the course and gone on to work either for us or independently throughout the world. There is not much more we can say. If you have the determination to succeed, and the wish to be employed in a specific region doing an important job that brings tremendous self-satisfaction, we hope you join our team. We are not the cheapest school out there, but we believe we provide the most for the cost, and have the highest rate of success.