Preface

The fire service instructor is a very important link in the training of members of both career and volunteer departments. There will always be a need for competent instructors in the fire service. The world is in constant change and the fire service is no exception. As departments rush to keep up with the dramatic changes taking place, now more than ever, there is a need for training to be delivered in a cost-effective manner. This course is designed to allow participants the ability to study at their own pace and reduce the time spent in a formal classroom environment. It also allows a high percentage of the training to be accomplished by the participant in his or her local fire station during regular shifts. This course is designed for use with the IFSTA manual, *Fire and Emergency Services Instructor, Seventh Edition.*

This Fire Service Instructor I program has been designed specifically to meet the objectives identified in *NFPA 1041, Fire Service Instructor Professional Qualifications, Level I, 2007 Edition.*

Acknowledgments

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Course Outline

Day One

8:00 - 8:30  Introductions
8:30 - 9:30  Challenges of Fire and Emergency Services
            Instruction
9:30 - 9:40  Break
9:40 - 10:10 Interpersonal Communication
10:10 - 11:10 Preparation for Instruction
11:10 - 11:20 Break
11:20 - 12:20 Instructional Delivery
12:20 - 12:30 Instructional Demonstration
12:30 - 13:30 Lunch
13:30 - 14:15 Audiovisual Technology
14:15 - 14:30 Break/Setup for Presentations
14:30 - 16:50 Participant Presentations
16:50 - 17:00 Review/Question and Answer

Day Two

8:00 - 9:00  Safety and Instructional Facilities
9:00 - 9:10  Break
9:10 - 10:00 Principles of Learning and Attitudes and
            Behavior
10:00 - 10:10 Break
10:10 - 11:00 Exercises, Evolutions and Evaluation
11:00 - 11:10 Break
11:10 - 12:00 Legal Considerations and Report Writing
12:00 - 13:00 Lunch
13:00 - 15:30 Participant Presentations
15:30 - 15:45 Course Evaluations Completed and
            Certificates Handed Out
15:45 - 17:45 State Written Test
Pre-Work Assignment

Your Best Instructor

Think of the best instructor you have ever had, and then answer the following questions:

1- What good qualities did this individual posses?

A-

B-

C-

D-

E-

2- What do you remember most about this person?
Pre-Work Assignment

Your Worst Instructor

Think of the worst instructor you have ever had, and then answer the following questions:

1- What poor qualities did this individual possess?

A- __________________________________________

B- __________________________________________

C- __________________________________________

D- __________________________________________

E- __________________________________________

2- What do you remember most about this person?
Challenges of Fire and Emergency Service Instruction

1- List the attributes of effective instructors

A- ________________________  G- ________________________
B- ________________________  H- ________________________
C- ________________________  I- ________________________
D- ________________________  J- ________________________
E- ________________________  K- ________________________
F- ________________________  L- ________________________

2- List and define the six leadership qualities of effective instructors:

Define:

A- ________________________  ________________________

B- ________________________  ________________________
Challenges of Fire and Emergency Services Instruction

C- __________________________

D- __________________________

E- __________________________

F- __________________________
3- List the five teaching traits to emphasize:

A-_____________________________________________

B-_____________________________________________

C-_____________________________________________

D-_____________________________________________

E-_____________________________________________

Notes:
Safety and the Training Function

1- What is the most important aspect of safety?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2- Instructors must insure that training meets what?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3- What will help safety be remembered and practiced on the job?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4- When conducting practical training evolutions the instructor must designate what?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5- The first step to safe training is?

________________________________________________________________________

________________________________________________________________________
6- To ensure a safe training environment, instructors must:

A- __________________________________________

B- __________________________________________

C- __________________________________________

7- The majority of accidents are ___________ and ________________.

8- The occurrence of an accident indicates one of three things:

A- __________________________________________

B- __________________________________________

C- __________________________________________
9- List 4 accident factors and define each. Definition:

A- ____________________________ ____________________________
   ____________________________ ____________________________
   ____________________________ ____________________________

B- ____________________________ ____________________________
   ____________________________ ____________________________
   ____________________________ ____________________________

C- ____________________________ ____________________________
   ____________________________ ____________________________
   ____________________________ ____________________________

D- ____________________________ ____________________________
   ____________________________ ____________________________
   ____________________________ ____________________________

10- List 3 human factors that lead to accidents.

A- ____________________________

B- ____________________________

C- ____________________________
11- Injuries and fatalities can occur in the following situations

A- _____________________________  B- _________________________________

C- _____________________________  D- _________________________________

12- Matching

Match the NFPA Standard with the correct definition

_____1041  A)  Standard on Fire Department Occupational Safety and Health Program

_____1521  B)  Standard on Live Fire Training Evolutions

_____1561  C)  Standard for Fire Service Instructor Professional Qualifications

_____1402  D)  Standard on Fire Department Safety Officer

_____1500  E)  Standard on Emergency Services Incident Management System

_____1403  F)  Guide to Building Fire Service Training Centers
Safety and the Training Function

Notes:
Legal Considerations

1- Explain the purpose of the following laws:

Title VII of the Civil Rights Act:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Americans with Disabilities Act:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Affirmative Action Policies:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
2- What are the types of laws?

____________________________________  ______________________________________

____________________________________

3- What is Liability?  ____________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

4- What is Forseeability?  _________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
5- What are the steps expected to be taken by prudent instructors to reduce liability?

__________________________________________

_____________________________________________

________________________________________________________________________

________________________________________________________________________

6- Define vicarious liability:

_______________________________________________________________

_______________________________________________________________

7- What is “fair use” under U.S. Copyright laws?

______________________________________________

_______________________________________________________________

_______________________________________________________________
Effective Interpersonal Communications

1- Matching
A) Environment ______ Information or Idea recipient
B) Medium ______ Surrounding factors
C) Receiver ______ Information of Idea
D) Sender ______ Information or Idea Transmitter
E) Message ______ Receiver and Sender responses
F) Feedback ______ Method for Transmitting

2- List four barriers that affect listening:
A- ______________________________________
B- ______________________________________
C- ______________________________________
D- ______________________________________

3- List three nonverbal components of communication:
A- ______________________________________
B- ______________________________________
4- List five parts of effective listening:

A-

B-

C-

D-

E-

Notes:
Instructional Facilities and Props

1. What is the NFPA standard on building fire service training facilities? __________

2. What is the NFPA standard on live fire training evolutions? ________________

3. Training props must at a fixed training facility to be effective? True False

4. What are the infrastructure components for well planned fixed training facilities?

A. _______________________________________________________________________

B. _______________________________________________________________________

C. _______________________________________________________________________

D. _______________________________________________________________________

E. _______________________________________________________________________

F. _______________________________________________________________________

G. _______________________________________________________________________

H. _______________________________________________________________________

I. _______________________________________________________________________

J. _______________________________________________________________________

K. _______________________________________________________________________
Report Writing and Record Keeping

1. What are the two important functions of reports?
   A. _________________________________
      ________________________________________
      ________________________________________
      ________________________________________

   B. _________________________________
      ________________________________________
      ________________________________________
      ________________________________________

2. List and define the parts of a report;
   A. _________________________________
      ________________________________________
      ________________________________________
      ________________________________________
      ________________________________________

   B. _________________________________
      ________________________________________
      ________________________________________
      ________________________________________
      ________________________________________

   C. _________________________________
      ________________________________________
      ________________________________________
      ________________________________________
      ________________________________________
3. What is an *executive summary*? 

________________________________________________________________

________________________________________________________________

________________________________________________________________

4. What are the privacy requirements of records? 

________________________________________________________________

________________________________________________________________

________________________________________________________________

Notes:
Principles of Learning

1- Define the following domains of learning and list the levels:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- Cognitive</td>
<td>_______________________________</td>
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<td>_______________________________</td>
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<tr>
<td>B- Affective</td>
<td>_______________________________</td>
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</tr>
</tbody>
</table>
C- Psychomotor: Levels:
___________________
___________________
___________________
___________________

2- List and define the four learning methods:

Define:

A- _____________________
__________________________
__________________________
__________________________

B- ________________
__________________________
__________________________
__________________________
3- During the early 20th Century researchers developed certain learning laws. List them:

A- ________________________  B- ________________________

C- ________________________  D- ________________________

E- ________________________  F- ________________________

G- ________________________  H- ________________________
4- Identify the learning law described:

__________________________ Reviews and warm up exercises are based on this law.

__________________________ Learning is more effective when a satisfaction, pleasantness, or reward accompanies, or is a result of the learning process.

__________________________ A person is mentally and physically able to learn new knowledge or skills.

__________________________ This law deals with relating new information to similar information from past experience.

__________________________ This law assumes that habits and memories used repeatedly are strengthened and habits not used are weakened.

__________________________ If an experience is vivid and real it will more likely change or have an effect on behavior.

__________________________ The more an act is practiced the faster and surer the learning.

__________________________ The first of a series of learned acts will be remembered better than the rest.
5- Match the method of learning with the percentage of information retained.

_____ 90%  A) What you see

_____ 70%  B) What you read

_____ 50%  C) What you say and do

_____ 30%  D) What you hear

_____ 20%  E) What you see and hear

_____ 10%  F) What you say

6- What are three areas of Learner Frustrations?

A- ____________________________________________________________

B- ____________________________________________________________

C- ____________________________________________________________

7- What are Learning Plateaus? _________________________________

________________________________________________________________________
8- Define two approaches to teaching;

A-________________________

________________________

________________________

________________________

________________________

B-________________________

________________________

________________________

________________________

________________________

9- Which method works best for emergency service training? __________________

Notes:
Student Attitudes and Behaviors

1- Identify the student characteristics that affect learning.

A- 

B- 

C- 

D- 

E- 

F- 

2- How does age and generational factors affect learning characteristics?

________________________________________

________________________________________

________________________________________
3- List and define the categories of ADA learning disabilities:

Define:

A- ____________________________ ________________________________

B- ____________________________ ________________________________

C- ____________________________ ________________________________

4- Give three methods of helping individuals with learning disabilities:

A- ______________________________________________________________

B- ______________________________________________________________

C- ______________________________________________________________
5- How can the instructor keep the gifted learner interested and involved in the instruction?

A- 

B- 

C- 

6- Give a method for involving each type non-disruptive, nonparticipating learners.

A- 

B- 

C- 

7- What classroom behaviors are exhibited by disruptive, nonparticipating learners?

A- 

B- 

C-
8- Define the following methods of managing student behaviors:

A- Coaching: 

B- Counseling: 

C- Peer Assistance: 

D- Mentoring: 

Notes:
Preparation for Instruction

1- Explain the purpose of the following:

Lesson plan:

Learning Objective:

Level of instruction:

2- Match each of the four steps in the lesson plan with its definition below:

__________________ Prepares the learner to receive the information in the lesson and includes a motivational statement, the behavioral objectives and key points of the presentation

__________________ Guides the students to apply new knowledge and skills through exercises, practice or drills.

__________________ Student’s knowledge and skills are measured against the stated behavioral objectives.

__________________ The instructor uses appropriate instructional methods to discuss or demonstrate, uses instructional materials effectively, and relates known information to new information and tasks.
3- List the 11 Lesson Plan Components.

__________________  __________________  __________________

__________________  __________________  __________________

__________________  __________________  __________________

__________________  __________________  __________________

__________________  __________________  __________________

4- What must be done so instructors are prepared to teach?

A- ________________________________

B- ________________________________

C- ________________________________

D- ________________________________

E- ________________________________
5- Instructors must ensure they maintain ______________ and ______________ throughout the curriculum.

6- When training at remote sites what should be included in the site plan?

A- __________________________________________________________

B- __________________________________________________________

C- __________________________________________________________

D- __________________________________________________________

E- __________________________________________________________

F- __________________________________________________________

Notes:
Instructional Delivery

1-List the instructional delivery methods:

A- ________________________________

B- ________________________________

C- ________________________________

2-What are the disadvantages of lecture?

A- ________________________________

B- ________________________________

C- ________________________________

3- To be effective students must have ______________________________ before the discussion method may be used.

4- __________ discussion and __________ may be used to challenge ideas and gain knowledge from others.
5- Preparing for a demonstration requires these critical steps:

A- ________________________________________________________________

B- ________________________________________________________________

C- ________________________________________________________________

D- ________________________________________________________________

6- What are three types of Technology-Based Training?

A- ________________________________________________________________

B- ________________________________________________________________

C- ________________________________________________________________

7- Define self-directed or independent learning:

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________
8- List the characteristics of effective speakers:

A- ___________________________  E- ___________________________
B- ___________________________  F- ___________________________
C- ___________________________  G- ___________________________
D- ___________________________  H- ___________________________

9- What are the purposes of questioning:

A- ___________________________  F- ___________________________
B- ___________________________  G- ___________________________
C- ___________________________  H- ___________________________
D- ___________________________  I- ___________________________
E- ___________________________  J- ___________________________

Notes:
Audiovisual Technology

1- What is the purpose of audiovisual training aids?

2- List 9 benefits of audiovisual training aids.

A- ________________________  F- ________________________
B- ________________________  G- ________________________
C- ________________________  H- ________________________
D- ________________________  I- ________________________
E- ________________________

3- List 7 considerations in the selection of audiovisual training aids.

A- ________________________  E- ________________________
B- ________________________  F- ________________________
C- ________________________  G- ________________________
D- ________________________
5- List 6 types of non-projected training aids.

A- ___________________________ D- ___________________________
B- ___________________________ E- ___________________________
C- ___________________________ F- ___________________________

6- What are 4 advantages of non-projected training aids over projected training aids?

A- __________________________________
B- __________________________________
C- __________________________________
D- __________________________________

7- What are 5 disadvantages of projected training aids?

A- __________________________________
B- __________________________________
C- __________________________________
D- __________________________________
E- __________________________________
8- List 5 types of projected instructional media.

A- ___________________________  D- ___________________________
B- ___________________________  E- ___________________________
C- ___________________________

9- What are 3 tips for using projected training aids?

A- __________________________________________________________________

____________________________________________________________________

B- __________________________________________________________________

____________________________________________________________________

C- __________________________________________________________________

10- What is a simulator?
11- Give 6 examples of simulators.

A- ___________________________  D- ___________________________
B- ___________________________  E- ___________________________
C- ___________________________  F- ___________________________

12- What is the 2 by 6 rule when using projection screens

Notes:
Structured Exercises, Demonstrations and Practical Training Exercises

1- List 5 types of structured exercises.

A-________________________________________________________________________
B-________________________________________________________________________
C-________________________________________________________________________
D-________________________________________________________________________
E-________________________________________________________________________

2- Skill demonstrations begin with what information?

A-_______________________________________________________ D-________________________________________
B-_______________________________________________________ E-________________________________________
C-_____________________________________________________  

3- List 2 considerations for using practical training evolutions.

A-________________________________________________________________________
B-________________________________________________________________________
4- List 6 types of non fire suppression training evolutions.

A-_________________________  D-_________________________
B-_________________________  E-_________________________
C-_________________________  F-_________________________

5- List 4 types of training usually provided at fixed facilities.

A-_________________________________________________________
B-_________________________________________________________________
C-_________________________________________________________________
D-_________________________________________________________________

6- List 11 important factors for evolution planning.

A-_________________________________________________________
B-_________________________________________________________________
C-_________________________________________________________________
D-_________________________________________________________________
E-_________________________________________________________________
F-_________________________________________________________________
7- List 6 types of high-hazard training evolutions.

A- ___________________________  D- ___________________________
B- ___________________________  E- ___________________________
C- ___________________________  F- ___________________________

8- Evolution control involves the following elements?

A- ___________________________  C- ___________________________
B- ___________________________  D- ___________________________

Notes: Structured Exercises, Demonstrations, and Practical Training Evolutions
1- Define the following terms:

**Evaluation**

2- A test that compares performance against minimum standards is classified as a ________________ test.

3- A test that rates learner performance compared to other students is classified as a ________________ test.
4- Match the terms in column A with the definitions in column B. Enter the number in the space provided.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Oral Test</td>
<td>1. Learners are required to perform a skill or action.</td>
</tr>
<tr>
<td>____ Performance Test</td>
<td>2. Usually given one-on-one with instructor.</td>
</tr>
<tr>
<td>____ Written Test</td>
<td>3. Measures cognitive and affective objectives.</td>
</tr>
</tbody>
</table>

5- _______________ tests are given throughout the course or unit of instruction.

6- _______________ tests measure learners readiness to proceed in a course.

7- _______________ tests measure learner achievement in an entire area on a number of topics.

8- Performance tests are based on standard _______________ and _______________ objectives.

9- The purpose of a performance checklist is:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
10- Why are test results reported to the training division or administration?

A- ____________________________________________________________

B- ____________________________________________________________

11- Negative results can occur when feedback has the following elements:

A- ____________________________________________________________

B- ____________________________________________________________

C- ____________________________________________________________

D- ____________________________________________________________

E- ____________________________________________________________
Case Study

It is 8AM and the instructor has not yet arrived. The class is composed of probationary firefighters who are meeting this instructor for the first time. Some are seated at desks; others are gathered in small groups around the room and outside. The general atmosphere is boisterous, with considerable talking and smoking in the classroom. About half the group outside have left their hats and coats on the desks inside.

The instructor arrives, obviously embarrassed and out of breath. This is evidently a “morning after” and he looks it. He moves to the lectern and remarks to no one in particular, “last night sure was a humdinger. I don’t think I could stand many more like that.”

The students file in and take seats at random. The instructor fumbles a bit with his lesson plan and then begins his presentation. Each part of his lesson is presented in logical sequence, but several times the instructor appears to be lost and not sure of what comes next. At one point, the instructor announces that he had intended to bring a chart to clarify certain items, but forgot to bring it along. During the remainder of the presentation, the instructor remains glued to the lesson plan and appears to be “sweating it out.” About ten minutes before the close of the period the instructor asks, “Are there any questions?” and becomes irritated when none are forthcoming. He closes the period early with the remark, “This subject is so basic it is easy to understand anyway.”
Becket Bend

**Time:** 15 Minutes

**Level:** 2 - Intermediate

**Materials Needed:** Length of rope

**References:** NFPA 1001, 1992 Edition,
IFSTA Essentials of Fire Fighting,
Third Edition, Page 121
**Preparation/Motivation**

Rope is one of the oldest tools used by the fire service. Rope is very valuable for applications such as hauling tools, accomplishing rescues from areas of different elevations, stabilizing vehicles, and cordonning off areas. The ability to tie proper knots is crucial to the safety of rope maneuvers.

**Condition:** Given a length of rope  
**Behavior:** The participant will tie a Becket Bend  
**Standard:** 30 Seconds

**Presentation**

**Overhead**

**Take a bight**  
1. Either hand

**Place the running end up through the bight**

**Pass behind the bight**

**Front of bight**  
1. Under the running line

*Pull through to secure*

*Pull the standing end to tighten*

---

**Becket Bend**
Application

Each student will be given a length of rope and time to practice the skills outlined in the presentation section.

Demonstration method of presentation step
(I do, we do, you do)

Step one  Instructor does at normal speed

*Step two*  *Repeat the operation slowly* explaining each step

Step three  Perform the operation slowly while a student explains each step after it has been performed

Step four  Perform the operation slowly after a student explains each step

Step five  Have the student perform each step after it has been explained

Step six  Have the student perform the operation and explain each step

Evaluation

Becket Bend
Participants will be evaluated based on the steps outlined in the Presentation section.

**Summary**

Restate or re-emphasize important information presented in the lesson.

---

**Manipulative Performance Test / Test Record**

Becket Bend

**TEST INSTRUCTIONS:** (Read the behavior, condition, and standard to the students.)
BEHAVIOR: The participant will tie a Becket Bend

CONDITION: Given a length of rope

STANDARD: 30 Seconds

This is a 100% pass/fail test. All steps must be completed in the time limit given.

(Ask for questions prior to beginning the test.)

No questions will be answered after the test begins. Test will be timed.

STUDENT PERFORMED THE FOLLOWING COMPETENCIES:

1. Select correct length of rope. Y N
2. Tie the correct knot. Y N
3. Completed skill in allotted time. Y N

PERFORMANCE RATING ON THIS SKILL: PASS FAIL

Tester Comments: ____________________________________________
<table>
<thead>
<tr>
<th>Topic:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Hours:</td>
</tr>
<tr>
<td>Description Of Training Conducted:</td>
<td></td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td><strong>Evaluation/Score</strong></td>
</tr>
<tr>
<td></td>
<td>Type:</td>
</tr>
<tr>
<td></td>
<td>Written</td>
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<td>1.</td>
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<td>7.</td>
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</tbody>
</table>
Instructor Demo
Becket Bend

Behavioral Objective

• BEHAVIOR: The participant will tie a Becket Bend
• CONDITION: Given a length of rope
• STANDARD: 30 Seconds

Steps

1. Take a bight
2. Place the running end up through the bight
3. Pass behind the bight
4. Front of bight
5. Pull through to secure
6. Pull the standing end to tighten
Micro-Teaching Evaluation Form

Evaluators Name: ____________ Instructors Name: ____________

Date: ____________

Performance Rating of the Presentation.

Please rate the instructor in each of the following areas. Each area should include remarks.

Did the instructor?

<table>
<thead>
<tr>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Introduce him/herself?</td>
</tr>
<tr>
<td>2- Prepare the mind of the learner?</td>
</tr>
<tr>
<td>3- Clearly communicate objectives?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Maintain eye contact with the students?</td>
</tr>
<tr>
<td>2- Have any speech characteristics that detracted from the presentation?</td>
</tr>
<tr>
<td>3- Have any mannerisms that detracted from the presentation?</td>
</tr>
<tr>
<td>4- Present the information in a logical order?</td>
</tr>
</tbody>
</table>
5- Use different questioning techniques?

6- Communicate safety aspects to the students?

7- Use projected and non-projected media?

8- Clearly demonstrate the new skills?

9- Set up the classroom so that seating, audiovisual and training aids are considered?

Application

1- Provide the students an opportunity to practice under supervision?

2- Provide students immediate feedback?

Evaluation

1- Administer and score a psychomotor skill test?

2- Read the test instructions word for word?

3- Complete all documentation necessary?