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ARI TECHNICAL REPORT
TR-77-A12 E F

**THE DEVELOPMENT AND TRIAL EVALUATION
OF ALTERNATE PROGRAMS FOR
UNIT TRAINING MANAGERS AND TRAINERS:**
APPENDIX E, GUIDED SELF STUDY PROGRAM FOR TO&E
UNIT TRAINING MANAGER COURSE
APPENDIX F, BOOK SOLUTIONS FOR SELF STUDY PROGRAM

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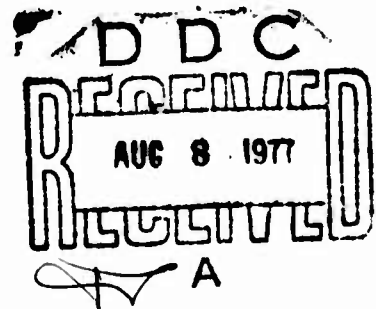
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SEPTEMBER 1977

Contract DAHC 19-75-C-0018



Prepared for



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for the BEHAVIORAL and SOCIAL SCIENCES
5001 Eisenhower Avenue
Alexandria, Virginia 22333

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Research accomplished
under contract to the Department of the Army

Human Resources Research Organization
Western Division

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SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER TR-77-A12 Appendix E F ✓	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER (9)
4. TITLE (and Subtitle) THE DEVELOPMENT AND TRIAL EVALUATION OF ALTERNATE PROGRAMS FOR UNIT TRAINING MANAGERS AND TRAINERS, APPENDIXES E GUIDED SELF STUDY PROGRAM FOR TO&E UNIT TRAINING MANAGER COURSE, F. BOOK SOLUTIONS.	5. TYPE OF REPORT & PERIOD COVERED Final rept. March 1975 - November 1975	6. PERFORMING ORG. REPORT NUMBER FR-WD-CA-75-23 Appendixes EF
7. AUTHOR(s) W. H. Melching, M. F. Brennan, J. E. Hungerland M. Showel, J. E. Taylor	8. CONTRACT OR GRANT NUMBER(s) DAHC 19-75-C-0013 ✓	
9. PERFORMING ORGANIZATION NAME AND ADDRESS Human Resources Research Organization 300 North Washington Street Alexandria, Virginia 22314	10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS 20763731A770 2062107A745	
11. CONTROLLING OFFICE NAME AND ADDRESS Army Research Institute for the Behavioral and Social Sciences - 5001 Eisenhower Avenue Alexandria, Virginia 22333	12. REPORT DATE September 1977	13. NUMBER OF PAGES 86
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) William H. Melching, Mark F. Brennan, Jacklyn E. Hungerland, Morris/Showell John E. Taylor	15. SECURITY CLASS. (of this report) Unclassified	15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DI Approved for public release; distribution unlimited (14) HumRRO-FR-WD-CA-75-23-E F 1		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report) (18) ARI (19) TR-77-A12-E F		
18. SUPPLEMENTARY NOTES Phase 2 of HumRRO project DIV SKILL was conducted by the HumRRO Western Division and monitored technically by Jack J. Sternberg, ARI Field Unit at Presidio of Monterey, California. Final report and appendixes are bound in separate volumes.		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Training manager Performance tests Instructor/trainer Performance-based training Training Program Manager training Training tasks Instructor training		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) Self-contained programs, developed to teach instructors and training managers how to use performance-based training and evaluation practices in Army units, are described in ARI Technical Report 77-A12. Products include the Directed Practice Program for TO&E Unit Training Managers and Trainers, Appendix D (bound separately); Guided Self Study Program for TO&E Unit Training Manager Course, Appendix E (bound with Appendix F, Book Solutions to the Guided Self Study Program for training managers); Directed Practice		

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20. (continued)

Program for TO&E Unit Instructor/Trainer Course, Appendix G, (bound separately);
and Guided Self Study Program for TO&E Unit Instructor/Trainer Course,
Appendix H (bound with Appendix I, Book Solutions to the Guided Self Study
Program for unit trainers/instructors.

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APPENDIX E

GUIDED SELF STUDY PROGRAM

FOR
TO&E UNIT

TRAINING MANAGER COURSE

LENGTH - Approximately 3 days
Distributed over 1 week

FOREWORD

Personnel assigned as training managers in TO&E units seldom have opportunity to practice the performance of training management skills prior to assignment. Immediately upon assignment, they are expected to identify specific performance deficiencies, develop needed performance-based training programs, and maintain a high level of performance capability in the men in their unit.

This program of instruction outlines a course that will help you, the new unit training manager, acquire the skills you need to perform your duties. The course is designed to provide you with the opportunity to practice the knowledge and skills you will need prior to the time you must employ performance-based practices in training and evaluating the men in your unit.

Once you have completed this program, it is expected that you will be able to train other persons to perform the job of training manager, as well as the job of instructor/trainer. The following programs have been developed to help you do this:

Directed Practice Program for Instructor/Trainer
Guided Self-Study Program for Instructor/Trainer

Directed Practice Program for Training Manager
Guided Self-Study Program for Training Manager

These programs are easy to implement and will make only minimal demands upon your time. Meetings with your students will be minimal and depend largely on the wishes and needs of the participants.

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INTRODUCTION

Purpose

If you are the person who plans training and supervises instructors, this book is for you. It is designed to help you do a better job as a training manager.

Format

This is a guided self-study program. It's self study in the sense that this book (1) will give you information or tell you where to get information; (2) give you questions to answer or practical exercises to complete; and then, (3) tell you where you can find the "book solution" to the questions and practical exercises. Your job is to read the information, answer the questions or do the practical exercise, and then compare what you have done with the "book solution."

If you have trouble, check with your superior. That's where the word "guided" comes in.

REFERENCE MATERIALS

You will need the following items in order to complete the program:

Training Circular 21-5-1, Training Management Digest:
Training Management: An Overview, April 1973

FM 21-6 (Test Edition) How To Prepare And Conduct Military
Training, June 1974

TRADOC Pamphlet 600-11, Guidelines for the Conduct of Performance
Oriented Training

ARTEP 7-15 (Test Edition) For Light Infantry Battalions

Directed Practice Program: Instructor Training Course

Guided Self-Study Program: Instructor Training Course

FM 21-75, Combat Training of the Individual Soldier and
Patrolling

FM 7-20, Infantry, Airborne Infantry, and Mechanized Infantry
Battalions

FM 7-10, The Rifle Company, Platoons, and Squads

Book Solutions (HumPRO)

List of Training Manager Tasks

	<u>Lesson No.</u>
Module A. Introduction to Performance Oriented Training	1
Module B. Determination of Job Requirements	
1 Prepare a list of possible unit missions.	2
2 List unit tasks the unit must perform if given mission is to be achieved.	2
3 Improve task statements when they are vague or incomplete.	3
4 List individual tasks each job holder in the unit must perform if a given mission is to be achieved.	4
Module C. Preparing Performance Tests	
1 List the specific actions that the individual must perform to accomplish the task.	5
2 Set the conditions for each individual task.	5
3 Set the standards of performance for each individual task.	5
4 Obtain or construct performance tests to measure how well each man performs his tasks.	5
Module D. Training Personnel to Prepare, Conduct and Evaluate Performance Oriented Training	
1 Instruct subordinates how to administer individual performance tests.	6
2 Supervise subordinates in administering individual performance tests.	6
3 Instruct subordinate leaders how to conduct training.	6
4 Supervise subordinate leaders in their conduct of training.	6
Module E. Identifying Training Needs from Performance Test Results	
1 Identify which men need what training to bring them up to standards.	7
2 Rank the training deficiencies in order of priority.	7
Module F. Training Support	
1 Secure resources needed (personnel, equipment, facilities, time) to plan, conduct and evaluate training.	8
2 Decide the sequence in which knowledges and skills will be taught to the men who need training.	9
3 Decide the training method that will be used to conduct the training.	10
4 Prepare a training schedule.	11
Module G. Quality Control	
1 Evaluate utilization of training resources.	12
2 Interpret test results to identify training program inadequacies and possible causes of inadequacies.	12
3 Modify a training program to correct inadequacies.	12

Organization of Course

This training program is divided into 12 lessons:

1. Introduction to Performance Oriented Training
2. Identifying Unit Missions and Unit Tasks
3. Improving Vague Task Statements
4. Preparing Individual Task Statements
5. Preparing Performance Tests
6. Training Personnel to Prepare, Conduct, and Evaluate Performance Oriented Training
7. Identifying Training Needs from Performance Test Results
8. Identifying Needed Training Resources
9. Sequencing Tasks for Instruction
10. Selecting Training Methods
11. Preparing a Training Schedule
12. Evaluating Training Program Effectiveness and Taking Corrective Action

Lesson 1. Introduction to Performance Oriented Training

Objective: You will be able to describe the main characteristics of performance oriented training.

References: TC 21-5-1
FM 21-6, Chapters 1 and 2
ARTEP 7-15, pages C-1 through C-12
TRADOC Pam 600-11, pages 3-4, 23-27, 32-35 and 36-40

Some Information:

As a training manager, your major responsibilities are to develop an effective training program; assemble the resources, instructors and facilities to carry it out; and what is probably most important, insure that the individual soldier is properly instructed in the skills of his job. An important aid to discharge this responsibility is for you to be skilled in performance training.

This course will cover briefly what you must do as a training manager. It will cover the principles of performance oriented training; and the phases of effective instruction. During the course we will start with a unit mission, such as you will find in an ARTEP, break it down into unit tasks and in turn, the individual tasks. From there we will show you how to prepare performance tests, and how to train personnel to prepare, conduct, and evaluate performance oriented training. Other essential training manager functions will be covered; identifying training needs from performance test results, training support, and quality control of your training program.

Things for you to do:

1. Read the references listed above.
2. In your own words, describe the six principles of performance oriented training. When you are finished, compare your answer with the answer found in Book Solutions, page 1.
3. In your own words, describe the three steps which should be followed during the Conduct phase of Performance Oriented Training. When you are finished, compare your answer with the answer found in Book Solutions, page 2.

Lesson 2. Identifying Unit Missions and Unit Tasks

Terminal

Objective:¹ You will be able to identify, in the ARTEP, statements of unit missions and to list the unit tasks that must be performed if a given unit mission is to be accomplished.

Enabling

Objective:² State the difference between a unit mission and a unit task.

References: ARTEP 7-15, pages F-8-1, F-8-3 through F-8-5, and F-19-1 & 2
FM 7-10
FM 21-75

Some Information:

A unit mission can be defined as a complete tactical operation carried out by the unit. An example of a unit mission for a rifle squad is Conduct a Combat Patrol. Unit missions are clearly identified in Tables of Organization and Equipment, Field Manuals, and ARTEPs.

A unit task can be defined as the various phases of a mission...each of which must be accomplished, usually in sequence, in order to accomplish the mission. For example, in order to accomplish the mission of a Combat Patrol, a rifle squad must prepare for the patrol, pass through friendly lines, move to the objective, etc. Each of these phases of the operation can be viewed as a unit task. Unit tasks are not always labeled as such in Tables of Organization, FMs, and ARTEPs...but they can be extracted if one reads these documents carefully.

¹Terminal objective refers to the action you should be able to perform after completing the lesson.

²Enabling objective refers to the knowledge you must acquire in the lesson and which you must use to reach the terminal objective.

Things for you to do:

1. Refer to the ARTEP 7-15 (page F-8-1) and appropriate FMs * and list the unit missions assigned to a rifle company. When you are finished, compare your answers with the missions found in Book Solutions, page 3.

2. Refer to the ARTEP 7-15 (pages F-8-3 through F-8-5), and appropriate FMs *, and list the unit tasks which a rifle company must perform if it is to accomplish the mission of Deliberate Daylight Attack. When you are finished, compare your answers with the unit tasks found in Book Solutions, page 4.

3. Refer to the ARTEP 7-15 (pages F-19-1 and F-19-2), and appropriate FMs *, and list the unit tasks which a rifle squad must perform if it is to accomplish the unit mission of Conduct a Reconnaissance Patrol. When you are finished, compare your answers with the unit tasks found in Book Solutions, page 5.

* Since the ARTEP listing of unit tasks is often incomplete, use your prior knowledge, FM 7-10, FM 7-20, and FM 21-75 as references to develop unit tasks.

Lesson 3. Improving Vague Task Statements

Terminal

Objective: You will be able to differentiate between well-defined and poorly-defined task statements and be able to improve poorly-defined task statements.

Enabling

Objectives: 1. Recall the characteristics of a well-defined task.
2. State why poorly-stated tasks must be improved.

Reference: FM 21-6, pages 76-80.

Some Information:

A well-defined task states clearly what a person must do. It has an explicit action verb and tells what the verb acts on. For example, the task "Stop the bleeding of the wound," tells what the action is (stop) and what is being affected (bleeding).

If the training task had been "Take care of wounded men," you would not know what the soldier must do. It is too vague. The action verb "take care" is fuzzy. There are many ways to take care of wounded men.

Here's another task statement that's a little fuzzy. "Use a map." It's not clear how the map will be used; a better statement might be: "Orient a map." Another vague statement: "Act like a leader." This could be made more explicit: "Keep subordinates well informed."

Things for you to do:

1. Read FM 21-6, pages 76-80.
2. Below are four task statements which are vague and need to be improved. On a separate piece of paper, write three or four precise statements for each of these vague statements. When you are finished, compare your answers with those found in Book Solutions, page 6.

a. Prepare a defensive position.	c. Apply first aid
b. Participate in a reconnaissance patrol.	d. Use a rifle.

Lesson 4. Preparing Individual Task Statements

Terminal

Objective: You will be able to prepare individual task statements from a unit task found in the ARTEP.

Enabling

- Objectives:
1. State the necessary parts of a precise individual task statement: action verb and item acted upon.
 2. Locate relevant FMs and other guidance documents to help determine individual tasks.

References: ARTEP 7-15, pages F-18-1 through F-18-3
FM 7-10

Some Information:

The key element in any training program is to know what individual tasks each member of a unit must perform if the unit task is to be performed and the unit mission is to be accomplished. That is, you must first prepare an individual task list.

In order to prepare an individual task list, you must know the type of unit, the unit's mission, and the tasks that the unit must perform in order to accomplish the mission. When you have this information, you are ready to build your individual task list. Your best sources of information about what individuals in a unit do are FMs.

Things for you to do:

A unit mission frequently assigned to a rifle squad is Movement to Contact (Meeting Engagement). (See ARTEP 7-15, pages F-18-1 to F-18-3)

1. On the basis of your prior knowledge and FM 7-10, list the unit tasks that the squad must perform in order to accomplish the mission.

REMEMBER: The phases of a mission may be considered unit tasks. When you are finished, compare your list with the list found in Book Solutions, page 7.

2. On the basis of your prior knowledge and on FM 7-10, list three individual tasks that the leader of a rifle squad must perform during the Occupy Tactical Assembly Area phase of Movement to Contact. When you are finished, compare your list with the list found in Book Solutions, page 8.

3. On the basis of your prior knowledge and on FM 7-10, list three individual tasks that the squad leader or other members of a rifle squad must perform during the Reorganize on Objective phase of the operation. When you are finished, compare your list with the list found in Book Solutions, page 9.

4. On the basis of your prior knowledge and on FM 7-10, list the individual tasks that members of a rifle squad must perform during the Fight Through to Objective phase of the operation. When you are finished, compare your list with the list found in Book Solutions, page 10.

5. On a separate sheet of paper, make a copy of the Task Inventory (See page 13). Then indicate, with Xs, which men in the squad perform each of the individual tasks you listed above. You will note that Task 5, Occupies firing positions, already has Xs to show that each member of the Support Fire Team performs the task. When you are finished with your chart, compare it with the chart found in Book Solutions, page 11.

Book Solution: Lesson 4

INDIVIDUAL TASKS

Unit Task: Rifle Squad--Fight Through to Objective

1. Issues orders for attack
 2. Calls for fire support
 3. Adjusts fire
 4. Calls for "Fire for Effect"
- Support Fire Team
5. Occupies firing positions
 6. Covers enemy positions with rifle fire
 7. Covers enemy positions with automatic rifle fire
 8. Places grenades/smoke on enemy position
 9. Shifts fires from objective on signal (red flare)
 10. Moves forward on signal (green flare)

Maneuver Fire Team

11. Moves through covered routes to assault position
12. Signals "open fire" when in position
13. Uses fire and movement to objective
14. Places grenades/smoke on enemy position
15. Signals (red flare) for shift of fires of support fire team
16. Assaults position with hand grenades and automatic fire
17. Signals (green flare) for support fire team to move to objective
18. Reports objective taken

Sqd Ldr

1st Fire Team

Ldr	AR	Gren	Rifle-	man
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2d Fire Team

Ldr	AR	Gren	Rifle-	man
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Lesson 5. Preparing Performance Tests

Terminal

Objective: You will be able to prepare a performance test for a task to include a list of all soldier actions, important performance conditions, performance standards, necessary equipment and test situation.

Enabling

- Objectives:
1. State purpose of performance tests.
 2. Describe the content and format of performance tests.
 3. Describe the kinds of documents that contain information that must be included on a performance test.
 4. Describe the difficulty of stating meaningful standards for many tasks.

References: TRADOC Pam 600-11, pages 5-16

Some Information:

Once you have developed your task list, your next job is to prepare a performance test. A performance test must contain the following elements: (1) the conditions under which the action will be taken; (2) the equipment requirements; (3) the instructions that will be given to the person who is being tested - the situation; (4) the actions that the person is to take; and (5) the standard that the person should meet. The actions, usually called "performance measures," are prepared in the form of a checklist. The standards are stated only if they cannot easily be implied from the conditions and actions. Your best sources of information for what to include in the performance test (conditions, actions, standards, etc.) are FMs and TMs.

Things for you to do:

1. Read TRADOC Pam 600-11, pages 5-16
2. Examine Sample Performance Tests I and II (see pages 16-17) and locate the (1) test conditions, (2) necessary equipment, (3) test situation, (4) performance measure, and (5) the standards (they may be implied).
3. Select two tasks from Tasks and References (see page 18) and prepare a performance test for each of them. When you are finished, compare your performance tests with those found in Book Solutions, pages 12-21.

SAMPLE PERFORMANCE TEST #1: PUTTING A TELEPHONE INTO OPERATION

Test Condition:

Indoors or outdoors. Telephone will be properly stowed.

Necessary Equipment:

Telephone Set TA-1/PT. TL-13A wire pliers. WD-1/TT field wire.

Test Situation:

(TESTER WILL READ TO TRAINEE)

"At this station you must place the Telephone Set, TA-1, into operation and conduct a communication check. You will have 3 minutes.

Performance Measures (Actions)

	GO	NO GO
A. Open the case and remove the telephone.	—	—
B. Strip approximately 1 inch of insulation from the field wire	—	—
C. Connect the field wire to the binding posts	—	—
D. Turn the buzzer control knob to the LOUD position	—	—
E. Depress the generator level to signal the other station	—	—
F. When the signal is answered by tester, depress the PUSH-TO-TALK switch and talk	—	—

Test Standard:

The trainee must correctly accomplish each step. If any step is omitted or is incorrectly performed, the trainee will be a "NO-GO" on this test. The trainee's sequencing of Performance Measures B, C, and D will not be graded but no step may be omitted. Performance Measures E and F, however, are the final step in the sequence. Task must be completed in 3 minutes.

SAMPLE PERFORMANCE TEST #2: FOLDING A MAP

Test Conditions:

Test will be conducted indoors.

Necessary Equipment:

Unfolded standard military mapsheet
Razor blade, knife or scissors

Test Situation:
(TESTER WILL READ TO TRAINEE)

"You will prepare a map so it can be easily carried and referenced while on an extended patrol. You have 2 minutes.

Performance Measures: (Actions)

	GO	NO GO
A. Folds map in half vertically twice and then unfolds map.	—	—
B. Folds map in half horizontally twice and then unfolds map.	—	—
C. Cuts map horizontally along middle fold to outer vertical folds without tearing map.	—	—
D. Folds map in the middle vertically, keeping the two outer flaps flat and at right angles to center fold.	—	—
E. Folds one cut portion to the right and other cut portion to the left.	—	—
F. Folds map on middle horizontal fold.	—	—
G. Folds map on remaining vertical fold.	—	—
H. Folds map on remaining horizontal fold.	—	—

Test Standard:

Map must be folded so 1/16 of total area is exposed and 1/16 section can be referred to without refolding entire map. Task must be completed in 2 minutes.

TASKS AND REFERENCES

Demonstrate left-side parachute landing fall	TM 57-220
Determine charge to cut steel I-beam	FM 21-50
Improvise poncho litter	FM 21-11
Fold U.S. Flag	FM 22-5
Give dismounted arm and hand signals*	FM 21-60
Give mounted arm and hand signals*	TM 21-306
Splice field wire with expedient splice	FM 24-20
Tie basic bowline*	FM 21-72
Tie rappel seat*	FM 3-72
Transmit location element of call for fire	FM 6-40

*Tasks that can probably be taught in less than 15 minutes.

Lesson 6. Training Personnel to Prepare, Conduct and Evaluate Performance Oriented Training

Terminal

Objective: You will be able to train personnel how to conduct performance oriented training, to include procedures for administering performance tests.

Enabling

- Objectives:
1. Recall the principles of performance oriented training.
 2. Recall the phases of performance oriented training.
 3. Use a Lesson Outline and a Performance Test as a guide when conducting performance oriented training.
 4. Use a Checklist as a guide when evaluating a person who is conducting performance oriented training.

References: TRADOC Pam 600-11, pages 16-27
Directed Practice Instructor Training Course
Guided Self Study Instructor Training Course

Some Information:

One of your main duties as a training manager is to teach squad, crew, and team leaders how to conduct performance oriented training. Two programs have been prepared to help you do this: The Directed Practice Instructor Training Course and the Guided Self Study Instructor Training Course. While the underlying objectives of the two courses are identical, their formats are very different. The Directed Practice Course is conducted by you, the training manager. You teach the classes and continually monitor the student's progress. The Guided Self Study Course is conducted by means of a self-study book. Your contact with the students is much less frequent.

The most effective way for you to learn how to conduct the instructor training course (whether by Directed Practice or Guided Self Study) is to practice doing some of the things that your subordinates will have to do when they act as instructors. This lesson lets you do just that. Having practiced the skills yourself, you can then better ensure that the skills are being properly taught by your instructors.

Things for you to do:

1. Read TRADOC Pam 600-11, pages 16-27
2. Examine the Performance Tests found in Book Solutions, pages 12-21, and select one of the tests to use as a practice exercise in conducting a performance oriented class.
3. Prepare a performance oriented lesson outline for the class you plan to teach. A sample copy of this outline (already filled out), along with a copy of the test from which the outline was prepared, are found on pages 22 and 23. Note that you don't have to fill out every blank line on the outline, only the ones that add something that is not found in the performance test. Fill out the outline for your class as you think it should be.
4. Assemble the equipment that you will need to teach the task to another person.
5. Teach the task to another person^{*} using the Performance Test and the Lesson Outline that you prepared as a guide, You may need to review the basic principles and phases of performance based instruction (see Lesson 1). When you are ready, have another person^{*} monitor and critique

* Ask your supervisor to arrange for persons to fill these roles.

your performance using the Checklist for Instructors as a guide (see pages 24-26.

6. Observe and critique a person* who is conducting a performance oriented class, using the Checklist for Instructors as a guide.

* Ask your supervisor to arrange for persons to fill these roles.

Source of Test Attached :

1. Reference: FM 21-11

2. Personnel 1 instructor per 30 students

3. Equipment 1 poncho or blanket, 2 7-foot poles per 3 students

4. Facilities Indoors or outdoors

5. Time

1. Introduction: KEEP IT SHORT

a. Knowledge or skill to be taught

How to construct a litter using 2 poles and a poncho or blanket

b. Reason for learning the knowledge or skill

To transport a casualty

2. Explain/demon/talk-through: SLOWLY, STEP BY STEP. USE TEST AS GUIDE

Divide students into groups of 3. Have one student act as casualty
to try-out litter.

3. Independent practice. BE SURE TO SUPERVISE

Make sure that every student practices making the litter

4. Performance test. CHECK-OUT EACH STUDENT

5. Follow-up. RECORD, REPORT, REMEDIAL TRAINING IF REQUIRED

PERFORMANCE TEST
IMPROVISE PONCHO LITTER

Test Conditions:

No simulated conditions are necessary

Necessary Equipment:

Poncho (or blanket)
Two poles - six to eight feet in length

Test Situation:
(TESTER WILL READ TO TRAINEE)

"Make a poncho (blanket) litter."

<u>Performance Measures:</u>	<u>GO</u>	<u>NO GO</u>
A. Open the poncho and lay one pole across the center of the poncho and fold poncho over pole to lay half on half.	—	—
B. Place the second pole parallel to the first and across the new center region of the folded poncho.	—	—
C. Fold the open edges of the poncho over the second pole, half on half.	—	—

Test Standard:

The litter must support the weight of a soldier when picked up.

NOTE: The soldier shall not fail if he places poles along opposite edges of the poncho and rolls them inward with the poncho.

CHECKLIST FOR INSTRUCTORS

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
<u>Demonstration</u>				
1. Told students the training objective.				
2. Gave a reason for learning the skill.				
3. Demonstrated from students' viewpoint.				
4. Demonstrated in location that allowed students to see well.				
5. Demonstrated each step in the task.				
6. Gave all information necessary for performance of each step.				
7. Required students to perform each step immediately after showing and explaining it.				
8. Emphasized critical (key) points.				
9. Avoided giving unnecessary information.				
10. Paced demonstration in accord with the students' learning ability.				
<u>Individual Practice</u>				
1. Told students when they were ready for skill practice.				

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
2. Prevented students from making errors.				
3. <u>Told</u> students what to do when they needed that kind of help.				
4. <u>Showed</u> students what to do when they needed that kind of help.				
5. Prompted students when necessary by asking questions, "How do you do (such and such)?" "What must you do now?" or the like.				
6. Asked students "smoke-out" questions to be sure they understood critical (key) points, "Why do you do that?" "What would happen if ..." or the like.				
7. Avoided giving students unnecessary help.				
<u>Performance Test</u>				
1. Read instructions clearly and slowly to students to be tested.				
2. Observed complete performance of students being tested.				
3. Avoided correcting errors of students being tested until test was finished.				

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
4. Arranged testing conditions so students could not copy each other.				
5. Explained error for each "NO GO" item.				
6. If any student received a "NO GO," assigned him to an assistant or peer instructor for remedial training.				
<u>General</u>				
1. Spoke so students could hear well.				
2. Used understandable words.				
3. Encouraged student questions.				
4. Always answered relevant questions.				
5. Always deferred irrelevant questions.				
6. Was patient with students.				
7. Reinforced correct student performance by saying "Good," "That's right," "Fine," or the like.				
8. Avoided giving students unnecessary help.				

Performance Oriented Lesson Outline

Subject _____

Source of test _____

A. Administrative requirements

1. Reference: _____

2. Personnel _____

3. Equipment _____

4. Facilities _____

5. Time _____

B. Conduct of class

1. Introduction: KEEP IT SHORT

a. Knowledge or skill to be taught

b. Reason for learning the knowledge or skill

2. Explain/demon/talk-through: SLOWLY, STEP BY STEP. USE TEST AS GUIDE

3. Independent practice. BE SURE TO SUPERVISE AND GIVE FEEDBACK

4. Performance test. CHECK-OUT EACH STUDENT

5. Follow-up. RECORD, REPORT, REMEDIAL TRAINING IF REQUIRED

Lesson 7. Identifying Training Needs from Performance Test Results

Terminal

Objective: You will be able to determine from performance test results which men need what kinds of training and to rank training deficiencies in order of priority.

Enabling

Objective: 1. Recall the priorities that may be established by superiors.

References: TRADOC Pam 600-11, pages 27-31

Some Information:

The NCOs who administer performance tests should keep a detailed record of how men do on the test. These records should tell you which men passed and failed each test. This information, and the priorities set by your CO, should guide you in planning remedial training.

Things for you to do:

1. Read TRADOC Pam 600-11, pages 27-31.
2. Examine the Report of Performance Test Results I (see page 29) and state which men need what kind of training. When you are finished, compare your answers with those found in Book Solutions, page 22.
3. Examine the Report of Performance Test Results II (see page 30) and state which tasks will receive top training priority in the light of the commanding officer's directive. When you are finished, compare your answers with those found in Book Solutions, page 23.

Report of Performance Test Results I

A-4-2

1st Squad, 2d Platoon

	<u>Map Reading Test Results</u>						<u>Total GOs</u>
	<u>SLD</u>	<u>CLD</u>	<u>CoL</u>	<u>GrC</u>	<u>MaS</u>	<u>OrM</u>	
Anderson, John.	X	X	X	X	X	X	6
Black, David	X	X	/	/	X	/	3
Carter, Bruce	X	/	/	/		/	1
Douglas, Andrew	X	/	/	/	X	X	3
Estes, Charles.	X	/	X	/	X	/	3
Frank, Harold	X	/	X	/	X	/	3
Green, Louis.	X	X	X	X	X	/	5
Harper, Marc.	X	X		/	/	/	2
Ivory, Walter	X	/	X	X	X	/	4
Total GOs	9	4	5	3	7	2	30

Key:

SLD=Straight Line Distance

CLD=Curved Line Distance

CoL=Contour Lines

GrC=Grid Coordinates

MaS=Map Symbols

OrM=Orienting Map

X
/

= Go

= No Go

= Not tested

REPORT OF PERFORMANCE TEST RESULTS II

Commanding Officer's Directive

"The rifle squads in our battalion will be taking their ARTEP recon patrol tests in two weeks, and I want to make sure that we do well on those tests."

Training Deficiencies% of Men GO

Using cover and concealment	100%
Probing for mines	25%
Executing the hand salute	80%
Handling prisoners	83%
Preparing defensive positions	72%
Improvising a litter	74%
Putting on the gas mask	87%
Reporting information of intelligence value	91%
Passing through barbed wire obstacles	87%
Putting the field telephone into operation	69%

Lesson 8. Identifying Needed Training Resources

Terminal

Objective: You will be able to indicate what resources are needed in order to conduct training and to indicate what training can be accomplished with available resources.

Enabling

Objectives: 1. State how to obtain information about training resources.
2. State what resources are needed to accomplish a given training goal.

References: TRADOC Pam 600-11, pages 41-44

Some Information:

An important part of your job is to arrange for those resources that will be needed to conduct performance training...facilities, equipment, time, and personnel. In making these arrangements, you need to know what resources will be needed and what resources will be available.

Deciding what resources will be needed depends on such things as (1) the complexity of the task to be taught, (2) the number of men to be trained, and (3) the ability and motivation of the men to learn. In general, use no more resources than you actually will need. Two ways to conserve resources are to have men work in pairs or to use a "country fair" training system where students move from station to station. The important thing, however, is the quality of training. The men must have a chance to see a demonstration or take part in a talk-through; they must have a chance to practice; and they must have a thorough checkout.

Determining what resources will be available depends on you knowing the capability of your unit. Remember: qualified students can be used as peer instructors.

Things for you to do:

1. Read TRADOC Pam 600-11, pages 41-44.
2. Examine Training To Be Conducted (see page 33) and decide what resources you will need to conduct the four classes. Write your list of needed resources on a separate piece of paper. When you are finished, compare your answers with the answers found in Book Solutions, page 24.
3. Examine Resources Available for Training (see page 34) and decide what training cannot be conducted with the available resources. When you are finished, compare your answers with the answers found in Book Solutions, page 25.

TRAINING TO BE CONDUCTED

Task to be taught: Read six digit grid coordinates

Men to be trained: 10

Resources needed:

Task to be taught: Improvise a little

Men to be trained: 6 (Note: men will work on groups of 3)

Resources needed:

Task to be taught: Pass beneath barbed wire obstacle

Men to be trained: 14

Resources needed:

Task to be taught: Put a telephone TA 213/PT into operation

Men to be trained: 20 (Note: men will work in pairs)

Resources needed:

RESOURCES AVAILABLE FOR TRAINING

Maps	20 available
Index cards	500 available
Ponchos	unlimited
Blankets	unlimited
Poles	20 available
Barbed wire	Not available
Telephones TA 312/PT	15 available
Pliers TL 13A	40 available
Field wire WD-1/TT	unlimited
Qualified instructors	available
Time (hours)	2 available

Lesson 9. Sequencing Tasks for Instruction

Terminal

Objective: You will be able to arrange tasks in a sequence which is effective for learning.

Enabling

Objectives: 1. State the importance of sequencing.
2. Describe alternative ways to sequence tasks.

References: TRADOC Pam 600-11, page 37 (Functional Context)

Some Information:

Normally you will have a number of tasks that must be taught. Your problem then is to decide the sequence in which the training will take place. Sequence is important because a good sequence can result in rapid learning while a poor sequence results in wasted time.

There are three main ways in which to sequence training: job performance, easy to difficult, and sequence unimportant.

In the job performance system, the nature of the job determines the sequence which should be used. For example, before you can effectively clean a rifle, you should disassemble it into its component parts. Therefore, instruction in disassembly should precede instruction on care and cleaning.

In the easy to difficult system, you teach the easiest of two or more related tasks first and the most difficult task last. The person learns the procedure on the easy task and then adapts it to the more difficult task. For example, it is easier to read four digit grid coordinates than it is to read six digit grid coordinates. Therefore, teach students how to read four digit grid coordinates before you teach them how to read six digit grid coordinates, or eight digit grid coordinates.

In some cases, tasks are related but one does not depend upon the other and they are equally difficult. When this is true, the sequence is unimportant. For example, it makes little difference what is taught first and what is taught last when it comes to sequencing these tasks: "Checking air pressure in tires," "checking water level in a battery," and "checking the windshield wipers."

There is one more important point to sequencing. Teach facts such as nomenclature, the location of parts, etc., when the student will be able to use or apply the information, not before. For example, tell the student the names and locations of the parts under the hood of his vehicle when he must do something with these parts...inspect them, clean them, repair them, or replace them...not before.

Things for you to do:

1. Read TRADOC Pam 600-11, page 37. (Functional Context)
2. Examine the Practice Sequence Problems (see page 37) and
 - (a) indicate what sequence system you would use for each set of tasks,
 - and (b) arrange the tasks within each set into the sequence which you think would be best. When you are finished, compare your answers with the answers found in Book Solutions, page 26.



PRACTICE SEQUENCE PROBLEMS .

Set #1: Land Navigation

Navigate across wooded country in daylight with aid of a compass

Navigate across open country in daylight with aid of a compass

Navigate across open country at night with aid of a compass

Set #2: First Aid

Treat for shock

Protect the wound

Stop the bleeding

Set #3: Map Reading

Measure the distance between two points on a map.

Measure elevation and slope by interpreting countour lines.

State the condition of a road by "reading" its map symbol.

Lesson 10. Selecting Training Methods

Terminal

Objective: You will be able to select a training method that will be appropriate for a training requirement.

Enabling

Objectives: 1. Describe various training methods.
 2. Cite the particular merits of each method for performance training.

References: TRADOC Pam 600-11, pages 45-48
 FM 21-6, pages 82-94

Some Information:

Your next step in managing training is to decide the training method that the instructor will use in conducting training. While there are a number of methods that can be used, they have two things in common...they follow the six principles of performance training; they include the three phases of performance training.

Things for you to do:

1. Read TRADOC Pam 600-11, pages 45-48.
2. Read FM 21-6, pages 82-94.
3. Read Performance Oriented Training Methods , pages 39-46.
4. Examine Training Requirements (see pages 47-48) and decide which training method you would use to meet the five training requirements. When you are finished, compare your answers with the answers found in Book Solutions, pages 27-28.

Performance-Oriented Training Methods

There are a number of methods that can be used to implement performance-oriented training. The seven most widely used are: Peer Instruction, Tutoring, Small Group Physical Skills, Small Group Social Skills, Role Playing, Physical Simulation, and Programed Instruction.

While each of these methods has unique strengths and weaknesses, each uses the three phases of performance-oriented training: (1) explanation/demonstration/talk-through; (2) independent practice; and (3) performance test or check-out.

The seven performance-oriented training methods are described on the pages which follow.

PEER INSTRUCTION

Definition: A qualified student demonstrates skills, supervises skill practice, and provides feedback to a new student. When the new student has mastered the skill, he is evaluated by a training monitor. If not proficient, he practices until he meets the proficiency standards. Upon become proficient, he teaches the skill to another new student.

Type of skill: Effective in teaching hard skills.

Student Unit: Very effective in teaching individuals. Can also be used in teaching crews where there is a progression of skill level, or where there is a matching or integrating of the skills of one individual in a crew with those of another.

Aptitude Level: All aptitude levels, including mixed classes. Especially effective with low aptitude students.

Size of Class: Suitable for teaching large or small classes because instruction is individualized. Sufficient training monitors must be available to provide supervision and quality control testing.

Frequency of Classes: Continuous/regular input of classes of approximately the same size are a requirement. Breaks in input or large fluctuation in input requires heavy use of training monitors to reprime the system. Not for one-time or OJT.

Examples: Examples of Peer Instruction are the Field Wireman Courses (MOS 36K) in Army Training Centers. It is also used in the Wheel Vehicle Mechanics Course (MOS 63B) at Fort Ord, California. Elements of Peer Instruction have been used in the Radio Operator's Course, 81mm Mortar Instruction, Pershing and Lance Missile Courses, and the Chapparral and Vulcan Missile Courses in Army Training Centers and Schools.

Preparation Costs: Low to Average.

Operation Costs: Average

TUTORING

Definition: A qualified instructor or advanced student teaches one to three students. Each student gets individual attention and assistance during the presentation, practice, feedback and evaluation phases.

Type of Skill: Effective in teaching hard skills and some soft skills.

Student Unit: While it is most effective in teaching individuals, the method can be used in teaching small groups such as fire teams or gun crews.

Aptitude Level: Effective with students of all aptitude levels, especially low aptitude students.

Size of Class: Large classes must be broken up into groups of twos or threes and a tutor assigned to each group if tutoring is to be the main training technique used. More often, tutoring is done by peers who have become proficient in a skill or group of skills and have been checked out in their proficiency by the training monitor. They are then placed with another, slower student as a tutor.

Frequency of Classes: Tutoring is usually conducted on a one-time or infrequent basis as in on-the-job training. It is also used in self-paced programs as a supplement to the main training technique.

Examples: Examples are commonplace in units where on-the-job training is conducted, e.g., a mess sergeant teaching a cook or a motor sergeant teaching a mechanic.

Preparation Costs: Low

Operation Costs: Average

SMALL GROUP/PHYSICAL SKILLS

Definition: One instructor teaches 4 to 15 students. The instructor briefly demonstrates the skill to the entire group; quickly organizes the students for skill practice; gives feedback to individuals as he sees them perform in practice; and then proceeds to "check-out" the proficient performers when they have mastered the skills.

Type of Skill: Any type of physical skill that involves use of the physical abilities of individuals.

Student Unit: Effective in teaching individuals (operation of weapons and equipment), or small tactical units (an infantry squad).

Aptitude Level: All aptitude levels, including mixed classes.

Size of Class: Enough instructors must be provided to give a student/instructor ratio of 15 to 1 or lower.

Frequency of Classes: Appropriate for continuous/regular, occasional/periodic, or one-time/infrequent classes.

Examples: The best examples of existing programs utilizing the Small Group-Physical Skill method of instruction are to be found in Basic Combat Training and Advanced Individual Training in the Army Training Centers.

Preparation Costs: Low

Operation Costs: Average

SMALL GROUP/SOCIAL SKILLS

Definition: A group of students discuss a problem and come up with a solution. There is a give and take of ideas during the discussion and all participants are expected to take active part. If there is an instructor present, he acts as a monitor or resource person—not as a discussion leader. The students are given a set of principles to guide them in reaching a solution. The guiding principles and the problem to be discussed can be presented to the students live, by audio-visual means, or by printed matter. Practice consists of discussing the problem and reaching a solution. Following the discussion, an instructor normally critiques the group on its procedures and solution.

Type of Skill: Soft skills (problem solving, leadership, interpretation of situations, etc.).

Student Unit: Small groups.

Aptitude level: Middle or high aptitude levels.

Size of Class: 3 to 20 students per group.

Frequency of Classes: Appropriate for continuous/regular, occasional/periodic or one-time/infrequent classes.

Examples: Leadership training in the Army.

Preparation Costs: Low

Operation Costs: Average to high

Performance Oriented Lesson Outline (SAMPLE)

Subject Improvise a poncho litterSource of Test Attached

A. Administrative requirements

1. Reference: FM 21-11
2. Personnel 1 instructor per 20 students
3. Equipment 1 poncho or blanket, 2 7-foot poles per 3 students
4. Facilities Indoors or outdoors
5. Time _____

B. Conduct of class

1. Introduction: KEEP IT SHORT
 - a. Knowledge or skill to be taught
How to construct a litter using 2 poles and a poncho or blanket.
 - b. Reason for learning the knowledge or skill
To transport a casualty
2. Explain/demon/talk-through: SLOWLY, STEP BY STEP. USE TEST AS GUIDE
Divide students into groups of 3. Have one student act as casualty
to try-out litter.
3. Independent practice. BE SURE TO SUPERVISE
Make sure that every student practices making the litter.
4. Performance test. CHECK-OUT EACH STUDENT

5. Follow-up. RECORD, REPORT, REMEDIAL TRAINING IF REQUIRED

PHYSICAL SIMULATION

Definition: A learning situation in which the "real thing" is simulated in one or more ways. Equipment may be simulated (for example, the control panel of an electronic device) or some aspect of the environment or situation may be simulated (such as the terrain and other features of a battlefield represented on a sand table). After receiving instructions, the student must perform in some way on the simulated equipment or environment. He receives feedback about his performance from the equipment or from the instructor and other students.

Type of Skill: Hard skills such as equipment operation and maintenance. Soft skills such as small unit tactics.

Student Unit: Individual and unit training.

Aptitude Level: All aptitude levels.

Size of Class: Equipment simulators often accommodate only one student at a time. Situation simulations can accommodate small groups.

Frequency of Classes: Continuous/regular only if enough simulation equipment and instructors are available; otherwise, occasional/periodic or one-time/infrequent classes.

Examples: Aircraft recognition training in the Army.

Preparation Costs: High Average

Operation Costs: Overall Average

PROGRAMED INSTRUCTION

Definition: As popularly conceived, the burden of teaching rests on specially printed materials rather than on a live instructor. Self-instruction in which the student works through a carefully sequenced and pretested series of steps leading to the acquisition of knowledge or skills can be presented by either a programed text or teaching machine. The student proceeds through the program at his own rate, responds actively to each step in the sequence, and receives feedback about the correctness of his response before he proceeds to the next step.

Type of Skill: Mostly for soft skills but can be used for some hard skills if necessary equipment is made available.

Student Unit: For individuals.

Aptitude Level: All aptitude levels, but more appropriate for medium and high aptitude students. Readability level of the program must be fitted to the reading ability level of the student.

Size of Class: Can handle as many people as there are texts or equipment available.

Frequency of Classes: Class frequency can range from continuous to a one-time basis provided enough programed texts or audio-visual devices are available.

Examples: Teaching the foundation of technical subjects such as basic electronics.

Preparation Costs: High to Average

Operation Costs: Low

TRAINING REQUIREMENTS

Problem #1

Number of men to be trained 3

Training objective: Given his protective mask in its carrier, wearing a helmet, carrying his individual weapon, and given the alarm "Gas,"

the soldier will don, clear, and check his protective mask and give the alarm "Gas,"

within 9 seconds

Problem #2

Number of men to be trained 10

Training objective: Given a 1:50,000 map with a graphic scale, a strip of paper, a pencil, and the location of two points on the map,

the soldier will measure the distance between the two points on the map

and, within 2 minutes, will arrive at an answer which is within 25 meters of the actual distance.

Problem #3

Number of men to be trained 8 NCOs

Training objective: Given a person with a simulated record of "goofing off" on the job,

the NCO will counsel the person

in a way that is judged to be effective by both the person and an experienced NCO who is acting as an observer.

Problem #4

Number of men to be trained 5 NCOs

Training objective: Given four NCOs who are simulating squad leaders with a human relations problem in their platoon, and an NCO simulating role of platoon leader, the NCO platoon leader will conduct a problem-solving discussion with the simulated squad leaders in a way that is judged to be effective by both the squad leaders and an experienced NCO who is acting as an observer.

Problem #5

Number of men to be trained 20

Training objective: Given a piece of terrain, 3 feet wide and 30 feet long, in which a dummy mine has been buried, the soldier will probe for mines using the correct probing technique and detect and report the presence of the mine.

Lesson 11. Preparing a Training Schedule

Terminal

Objective: You will be able to prepare a training schedule that will help you and the instructor manage instruction.

Enabling

Objectives: 1. State the purpose of a training schedule.
2. State the main components of a training schedule.

References: FM 21-6, Chapter 6
ARTEP 7-15, Figure C-2

Some Information:

The purpose of a training schedule is to help you and the instructors manage training. It's like a map which lets everyone know who is doing what and where it is going on. It lets the relevant people know where they are supposed to be, what they are supposed to bring, and what they are supposed to do.

The key components of a training schedule are probably very familiar to you. They include date, time, subject, uniform and equipment requirements of students, instructors, and the documents which were used as references and indicate what parts of the subject will be covered in the class.

There is an important difference between a training schedule for conventional training and one for performance training. In conventional training, the hours allocated for a class are fixed...30 minutes for splinting, 1 hour for artificial resuscitation, and so forth. If a "fast learner" learns the skill in less time than the scheduled time, he spends the remaining time trying to keep busy. If a "slow learner" doesn't learn the skill in the scheduled time, it's tough.

In performance training, the hours allocated for a class should be variable. Some men need more time to learn a skill, others need less, and each man should get the amount of time (within reason) that he needs.

As you might guess, reconciling the "variable time" requirements of performance training with the "fixed time" requirement of a training schedule is difficult. One solution is to allocate time based on the estimated (or demonstrated) need of the average student in the group, and to adjust this time (up or down) depending on subsequent experience with the class. While this "moving average" would help solve the problem noted earlier, it would still result in some men needing less time and some men needing more time than was scheduled. Fast learners can be accommodated by using them as "peer instructors." Slow learners can be accommodated by scheduling time for remedial or make-up training.

Things for you to do:

1. Read FM 21-6, Chapter 6.
2. Carefully examine ARTEP 7-15, Figure C-2.
3. Prepare a training schedule which incorporates the information found in Information Required in Order to Prepare a Training Schedule (see pages 51-52). When you are finished, compare your schedule with the schedule found in Book Solutions, page 29.

INFORMATION REQUIRED IN ORDER TO PREPARE A TRAINING SCHEDULE

Assumptions

1. The unit to be trained will be the rifle company.
2. All training will be conducted by company NCOs.
3. Training resources (facilities, equipment, instructors) are adequate to accommodate the entire company at one time.
4. Training is conducted 5 1/2 days per week, Monday thru Saturday noon.
5. The training day consists of 8 hours, starting at 0800 and ending at 1700, with one hour set aside for lunch.
6. Saturday morning, between 0800 and 1200, is set aside for remedial training or organized athletics.
7. Movement to and from training areas will take place before and after the hours specified in #5.

Training Requirements

<u>Subject</u>	<u>Hours Needed</u>	<u>Performance Test Code*</u>
First Aid (FA)	4	2,3,4
Mines and Booby Traps (MBT)	4	6,7
Camouflage, Cover and Concealment (CCC)	4	1,2,3
Fire and Movement (FM)	4	3,4,6
Map Reading (MR)	4	1,2,3
Land Navigation/Orienteering (LNO)	8	1,2,3,4
Passing Through Obstacles (PTO)	4	1,2,4
Reconnaissance Patrol (RP)	4	1
Combat Patrol (CP)	4	1

* Code = the particular performance test which will guide the training

(58)

Training Areas

<u>Subject</u>	<u>Location Code</u>
First Aid	A
Mines and Booby Traps	B
Camouflage, Cover, and Concealment	C
Fire and Movement	D
Map Reading	E
Land Navigation/Orienteering	F
Passing Through Obstacles	C
Reconnaissance Patrol	G
Combat Patrol	H

Principal Instructors

<u>Name</u>	<u>Subject Specialty</u>	<u>Instructor Code</u>
Baker, Ralph	First Aid Map Reading	1
Crandall, Dale	Mines & Booby Traps	2
Franklin, Homer	Camouflage, Cover, Concealment	3
Loomis, Billy	Reconnaissance Patrol	4
Morgan, Sam	Land Navigation/Orienteering	5
Pollack, Oscar	Fire and Movement Passing Through Obstacles	6
Rogers, Harvey	Combat Patrol	7

Student Uniform

<u>Uniform</u>	<u>Uniform Code</u>
Fatigues	1
Fatigues w/field equipment and weapon	2

Lesson 12. Evaluating Training Program Effectiveness and Taking
Corrective Action

Terminal

Objective: You will know how training deficiencies can affect test results, be able to determine which deficiencies are present, and be able to take corrective action.

Enabling

Objective: Describe the factors that may produce a high GO rate, a low GO rate, or a waste of resources.

References: FM 21-6, pages 93-97

Some Information:

The final part of your job as a training manager is to evaluate the effectiveness of your training program and to take whatever actions are necessary to correct deficiencies.

How do you evaluate your program's effectiveness? It is essential that you get out of your office and observe training. Observe classes being conducted and tests being administered. Compare what you see with the points on the Checklists used in Lesson #6. If you note deficiencies, take action to correct them.

In addition, examine detailed performance test results. These results should be given to you by the instructors who administer the tests. Detailed results will tell you not only how many men passed or failed a test, but also which men need what kind of training, and the specific actions that the men were not able to perform properly.

For example, test results could tell you that 40 men failed to apply a sterile dressing to a leg wound properly, the names of the men who failed, and the fact that the most common reason for failure was the fact that they tied their knots directly over the wound. This detailed information allows

you to focus your corrective action on the men and the actions that need it.

While detailed performance test results can be of great help to you in evaluating training, summary performance test results which only indicate the percent GO and NO GO, must be used with caution. They also require intensive follow-up.

If you have a high NO GO rate, that is, most men fail the test, you know that something is wrong. How do you find out the reason for the high NO GO rate? Go out and observe.

If you have a high GO rate, that is most men pass the test, you may feel that training is going well. But is this true? Not necessarily. A high GO rate may be false...an illusion. How do you find out if a high GO rate is true or false, and if false, the reason for the illusion of success? Go out and observe.

While the main goal of any training program is a true, high GO rate, another goal is that the training be efficient, that is not use more resources than are actually needed. A training program that uses more resources than are needed is wasteful. How do you decide if a program is efficient? Again, go out and observe classes being conducted and tests being administered.

The practical exercise for this lesson will give you a chance to decide which training deficiencies may result in a high NO GO rate, a false, high GO rate, and a waste of resources.

Things for you to do:

1. Examine the list of training program deficiencies found in Possible Deficiencies in a Performance Oriented Training Program (see page 56), and on a separate sheet of paper, indicate, with one or more Xs, which of the three outcomes (High NO GO rate, False High GO rate, or Waste) is likely to result from each deficiency. When you are finished, compare your answers with those found in Book Solutions, page 30.

Possible deficiencies in a performance oriented training program	Possible Outcome		
	High No Go Rate	False High Go Rate	Waste
1. Men are given training on skills they already have.			
2. Less equipment and instructors are used than are needed . .			
3. More equipment and instructors are used than are needed . .			
4. Tasks, conditions, and standards covered in training differ from the tasks, conditions and standards used in testing. .			
5. Inadequate records are kept of student progress			
6. Instructors don't know the skill or are poor teachers . . .			
7. Testers don't know the skill or are poor testers.			
8. The explanation/demonstration/talk-through phase is omitted or is too short			
9. The explanation/demonstration/talk-through phase is poorly conducted.			
10. The explanation/demonstration/talk-through phase is too long			
11. "Nice to know" material is covered in the explanation/demonstration/talk-through phase			
12. Students cannot hear the explanation or see the demonstration.			
13. The independent practice phase is omitted or is too short .			
14. The independent practice phase is poorly supervised			
15. The independent practice phase is too long.			
16. The instructor fails to correct students who make mistakes during the talk-through or independent practice			
17. Students waiting to be tested can see and hear students who are being tested.			
18. The tester gives students extra help when testing them. . .			

APPENDIX F

GUIDED SELF STUDY PROGRAM

FOR
TO&E UNIT

TRAINING MANAGER COURSE

BOOK SOLUTIONS

Book Solution: Lesson 1

PRINCIPLES OF PERFORMANCE ORIENTED TRAINING

1. The student learns by actually performing the task. The emphasis is on "hands on" training. (Performance-Based Instruction)
2. The student is required to master the task. Scoring is on a Go/No-Go basis. (Absolute Criterion)
3. The student is only given the information that he actually needs in order to perform the task and he is given the information when he can use it...not before. (Functional Context)
4. The student is allowed to progress at his pace. Students who need more time to master the task, get more time. Students who need less time to master the task get less time. (Individualization)
5. The student's practice performance is observed by a qualified person and the student is told when he does well and when he makes mistakes. When he makes mistakes, he is told what is wrong and how to correct it. (Feedback)
6. After the student has had a chance to practice the skill, he is given a check-out by a qualified NCO or officer to see if he has mastered the task. (Quality Control)

Book Solution: Lesson 1

STEPS IN CONDUCT PHASE OF PERFORMANCE ORIENTED TRAINING

1. Explain and demonstrate to the student the task you want him to learn. If possible, give him a step-by-step talk-through. (Explanation/Demonstration)
2. Let the student practice the task at his own pace. Observe his practice and give him feedback. (Skill Practice)
3. When the student feels that he is ready for a check-out, administer the performance test to him. (Check-out Testing)

Book Solution: Lesson 2

UNIT MISSIONS ASSIGNED TO A RIFLE COMPANY

1. The missions listed are the ones normally assigned to a rifle company in combat. There are other specialized missions such as raids or amphibious operations which are not included here. These specialized missions usually require the use of additional specially-designed equipment and the training of troops in its use.

2. Rifle Company missions are:

Attack to seize an objective

Night attack to secure a specific terrain feature

Occupation and defense of an outpost position

Occupation and defense of a main battle position

Counterattack to repel the enemy from a defensive position

Delaying action against an enemy attack

Night withdrawal

Daylight withdrawal

3. Your terminology may be slightly different from those listed above. However, your missions should fall into three categories: offensive, defensive and retrograde-type operations.

Book Solution: Lesson 2

UNIT TASKS PERFORMED BY RIFLE COMPANY IN ORDER TO ACCOMPLISH
MISSION OF DAYLIGHT ATTACK

1. The Unit Tasks are the unit functions that must be performed at each phase of an operation. Different things have to be accomplished at each phase. The actions or tasks which have to be accomplished at each phase must be coordinated and completed before the unit can go into the next phase of the operation. For the mission of a Rifle Company in Daylight Attack, the Unit Tasks might best be described as follows:

Occupy Forward Assembly Area

Move to Line of Departure or Attack Position

Move to Final Coordination Line

Assault the Objective

Reorganize and Consolidate

2. Your solution, should in general, fit into the above categories. You may possibly have a few more unit tasks, for example, Outpost the Captured Position, This could also be considered a sub-task under the Reorganize and Consolidate task.

Book Solution: Lesson 2

UNIT TASKS PERFORMED BY RIFLE SQUAD IN ORDER TO ACCOMPLISH
MISSION OF RECONNAISSANCE PATROL

1. There are many things that must be done by individuals and many coordinated unit actions that must take place from the beginning of a squad patrol mission until its completion. The unit tasks are best described by the breakdown into the various phases in which the patrol operates. In each phase, the environment is different from the others, requiring coordinated unit action, and specific individual actions of the members of the squad.

2. The phasing or unit tasks to be performed by a rifle squad in order to accomplish a mission of a Reconnaissance Patrol are listed below. You may have difficulty in extracting these tasks or phases out of the Field Manuals but they are there even if they are not specifically defined. The Unit Tasks are:

Prepare for mission in an Assembly Area

Pass through Friendly Lines

Move to Objective Area

Reconnoitre Objective

Return to Friendly Area

Pass into Friendly Lines

Report results of Mission.

3. Your solution should in general follow the above. You may have included one or more sub-tasks, such as breaking Reconnaissance of Objective into Action of Reconnaissance Team and Action of Security Team.

Book Solution: Lesson 3

IMPROVED TASK STATEMENTS

Prepare a defensive position

- Improvement 1 Dig a fox hole
- Improvement 2 Prepare a range card
- Improvement 3 Clear fields of fire

Participate in a reconnaissance patrol

- Improvement 1 Maintain cover and concealment
- Improvement 2 Collect information of intelligence value
- Improvement 3 Pass through friendly outpost

Apply first aid

- Improvement 1 Stop the bleeding
- Improvement 2 Treat for shock
- Improvement 3 Apply a splint to a broken leg

Use a rifle

- Improvement 1 Disassemble and assemble the rifle
- Improvement 2 Clean the rifle
- Improvement 3 Zero the rifle

Book Solution: Lesson 4

UNIT TASKS

Mission: Rifle Squad - Movement to Contact/Meeting Engagement

Occupy Tactical Assembly Area

Move to Contact

Use traveling technique when contact not likely

Use traveling overwatch when contact is possible

Use bounding overwatch when contact is expected

Develop the Situation

Fight Through to Objective

or

Request Assistance from Platoon

Reorganize on Objective

Prepare for New Mission

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Book Solution: Lesson 4

TASKS PERFORMED BY SQUAD LEADER

Unit Task: Rifle Squad--Occupy Tactical Assembly Area

Issue warning or frag order

Distribute ammunition

Put out security

Check individual equipment

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Book Solution: Lesson 4

TASKS PERFORMED BY SQUAD MEMBER
AND/OR SQUAD LEADER

INDIVIDUAL TASKS

Unit Task: Rifle Squad--Reorganize on Objective

Select sites for positions

Dig fox holes

Redistribute ammunition

INDIVIDUAL TASKS

Unit Task: Rifle Squad--Fight Through To Objective

1. Issues orders for attack
2. Calls for fire support
3. Adjusts fire
4. Calls for "Fire for Effect"

Support Fire Team

5. Occupies firing positions
6. Covers enemy positions with rifle fire
7. Covers enemy positions with automatic rifle fire
8. Places grenades/smoke on enemy position
9. Shifts fires from objective on signal (red flare)
10. Moves forward on signal (green flare)

Maneuver Fire Team

11. Moves through covered routes to assault position
12. Signals "open fire" when in position
13. Uses fire and movement to objective
14. Places grenades/smoke on enemy position
15. Signals (red flare) for shift of fires of support fire team
16. Assaults position with hand grenades and automatic fire
17. Signals (green flare) for support fire team to move to objective
18. Reports objective taken

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PERFORMANCE TEST
DEMONSTRATING THE LEFT SIDE PARACHUTE LANDING FALL

Test Conditions:

If test is conducted outdoors, trainee will jump from a two- or four-foot platform into a sand or sawdust landing pit. If test is conducted indoors, trainee will jump from a two-foot platform onto a mat.

Necessary Equipment:

Two-foot or four-foot platform (or chair)
Landing pit or mat

Test Situation:
(TESTER WILL READ TO TRAINEE)

"During this test you will demonstrate left side parachute landing fall. Face the front of the platform and jump from the left side."

Performance Measure:

	<u>GO</u>	<u>NO</u> <u>GO</u>
DEMONSTRATING THE LEFT SIDE PARACHUTE LANDING FALL		
A. Landed on balls of feet with knees bent slightly and feet together.	—	—
B. Upon contact with mat:		
Lowered chin to chest.	—	—
Brought hands up in front of head with elbows in front of chest.	—	—
Bent and twisted torso sharply to the right, forcing body into an arc.	—	—
C. Rolled in the direction of drift (left) without hesitating on balls of feet.	—	—
D. Touched left calf, left thigh, left buttock, and fleshy muscles in the left side of the back to mat in sequence.	—	—
E. Brought feet around to right into line of drift.	—	—
F. Maintained tension in neck throughout fall.	—	—

PERFORMANCE TEST
DETERMINE STEEL CUTTING CHARGES

Test Conditions:

Test will be conducted indoors. Tester will provide trainee with an I-beam silhouette and demolition table.

Necessary Equipment:

Demolition Card Extract
I-Beam Silhouette cut from cardboard
Ruler

Test Situation:
(TESTER WILL READ TO TRAINEE)

"You are a platoon leader with the mission of destroying a bridge to prevent its access to the enemy. The support girders of the bridge are constructed of the type I-beam you have in front of you. Determine the charge to sever the I-beam. You have 2 minutes."

Performance Measure:

	<u>GO</u>	<u>NO GO</u>
A. Measured width and thickness of I-beam flange with the ruler.	—	—
B. Entered demolition table at width and thickness (for flange) columns and located charge at intersection of columns.	—	—
C. Measured width and thickness of the web with the ruler.	—	—
D. Entered demolition table at width and thickness (for web) columns and located charge at intersection of columns.	—	—
E. Doubled the flange charge.	—	—
F. Added the flange and web charges.	—	—
G. Rounded the charge to the highest whole number.	—	—
H. Gave the final charge in pounds.	—	—

Test Standard:

All measures must be correctly accomplished. Measures A thru E are not sequential.

Book Solution: Lesson 5

PERFORMANCE TEST
IMPROVISE PONCHO LITTER

Test Conditions:

No simulated conditions are necessary

Necessary Equipment:

Poncho (or blanket)

Two poles - six to eight feet in length

Test Situation:

(TESTER WILL READ TO TRAINEE)

"Make a poncho (blanket) litter."

Performance Measures:

- | | | |
|--|---|---|
| A. Open the poncho and lay one pole across the center of the poncho and fold poncho over pole to lay half on half. | — | — |
| B. Place the second pole parallel to the first and across the new center region of the folded poncho. | — | — |
| C. Fold the open edges of the poncho over the second pole, half on half. | — | — |

GO

NO
GO

Test Standard:

The litter must support the weight of a soldier when picked up.

NOTE: The soldier shall not fail if he places poles along opposite edges of the poncho and rolls them inward with the poncho.

PERFORMANCE TEST
FOLDING THE UNITED STATES FLAG

Test Conditions:

Test may be conducted indoors or outdoors. Assistant will hold the flag at the blue field edge and help fold as the trainee requests.

Necessary Equipment:

1 United States flag

Test Situation:
(TESTER WILL READ TO TRAINEE)

"At this station you will fold the United States flag. The assistant will help you with the folding as you request. You have 3 minutes."

Performance Measure:

FOLDING THE UNITED STATES FLAG

- | | | |
|---|---|---|
| A. Folded lower striped section over blue field.
(1st lengthwise fold) | — | — |
| B. Folded the folded edge over to meet the open edge.
(2nd lengthwise fold) | — | — |
| C. Started triangular fold by bringing striped corner
of the folded edge to the open edge. | — | — |
| D. Repeated folds until entire length of flag was
folded into a triangle with only the blue field
and margin showing. | — | — |
| E. Tucked margin into the pocket formed by folds at
blue field edge of flag. | — | — |

<u>GO</u>	<u>NO GO</u>
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Elapsed Time

Book Solution: Lesson 5

PERFORMANCE TEST
DISMOUNTED HAND AND ARM SIGNALS

Test Conditions:

Test may be conducted indoors or outdoors.
Trainee will give the signals after the situation is presented.

Necessary Equipment:

None.

Test Situation:
(TESTER WILL READ TO TRAINEE)

"You are a squad leader. Give the appropriate signal for ASSEMBLE, LINE FORMATION, ATTENTION and MOVE OUT."

<u>Performance Measures:</u>	<u>GO</u>	<u>NO GO</u>
A. Give the signal for ASSEMBLE. (At position of attention, raised arm vertically overhead, palm to the front, and waved in large horizontal circles.)	—	—
B. Give signal for LINE FORMATION. (At position of attention, raised both arms to the side until horizontal with arms and hands extended and palms down.)	—	—
C. Give signal for ATTENTION. (At position of attention, extended the arm sideways above horizontal, palm to the front; waved arm to and away from the head several times.)	—	—
D. Give signal for MOVE OUT. (At position of attention, faced the desired direction of movement, extended the arm to the rear with palm up, then swung it overhead and forward until it was horizontal with palm down.)	—	—

PERFORMANCE TEST
MOUNTED ARM AND HAND SIGNALS

Test Conditions:

Test may be conducted indoors or outdoors. Trainee will give the required signals after each situation is presented.

Necessary Equipment:

None.

Test Situation:
(TESTER WILL READ TO TRAINEE)

"You are a platoon leader commanding five tanks on the move. Signal your platoon to turn right, open up, and form a wedge formation."

<u>Performance Measures:</u>	<u>GO</u>	<u>NO GO</u>
A. Give signal for RIGHT TURN. (With back to vehicles, extended right arm upward at 45° angle, with index finger extended and rest of right hand in a fist.)	—	—
B. Give signal for OPEN UP. (Facing vehicles, extended both arms vertically with fingers touching and palms to the rear, then lowered arms to horizontal with palms down.)	—	—
C. Give signal for WEDGE FORMATION. (Facing vehicles, held both arms overhead, bent at elbows, with fingers together and palms facing each other.)	—	—

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Book Solution: Lesson 5

PERFORMANCE TEST
SPLICING FIELD WIRE WITH AN EXPEDIENT SPLICE

Test Conditions:

Test may be conducted indoors or outdoors. Wires will be stripped so that four inches of wire are exposed and the end of each wire is protected by insulation.

Necessary Equipment:

- 1 Pair Pliers, TL-13-A
- 2 Eighteen-inch pieces of field wire stripped for splicing
- 1 Table

Test Situation:

(TESTER WILL READ TO TRAINEE)

"During this test, you will splice two pieces of wire with an expedient splice. Tie the wires and seize the splice. You have 4 minutes."

Performance Measure 1:

GO

NO
GO

TYING SQUARE KNOT

- A. Tied wires together with square knot leaving 1/4 inch space between knot and insulation.

—

—

Performance Measure 2:

SEIZING SPLICE

- A. Removed last 2-inch section from each wire.
- B. Separated steel strands from copper strands.
- C. Cut steel strands flush with ends of insulation.
- D. Crossed left-hand end of copper strands over crest of knot and wrapped strands over bared portion of right-hand conductor until two turns had been made on insulation.

—

—

—

—

—

—

—

—

Overall Elapsed Time

—

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PERFORMANCE TEST
TYING BOWLINE KNOTSTest Conditions:

Test will be conducted indoors or outdoors.

Necessary Equipment:

Rope at least 6 feet long.

Test Situation:
(TESTER WILL READ TO TRAINEE)

"Tie a bowline knot."

Performance Measures:GONO
GO

TYING BASIC BOWLINE

- | | | |
|---|---|---|
| A. Formed loop in standing end. | — | — |
| B. Passed running end up through loop. | — | — |
| C. Passed running end around back of standing end. | — | — |
| D. Passed running end back through first loop and
pulled knot tight. | — | — |
| E. Tied half-hitch inside main loop. | — | — |

Book Solution: Lesson 5

PERFORMANCE TEST
THE SEAT RAPPEL

Test Conditions:

Test can be conducted indoors or outdoors.

Necessary Equipment:

A snaplink and a nylon sling rope

Test Situation:

(TESTER WILL READ TO TRAINEE)

"During this test you will construct a sling rope seat that you could use in rappelling. Your dominant hand is your breaking hand. You have 2 minutes."

Performance Measure:

GO

NO
GO

THE SEAT RAPPEL

- | | | |
|--|---|---|
| A. Placed sling rope across his back until center of its length is on the hip opposite to the dominant hand. | — | — |
| B. Tied an overhand knot in front of the body. | — | — |
| C. Brought the ends of the rope between the legs (front to rear), around the legs, and over the hips. | — | — |
| D. Tied rope with a square knot and two half hitches on the side opposite the braking hand. | — | — |
| E. Placed the snaplink (gate down and opening toward the body) through the single rope around the waist and the two ropes forming the overhead knot. | — | — |
| F. Rotated snaplink one half turn so that the gate was up and opened away from the body. | — | — |

PERFORMANCE TEST
LOCATION OF TARGET ELEMENT FOR CALL FOR FIRE
USING SHIFT FROM A KNOWN POINT

Test Conditions:

Test will be conducted indoors. Trainee will be given a statement of the location of a target in relation to a reference point and the azimuth from the observer to the target. Tester will select a situation to present each trainee.

Necessary Equipment:

Narrative descriptions of several target locations

Test Situation:

(TESTER WILL READ TO TRAINEE)

"For this test you are a forward observer for a field artillery battery. You have acquired the following target: (Read situation selected.) Transmit the Location of Target element for a call for fire using shift from a known point. You have 2 minutes to prepare your transmission."

Performance Measure:

GO

NO
GO

TRANSMITTING LOCATION OF TARGET ELEMENT FOR A CALL FOR FIRE USING SHIFT FROM A KNOWN POINT

- | | | |
|---|---|---|
| A. Stated known point as "From Registration ____." | — | — |
| B. Stated observer-target azimuth as "DIRECTION ____." | — | — |
| C. Stated lateral shift from known point, if any, as "RIGHT/LEFT ____." | — | — |
| D. Stated range shift from known point, if any, as "ADD/DROP ____." | — | — |
| E. Stated vertical shift from known point, if any, as "UP/DOWN ____." | — | — |
| F. Stated parts of element in order: known point, observer-target azimuth, lateral shift (if any), range shift (if any), and vertical shift (if any). | — | — |

Book Solutions: Lesson 7

REPORT OF PERFORMANCE TEST RESULTS I

Anderson, John

No training in map reading required.

Black, David

Needs training in Contour Lines, Grid Coordinates, and Orienting a Map

Carter, Bruce

Needs training in Curved Line Distance, Contour Lines, Grid Coordinates, and Orienting a Map

Needs to be tested on Map Symbols

Douglas, Andrew

Needs training in Curved Line Distance, Contour Lines, and Grid Coordinates.

Estes, Charles

Needs training in Curved Line Distance, Grid Coordinates, and Orienting a Map.

Frank, Harold

Needs training in Curved Line Distance, Grid Coordinates, and Orienting a Map.

Green, Louis

Needs training in Orienting a Map.

Harper, Marc

Needs training in Grid Coordinates, Map Symbols, and Orienting a Map.

Needs to be tested on Contour Lines

Ivory, Walter

Needs training in Curved Line Distance and Orienting a Map

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Book Solution: Lesson 7

REPORT OF PERFORMANCE TEST RESULTS II

Tasks which are performed on a recon patrol and which were not mastered by all of the men should receive top priority.

Handling prisoners

Passing through barbed wire obstacles

Reporting information of intelligence value

Probing for mines

Hand salute	)	
Defensive positions	)	
Field Telephone	)	All lower priority and therefore not included.
Improvise litter	)	

Book Solution: Lesson 8

RESOURCES THAT WILL BE NEEDED

Task to be taught: Read six digit grid coordinates

Men to be trained: 10

Resources needed:

11 maps
11 tables
11 3 x 5 or 4 x 6 index cards
11 pencils
1 instructor
1 hour

Task to be taught: Improvise a litter

Men to be trained: 6 (Note: men will work in groups of 3)

Resources needed:

2 blankets or ponchos
4 poles 7 feet long, 3 to 4 inches in diameter
1 instructor
1/2 hour

Task to be taught: Pass beneath barbed wire obstacle

Men to be trained: 14

Resources needed:

Barbed wire obstacle w/noisemakers attached
Rifle and helmet for each student
1 instructor
1/2 hour

Task to be taught: Put a telephone TA 312/PT into operation

Men to be trained: 20 (Note: men will work in pairs)

Resources needed:

12 TA 312/PT telephones with batteries
12 TL-13A wire pliers
30 feet of WD-1/TT field wire
2 instructors
1/2 hour

Book Solution: Lesson 8

TRAINING THAT MUST BE SIMULATED

Since barbed wire is not available, the field wire may be simulated for this type training.

SEQUENCE OF TASKS FOR TRAINING

Set #1 Land Navigation (Easy to difficult sequence)

Navigate across open country in daylight with aid of a compass
Navigate across wooded country in daylight with aid of a compass
Navigate across open country at night with aid of a compass

Set #2 First Aid (Job performance sequence)

Stop bleeding
Protect the wound
Treat for shock

Set #3 Map Reading (Sequence unimportant)

Measure the distance between two points on a map
Measure elevation and slope by interpreting contour lines
State the condition of a road by "reading" its map symbol

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Book Solution: Lesson 10

TRAINING METHODS

Problem #1. Tutoring is the preferred method. Since the number of individuals to be trained is very small (3), and the equipment is available, it is practical to have an NCO give individual attention to each of the three needing training. Although the NCO might organize his instruction much in the same manner as for a small group, it is possible for him to tutor each individual when the size of the group is only three individuals. See page 29 of Performance Oriented Training Methods for explanation of the tutoring method.

Problem #2. The small group/physical skills method is preferred. The number of personnel is such that they constitute a small group; and the skill to be learned is a physical one. The group is too large for tutoring. Peer Instruction is not practical in that the peer instructors would have to be trained in advance which would add to the time required. See page 30 of Performance Oriented Training Methods for explanation of the small group/physical skills method.

Problem #3. Role playing is the preferred method. It is practical for each one of the NCOs to play the role of the person with the record of "goofing off" while other NCOs act as counsellors or observers. A rotation of individuals through the various positions will give each

NCO an opportunity to learn counseling from the viewpoint of the person being counseled, the counselor, and as an observer. See page 32 of Performance Oriented Training Methods for explanation of the role playing technique of instruction.

Problem #4. The Small Group/Social Skills method is preferred. The number of students is small and each has a role to play. Each student takes a turn at being the platoon leader for a situation presented by the simulated squad leaders (the situation is furnished by the instructor in each case). The NCO platoon leader is required to conduct a discussion of the squad leaders and effectively reach a solution to the problem. The instructor in the Small Group/Social Skills method furnishes the situations. He observes and critiques the performance of the NCO platoon leader in arriving at a solution. See page 31 of Performance Oriented Training Methods for discussion of the Small Group/Social Skills technique of instruction.

Problem #5. The Small Group/Physical Skills method is preferred. Although the number of students exceeds the 4 to 15 student criteria for this type instruction, it is appropriate to break this group of 20 into two groups and use the small group method. Simulation methods could be considered along with the small group method if instruction were concerned with the actual arming or disarming of the dummy mine. In this case, the skill being learned is correct probing and this does not call for any simulation techniques.

Book Solution: Lesson 11

TRAINING SCHEDULE

Unit _____

Starting Date _____

	Subject	Principal Instructor	Location	Student Uniform	Perf. Test References
Monday					
0800-1200	FA	1	A	1	3,5
1300-1700	MBT	2	B	2	6,7
Tuesday					
0800-1200	CCC	3	C	2	1,2,3
1300-1700	MR	2	E	1	1,2,3
Wednesday					
0800-1200	LNO	5	F	2	1,2,3,4
1300-1700	LNO	5	F	2	1,2,3,4
Thursday					
0800-1200	FM	6	D	2	3,4,6
1300-1700	PTO	6	C	2	1,2,4
Friday					
0800-1200	RP	4	G	2	1
1300-1700	CP	7	H	2	1
Saturday					
0800-1200	Remd/Trng	As required	As required	As required	As required

Remd/Trng = Remedial Training

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Book Solution: Lesson 12

Possible deficiencies in a performance oriented training program. (SOLUTION)	Possible Outcome		
	High No Go Rate	False High Go Rate	Waste
1. Men are given training on skills they already have.		x	x
2. Less equipment and instructors are used than are needed . .	x		
3. More equipment and instructors are used than are needed . .			x
4. Tasks, conditions, and standards covered in training differ from the tasks, conditions and standards used in testing. .	x		
5. Inadequate records are kept of student progress			x
6. Instructors don't know the skill or are poor teachers . . .	x		x
7. Testers don't know the skill or are poor testers.	x	x	x
8. The explanation/demonstration/talk-through phase is omitted or is too short	x		x
9. The explanation/demonstration/talk-through phase is poorly conducted.	x		x
10. The explanation/demonstration/talk-through phase is too long.			x
11. "Nice to know" material is covered in the explanation/demonstration/talk-through phase			x
12. Students cannot hear the explanation or see the demonstration.	x		
13. The independent practice phase is omitted or is too short .	x		
14. The independent practice phase is poorly supervised	x		
15. The independent practice phase is too long.			x
16. The instructor fails to correct students who make mistakes during the talk-through or independent practice	x		
17. Students waiting to be tested can see and hear students who are being tested		x	
18. The tester gives students extra help when testing them. . .		x	