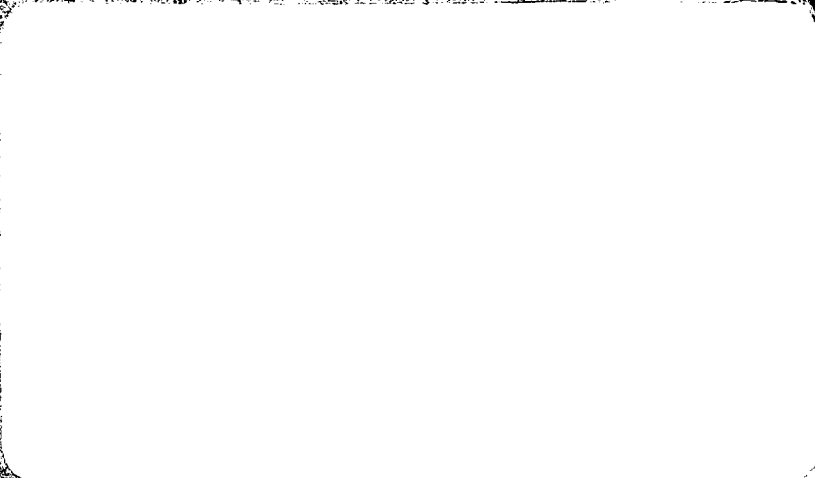


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HumRRO-RP-WD-TX-75-26
DECEMBER 1975

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PROBLEM SITUATION CATALOG
FOR
SENIOR NCOs
by

Paul G. Whitmore, Leo C. Benson,
and Susan M. Larson

AD B C
FEB 7 1976
HUMAN RESOURCES RESEARCH ORGANIZATION

Work Unit SMAC

HUMAN RESOURCES RESEARCH ORGANIZATION
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ADDITIONAL NOTES

performed by HumRRO Western Division under Work Unit SMAC.

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Problem Solving

Continue on reverse side (if necessary and identify by block number)

The report contains a number of problem situations in which senior NCO may be involved. The problem situations were identified through interviews with senior NCOs. Each problem situation was analyzed by a small group made up of a senior NCO, one or two officers, and behavioral scientists. The group used problem solving techniques in doing the analyses.

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HOW TO USE THIS CATALOG

This catalog contains a number of problem situations in which senior NCO may become involved. The problem situations were identified through interviews with senior NCOs. Each problem situation was analyzed by a small group made up of several senior NCO, one or two officers, and behavioral scientists. The groups used group problem solving techniques in doing the analyses.

Candidate Performance Exercises were identified from the group analyses by behavioral scientists. These exercises are stated as situationally-oriented performance exercises. Key words related to each exercise were identified and listed in the INDEX.

If you are teaching one or more lessons related to some of these Key words, then you can review the Candidate Performance Exercises associated with the Key words as possible performance objectives for your lessons. The INDEX lists the Key words and the pages on which Candidate Performance Exercises can be found for each Key word. The problem situation and the results of the group analysis are presented immediately preceding each block of Candidate Performance Exercises.

Some of the Key words are critical skills which are related to a number of problem situations. These Key words are underlined in the INDEX. Definitions of these skills are presented on pages 65 to 74. These definitions can be useful for designing instructional materials and for identifying performance errors.

The last section of the catalog presents a suggested performance-oriented training approach for guiding the development of training materials and methods for training senior NCOs in these kinds of skills. This section begins on page 75.

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INDEX^{1/2/}

<u>Entry</u>	<u>Page</u>
Combat	59(3), 60
Combat Briefing	55(2)
<u>Communication</u>	9(2), 10(3), 24(3), 25(3), 29, 37(2), 39, 55, 64
Consumer Guidance Resources	51
<u>Counseling, Performance</u>	10(3), 11(2), 19(2), 20(3), 45(6), 46(2), 60(4)
<u>Counseling, Personal</u>	45(2), 52(2)
MODB Entries	24(3)
Details	29(5), 30(2)
FTX	9, 10, 11
<u>Group Problem Solving</u>	3(2), 10(3), 11, 19, 20, 24(2), 25, 29(2), 30, 37(3), 38(4), 51(2), 52(3), 55, 60, 63(3)
Indebtedness	51, 52(3)
<u>Individual Problem Analysis</u>	3, 9, 11, 19, 24, 29(3), 37, 45, 51(2), 55(2), 59, 63
Job Standards	45(2)
NCO Training	3(4)
<u>Performance Analysis</u>	3, 25(2), 46, 59(4)
<u>Performance Management</u>	11(2), 19, 20, 24, 37, 38, 45, 46, 59(3), 60, 63(3), 64(2)
Performance Objectives	3, 11, 25(2), 59
<u>Performance-Oriented Testing</u>	3, 9, 10, 19, 20, 24, 25, 39
<u>Performance-Oriented Training</u>	3, 9, 10, 19, 20, 24, 25, 39, 51, 52(2)
Personal Appearance Standards	63

1/ Underlined entries are defined skills in this catalog. See page .

2/ Numbers in parentheses indicate the number of entries on the page.

<u>Entry</u>	<u>Page</u>
P. I. O. Release	29
Survey Items	51
Survey Planning	51
Training	3, 9(4), 10(2), 11, 19(4), 20(2), 24(2), 25, 59(2)
Use and Misuse of Men	37(4), 38(4)
Women in the Army	29(2)

PROBLEM SITUATION ANALYSES

DRAFT

NCO TRAINING

PROBLEM STATEMENT

CSM Jones' Battalion CO has asked him to develop and implement a new NCO training program before he (the CO) leaves in three months. The old program emphasized administrative skills and equipment skills. The present NCOs, however, are functioning effectively in these areas, partly because of the old program. Presently, the battalion is having a moderately high AWOL rate and poor morale (fights among men, thefts in the barracks, ruckuses in civilian establishments, etc.).

Analysis

This problem is analyzed into one main problem which is analyzed into conditions to be commended and conditions to be corrected.

Sub-Problems - Set A.

Conditions to be Commended:

1. The NCOs are presently functioning effectively in their administrative skills and equipment skills.
2. The current NCO training program is adequate in the training of administrative and equipment skills.

Conditions to be corrected (Sub-Problems - Set A):

1. AWOL rate is moderately high for this battalion.
2. There are some symptoms of poor morale: a. fights among men; b. thefts in barracks; c. off-post ruckuses.
3. Time is short to set up new program.
4. NCOs are not getting training in counseling within the battalion.
5. The CO told the CSM to solve these problems with a new NCO training program.

Solutions - Set A.

1. As a first step, CSM does an analysis of this mission and decides on criteria for new NCO training program.
2. CSM meets with ISGTs and staff NCOs to discuss NCO training program and they agree on criteria for a good NCO training program.

3. CMS has his First Sergeants review these alternative programs and write up their evaluations.
4. CMS selects an NCO training program that is performance-oriented. For example, practice NCOs in real problem situations involving leadership, administration and equipment skills. This program is to be diffused throughout regular training and includes parts of old program.
5. When the CSM sets up program, he will involve all NCOs informally in identifying problem situations and as instructors. Focus on skill awareness and acquisition; practice will be done in problem situations. Evaluators will observe and give feedback.
6. CSM presents at least two alternative programs, including the above, to the Battalion CO for his approval along with the First Sergeants' written reviews of these.

Criteria - Set A.

1. Satisfy the CO.
2. Meet the needs of the NCOs.
3. Meet the three month deadline.
4. Avoid worsening the conduct of EM.
5. Avoid creating problems among NCOs and threatening their positions.
6. Achieve improved EM conduct.
7. Maintain current level of NCO skills in administration and equipment.

Probable Difficulties - Set A.

1. Resistance to new training program from senior NCOs.
2. New program may not lower AWOL rate, raise morale, etc.

CANDIDATE PERFORMANCE EXERCISES

Index Terms

- Individual problem analysis
NCO Training
- Given the NCO Training Problem Statement, the student identifies and states 80 percent of the sub-problems, solutions, and criteria listed in the analysis.
- NCO training
Performance analysis
Performance objectives
Performance-oriented testing
Performance-oriented training
Training
- Given the NCO Training Problem Statement and appropriate Army manuals and documents, the student will develop general performance objectives and an instructional approach for the NCO training program. Program should be performance-oriented, and integrate leadership, administration, and equipment skills in common performance episodes.
- Group problem-solving
NCO training
- In a live enactment, the student, as CSM, meets with his First Sergeants and staff NCOs to develop a comprehensive NCO training program. One ISG is resentful about implied criticism of the old NCO training program, since he was involved in its development. Other NCOs resist accepting the need for counseling training. They view it as an unimportant skill for NCOs. The student will be scored on his definition of the problem, on the quality of the resulting criteria, on the identification of appropriate performance episodes, on his ability to defuse the NCO's emotions, and on his use of techniques that facilitate acceptance of the final solution by the NCOs.
- Group problem solving
NCO training
- Given a presentation (narrative, audiotape, or videotape) of a CSM meeting with his First Sergeants and staff NCOs to develop a comprehensive NCO training program, the student will identify at least 80 percent of strengths and weaknesses in the Command Sergeant Major's performance.

BATTALION FTX

PROBLEM STATEMENT

A battalion is just starting its preparatory phase for its ATT in three months. The commander decides to run a three-day FTX to shake out the bugs and see where training emphasis needs to be placed. The CSM walks around during the FTX and observes the following events.

He comes upon a squad from the second platoon of A Company taking a rest on the road. The eleven men are sitting around in a small group, smoking, and talking quietly. He asks two PFCs what their objective is. They don't know. Neither does the junior fire team leader.

Later he visits A Company in bivouac at chow time. The men are waiting in line to get fed. There's some friendly jostling and shoving. At this point the men seem to be enjoying the exercise. Then two men start hitting a third man with their caps.

After dark, he is attracted by the glow of a cigarette. He finds a sentry smoking. He's guarding A Company's ammo dump.

The next day he visits B Company. He asks a machine gunner for his range card. The platoon sergeant hurries over to tell him that he hasn't had time to get to help the men set up their range cards. He asks another man for the pass word. He doesn't know. The platoon sergeant explains the men will be given the pass word in the chow line. He checks the fields of fire of one of the flank platoons and finds a gap in it. The platoon sergeant tells him that the squad leader is new and that he hasn't had time to help him.

Then he watches an 81 mm mortar crew set up on top of a hill. The squad leader shows the men carrying the base plate where to put it. He lets the plate slide off his hip and onto the ground. He orients towards the valley in front of him. The man carrying the tube mounts it on the plate. And the ammunition bearer drops his rounds a short distance away. Two of the men sit down and talk, and the third throws rocks into the valley.

At the end of the third day, he watches as C Company returns to garrison. The CO says, "Good job. Now go get some rest?", and the 1SG dismisses the company. He joins the NCOs at the coffee urn in the orderly room. The CO has gone to the battalion commander de-briefing. The 1SG says, "Thank God that's over. We don't even have to think about one of these things until the next one."

Analysis

Five sub-problem sets were identified:

1. Unit priorities.
2. Training.
3. Non-training commitments.
4. Conduct of FTX.
5. Leadership.

Sub-Problem - Set A. Unit Priorities.

1. Lack of command emphasis on preparation for FTX.
2. Failure to use chain of command for disseminating information.
3. May be too many non-training commitments.
4. Emphasis may be on maintenance rather than training.
5. Battalion commander may not have set priorities for battalion activities.

Solutions - Set A.

1. Commander prepares broad policy guidance for battalion.
2. Policy guidance is disseminated down chain of command.
3. Commander follows up on policy implementation. May use CSM for major part of this activity.
4. Commander collects feedback from all levels on policies. May use CSM to collect feedback from NCOs and EM.
5. Commander modifies policies on basis of feedback.

Criteria - Set A.

1. Achieve: Set policies that include priorities, standards, and conditions.

Probable Difficulties - Set A.

1. Developing an open and honest feedback system to commander.

Sub-Problem - Set B. Training.

1. Emphasis may be on maintenance rather than training.
2. Training time may be wasted on inappropriate training content.
3. Improper evaluation may be made of training.
4. Training schedules may not be followed.
5. Focus may be on unit performance rather than individual skills.
6. Training objectives may not be clear.

Solutions - Set B.

1. Commander gives training a high priority which is reflected in the training schedules.
2. Write clear training objectives and disseminate to lowest EM.
3. Provide trainers with guidance, time, space, and support.
4. Redefine responsibilities of NCOs in training: performance-oriented, student centered, and criterion-referenced training system.
5. Emphasize small unit, simple training, and "walk throughs."
6. Develop training programs to increase individual skills.
7. After each training exercise, pool information about deficiencies from all observers and disseminate as feedback to battalion.
8. Allow only minimum interference from details.

Criteria - Set B.

1. Avoid doing training just for show.
2. Achieve skill acquisition on individual level.
3. Achieve small unit proficiency.

Probable Difficulties - Set B.

1. Problem sticking to training schedule because of changed priorities at higher headquarters.

Sub-Problem - Set C. Non-Training.

1. Difficulties follow training schedule due to non-training commitments from higher headquarters.

Solution - Set C.

1. Integrate non-training commitments into schedule so as to minimize interference with training.
2. Allow time in training schedule for other commitments. Don't plan too tightly.

Criteria - Set C.

1. Minimize interference of training schedules.
2. Maintain training as high priority area.

Probable Difficulties - Set C.

1. Higher headquarters setting top priority on non-training commitment.

Sub-Problem - Set D. Conduct of FTX.

1. Lack of command emphasis on FTX.
2. Lack of organization in running FTX.
3. Troops not ready for FTX.

Solutions - Set D.

1. Set specific objectives for each unit in each FTX.
2. Supplement with CPXs.
3. Give feedback to all troops on FTX.
4. Stretch unit movement and maneuver capabilities in successive approximations.
5. Emphasize small unit training.
6. Recognize that primary value of FTX is for command elements, not troops.

Criteria - Set D.

1. Achieve clear training objectives for FTX.
2. Achieve mission capability of unit.
3. Achieve sufficient training for individual troops and units before FTX.

Probable Difficulties.

1. Obtaining sufficient time for individual and small unit training.

Sub-Problem - Set E. Leadership.

1. Lack of delegation of responsibility to junior NCOs.
2. Probable failure to learn from mistakes because mistakes may be severely punished by NCOs.
3. Improper use of criticism and praise by NCOs.
4. Probable focus on short range objectives.
5. Troops do not have big picture (long range goals for unit and individuals).
6. Performance standards set too low.

Solutions - Set E.

1. Specifically define the responsibilities of each level of NCO.
2. Train NCO in proper methods of using praise and criticism.
3. Turn mistakes into learning situations rather than punishment situations.
4. Have lower level troops and NCOs perform next job up for brief periods (role reversal)--train for succession.

Criteria - Set E.

1. Avoid zero defects attitude.
2. Achieve a problem-solving/improvement-oriented attitude.
3. Achieve proper training.
4. Achieve higher training standards.

CANDIDATE PERFORMANCE EXERCISES

Index Terms

- FTX Individual problem analysis** Given the Battalion FTX Problem Statement, the student will identify and state specific sub-problems, criteria, and solutions. A minimally successful performance will include at least one sub-problem from each set and at least 16 of the 21 listed sub-problems; at least one criterion from each set; and an acceptable solution for every listed sub-problem.
- Communication Individual problem analysis Officer/NCO interaction Training** In a live enactment of an interchange between a Battalion Commander and his CSM, the Battalion CO will give the student oral guidance on broad policy guidance for placing high priority on training activities. The initial presentation will be incomplete. The student will clarify issues as he sees them with the Battalion Commander and develop a clear, written policy statement that incorporates all the points as given in the Battalion CO's role statement.
- Training** Given presentations (narrative or videotape) of battalion situations involving training policy conflicts a CSM might reasonably observe or learn about, and broad policy statements issued by the Battalion CO, the student will critique each situation with regard to the policy statements.
- Communication Training** Given a presentation (narrative or videotape) of a battalion staff meeting at which the Battalion CO discusses priority guidelines for training and a copy of draft policy statements, student critiques draft for accuracy, completeness, and clarity. A minimally acceptable performance will correct 80 percent of the errors built into the draft.
- Performance-oriented testing Performance-oriented training Training** Given a presentation (narrative or videotape) of training and testing episodes in a battalion, student will identify errors in procedure and specify how to correct them. A minimally acceptable performance will identify and correct 80 percent of the errors built into each episode. Some episodes will be free of errors.

Communication Given a presentation (narrative or videotape) of faulty training and testing episodes in a battalion and prescriptions for correcting them, student will counsel responsible NCO in a role playing enactment. NCO roles will include various kinds of misinformation about learning and will involve resistance to change. Student will use appropriate counseling techniques to effect desired change.

Counseling, performance Group problem solving Training Given a presentation (narrative or videotape) of faulty training and testing practices in a battalion, student will take role of CSM in a live enactment of a group meeting and lead meeting of senior NCOs to identify and solve problems. Senior NCO roles will include common misconceptions about learning and will involve resistance to change. Student will use appropriate group problem solving techniques to bring about desired changes.

Communication In a live enactment, student will instruct senior NCO in general procedures for developing performance-oriented training and testing procedures for individual skill training in a battalion. Senior NCO roles will include common misconceptions about learning and will involve resistance to change.

Group problem solving
Performance-oriented testing
Performance-oriented training

Communication Given a presentation (narrative or videotape) of faulty FTX episodes, then in a live enactment student will play role of CSM de-briefing senior NCOs. Student will be scored on points covered, clarity of presentation, and ability to defuse feelings and gain acceptance of critique by NCOs. NCO roles will include common misconceptions about conduct of FTXs.

Counseling, performance FTX Group problem solving

<p>Individual problem analysis Training</p>	<p>Given Battalion CO's priority policies, training schedules, and conflicting non-training commitments over a period of time, student will develop recommendations in writing for solving conflicts within policy guidelines. Student will be scored on quality of solutions.</p>
<p>Counseling, performance Group problem solving</p>	<p>Given Battalion CO's priority policies and a specific conflict encountered by one or several NCOs, student acting as CSM in a live enactment, will facilitate group problem solving of the conflict. Additional hidden conflicts may be built into senior NCO roles. Student will be scored on percent of problems identified, quality of solutions, and use of techniques leading to acceptance of solutions by senior NCOs.</p>
<p>Communication FTX Performance objectives</p>	<p>Given a presentation (narrative or videotape) of a battalion staff meeting discussing a coming FTX and a set of draft objectives for the FTX, student will critique the objectives for completeness, accuracy, and clarity.</p>
<p>Performance management</p>	<p>Given a presentation (narrative or videotape) of episodes of NCO's faulty performance management practices in a battalion FTX and during routine training, student will identify errors and describe correct procedure.</p>
<p>Counseling, performance Performance management</p>	<p>Given a presentation (narrative or videotape) of episodes of a senior NCO's faulty behavior management practices, then in a live enactment student will counsel NCO on his performance management practices. Common misunderstanding about behavior management will be built into the NCO role. Student will be scored on his identification of errors, quality of solution, and use of techniques for maximizing acceptance by senior NCO.</p>

DRAFT

BATTALION TRAINING

PROBLEM STATEMENT

CSM Williams has just completed a tour of training going on in the battalion. These are the things he saw:

1. SGT Stebbins was instructing a group of 20 men from several different companies in the firing procedure for the Redeye weapon. In spite of a very tight training schedule, the CO had said he wanted to be sure there were back-up Redeye gunners available in the battalion.

SGT Stebbins had the trainees arranged in a large semi-circle around his AI who was demonstrating the use of the weapon. He had three charts set up on stands where all the men could see them. The first chart listed the safety precautions prior to firing, the second chart listed the firing steps, and the third chart displayed sight pictures for tracking and super-elevating for various target approaches. He also had a cassette tape player feeding into several speakers spread throughout the class. The cassette player was used to present the sound of target acquisition IR tones to the class.

SGT Stebbins described each step in the firing cycle as his AI demonstrated the step. SGT Stebbins' presentation was clear, simple, and accurate. His words and the AI's actions were well coordinated. As he proceeded, he asked trainees oral questions to check on their understanding of critical points in the firing cycle. At the end of the period, he gave them an examination consisting of twenty multiple-choice items covering all the critical points in the firing cycle. The trainees have to score 80 percent to be designated alternate Redeye gunners.

2. SGT Jackson was practicing a platoon in close order drill. This platoon was to become a special unit for battalion ceremonies. He had been working with them for two weeks. He was a bear about finding and correcting every possible mistake. He kept the men drilling until they turned in a perfect performance, which required an extra hour of practice. They were scheduled to practice for one and one half hours every other day.

SGT Jackson told CSM Williams that the men weren't very motivated, that they grumbled and complained, and that he had to stay on them all the time. He didn't think that they stood a chance in the Post's drill competition. CSM Williams thought that they looked pretty sharp.

3. SGT Phelps was instructing a class in aircraft recognition. He projected an image of an aircraft on the screen and asked a trainee to point out and name one recognition feature of the aircraft. The trainees used such words as "dihedral," "emmpenage," and "nacelle." When all the recognition features of the aircraft had been named, SGT Phelps told them the name of the aircraft and went on to another aircraft. He went through five aircraft in this manner and then started over again with the same aircraft. At the end of the period he gave a test in which the trainees were required to select the correct recognition features for each of the five aircraft from a list of thirty recognition features. SGT Phelps told the class that they would move on to another five aircraft the next day.
4. At the motor pool, SGT Hernandez was training a dozen truck drivers to pull operator maintenance. CSM Williams watched as he instructed them on how to check fluid level in the automatic transmissions. He had the men crowd around the truck. He talked very loudly so that they could hear him over the noise of nearby engines. He explained the procedure to them, step by step. Then he had two of the trainees actually check the fluid level while others watched.
5. SGT Winkowski was conducting a special class in counseling for a group of ten NCOs. SGT Aaron was presenting a report on transactional analysis. He had researched the topic and prepared a summary. The class was comparing TA to other approaches they had studied--client-centered counseling, reality therapy, and Gestalt therapy. In the process, they reviewed several case studies and discussed how different approaches would have handled each case.

ANALYSIS

Each event observed by CSM Williams defines a sub-problem. Each sub-problem is analyzed into conditions to be commended and conditions to be corrected.

Sub-Problem - Set A. Training of Redeye Back-up Gunners.

Conditions to be Commended:

1. Good arrangement for introductory instruction.
2. Preparation of a good set of visual aids.
3. SGT Stebbins and his AI made an excellent presentation.

Conditions to be Corrected:

1. No hands-on practice.
2. Need Redeye trainers for trainees to use. Can a moving IR source be provided for tracking training?
3. Need valid performance test.
4. Poor planning that leads to having too many trainees at once.

Solutions - Set A.

1. Analyze training needs so as to distribute training over time as needed.
2. Obtain Redeye trainers (guided missile training set M-76).
3. Develop practical exercise (see FM23-17, Redeye Guided Missile System, October 1971).
4. Obtain access to tracking range or tracking location for targets of opportunity.
5. Counsel SGT Stebbins on his training approach.

Criteria - Set A

1. Avoid crash programs.
2. Maintain professional instruction.
3. Achieve an adequate number of proficient Redeye back-up gunners.
4. Avoid increased costs, if possible.

Probable Difficulties - Set A.

1. Finding an appropriate tracking location for targets of opportunity.

Sub-Problem - Set B. Training a Drill Team.

Conditions to be Commended:

1. Dedication of participants.

Conditions to be Corrected:

1. SGT Jackson's negative motivation towards the men.
2. Check quality of support provided by the rest of the unit. Are these the best men for a unit drill team?
3. SGT Jackson has not informed men of benefits of winning drill competition.
4. SGT Jackson does not provide positive incentives (recognition for improvement) for the men in the team.
5. SGT Jackson views himself only as the boss of the team and not as an integral member.
6. SGT Jackson is too professional, expectations are too high.
7. SGT Jackson lacks balance in his concern for men and mission.
8. SGT Jackson has over-worked the men in the drill team and made it an undesirable experience.
9. SGT Jackson may have failed to identify weak men in team and removed them.
10. SGT Jackson may be wrong man for the job.

Solution - Set B.

1. Counsel SGT Jackson to:
 - a. Have shorter drill periods more often each day: Drill-chalk talk-drill cycle.
 - b. Communicate objectives and positive incentives to men.
 - c. Recognize team effort and his own role as a member of the team. Seek out and accept criticism from the team regarding his own performance.
2. Seek greater command emphasis for drill team.
3. Place membership in drill team on a volunteer basis.
4. Use elimination contests to select team members.
5. Provide incentives for drill team:
 - a. Provide special uniform supplements.
 - b. Schedule practice drills as an alternative to some other undesirable activity.
 - c. Perform for rest of battalion.
 - d. Provide money for supplying and cleaning drill uniforms.

Criteria - Set B.

1. Avoid squelching SGT Jackson's dedication and enthusiasm.
2. Achieve harmony in drill team.
3. Avoid increased training time.
4. Avoid costs to the individual.
5. Achieve a sharp drill team.

Probable Difficulties - Set B.

1. Re-orienting SGT Jackson's view of his relationship to the drill team.
2. Getting SGT Jackson to use positive incentives effectively in training the drill team.

Sub-Problem - Set C. Aircraft Recognition Training.

Conditions to be Commended:

1. Use of repetition.

Conditions to be Corrected:

1. Terminology is too complex.
2. Too much information per session; too many aircraft per day.
3. No leeway for failure. Progression from one group of aircraft to the next is based on a schedule rather than on student learning.
4. Training is not performance (or skill) oriented.
5. Testing is not performance-oriented.

Solutions - Set C.

1. Translate terminology into common words already understood by the trainees.
2. Re-define objectives to place stress on recognizing whole aircraft images rather than stopping with the naming of recognition features.
3. Have students practice naming aircraft images as they are projected on the screen.
4. Test students by having them name aircraft images as they are projected on the screen. (FM44-30, Visual Aircraft Recognition, August 1971, establishes 5 second exposures for testing.)

5. Require each trainee to achieve a certain percent correct on an aircraft naming test of the group of aircraft he is learning before being introduced to the next group of aircraft. (FM44-30, Visual Aircraft Recognition, August 1971, establishes a 90 percent standard.)
6. Give trainees an aircraft naming test before training to establish what they need to learn.
7. Counsel SGT Phelps regarding aircraft naming rather than recognition feature naming as the appropriate objective for training. However, he should understand that learning recognition features is an important step towards learning to name aircraft.

Criteria - Set C.

1. Achieve relevance and simplicity in the training program.
2. Achieve 90 percent correct on aircraft naming test at end of training covering all aircraft in the program.

Probable Difficulties - Set C.

1. If SGT Phelps is a highly experienced aircraft recognition instructor, he may strongly resist changing from an out-moded method of instruction.

Sub-Problem - Set D. Motor Pool Training.

Conditions to be Commended:

1. Step-by-step explanation of procedure.

Conditions to be Corrected:

1. High noise level.
2. Inability of all trainees to see the demonstration.
3. Only two trainees actually practiced the procedure.
4. Shouting over noise (and possible accent of instructor) may make it very difficult for all trainees to understand what was said.
5. Lack of AIs.
6. Counsel SGT Hernandez regarding appropriate training procedures.

Solutions - Set D.

1. Break class into groups of three.
2. Provide an AI for each group.
3. Conduct training in quiet area away from motor pool.
4. Consider setting up peer instruction program.
5. Counsel SGT Hernandez regarding conduct of training.

Criteria - Set D.

1. All trainees to see and hear the demonstrations.
2. All trainees to practice each task until they master it.

Sub-Problem - Set E. Counseling Training.

Conditions to be Commended:

1. SGT Aaron's effort in preparing his report on transactional analysis.

Conditions to be Corrected:

1. Content is too technical.
2. Too professional a level of performance expected.
3. Lack of actual practice of counseling skills.

Solutions - Set E.

1. List out specific counseling skills to be learned.
2. Have trainees practice skills in role playing situations.
3. Have trainees role play problems like those they are currently handling on the job.
4. Stress individual competency.
5. Use personnel resources from mental hygiene and hospital.
6. Counsel SGT Winkowski on his training approach.

Criteria - Set E.

1. Avoid overwhelming class with technical words and theory.
2. Achieve performance-oriented instruction.
3. Avoid overstepping NCO competency.
4. Maintain trainee interest.
5. Maintain regular counseling of subordinates by NCOs.
6. Avoid crash program.

Probable Difficulties - Set E.

1. Identification of specific counseling skills.

CANDIDATE PERFORMANCE EXERCISES

Index Terms

- Individual problem analysis Training** Given a presentation (narrative or videotape) of one of the Battalion Training Problem Statement, the student will identify and state 80 percent of the specific sub-problems, criteria, and solutions listed in the analysis.
- Counseling, performance Training** After analyzing a presentation of a problem, then in a live enactment, the student, as CSM, counsels the instructor regarding the training. The student will commend the instructor for the things he did well, provide him guidance for the things that need to be corrected (particularly with regard to performance-oriented instruction), defuse his feelings, use techniques that will enhance the instructor's acceptance of the guidance, and adhere to listed criteria.
- Training** Given a poorly distributed battalion training schedule, student develops recommendations for redistributing training more effectively. A minimally acceptable performance consists of identifying and correcting 80 percent of the errors built into the schedule.
- Group problem solving Performance-oriented training Performance-oriented testing Training** In a live enactment, the student, as CSM, will explain performance-oriented training and testing to the group of instructors described in the Battalion Training Problem Statement. Instructor roles will include common misconceptions about learning and will involve resistance to change. Student will be scored on points covered, clarity of presentation, and use of techniques that defuse feelings and gain acceptance of performance-oriented training by instructors.
- Counseling, Performance Performance management** Given the presentation (narrative or videotape) for SGT Jackson's episode, then in a live enactment, the student, as CSM, counsels SGT Jackson on the use of positive incentives as general motivational techniques. His counseling should include the use of intermediate goals in a shaping strategy (successive approximations), short work periods with clear goals, and the

effects of negative incentives. SGT Jackson's role will include common misconceptions about motivation and punishment, the conviction through personal experience that harsh treatment works, and resentment over being criticized. He will be scored on points covered, clarity of presentation, and use of techniques that defuse feelings and gain acceptance of guidance by SGT Jackson.

Communication Given a list of technical names for aircraft recognition features, the student will translate them into common terminology.

**Counseling,
performance
Group problem
solving
Performance-
oriented
training
Performance-
oriented
testing
Training** Given a presentation (narrative, audiotape, or videotape) of the CSM in the Battalion Training Problem Statement explaining performance-oriented training and testing to the instructors, the student will identify at least 80 percent of the strengths and weaknesses in the CSM's performance.

**Counseling,
Performance
Performance
management** Given a presentation (narrative, audiotape, or videotape) of the CSM in the Battalion Training Problem Statement counseling SGT Jackson on the use of positive incentives as general motivational techniques, the student will identify at least 80 percent of the CSM strengths and weaknesses in the session.

**Counseling,
Performance
Training** Given a presentation (narrative, audiotape, or videotape) of the CSM in the Battalion Training Problem Statement counseling each of the instructors, the student will identify at least 80 percent of the strengths and weaknesses in the CSM's performance.

AIT SKILL TRAINING

PROBLEM STATEMENT

An AIT battalion has difficulty producing graduates with all the skills at the required skill level. Complaints come from the field. These deficiencies are not consistent--different complaints from different units about different graduates.

Analysis

Two problem sets were identified:

1. Differences between school performance requirements and field performance requirements.
2. Examine characteristics of AIT which could be sources of poor graduate performance.

Sub-Problem - Set A. Differences Between School Performance Requirements and Field Performance Requirements.

1. Job performance requirements (tasks and standards) in the field may be different in different units because of different climates, different equipment, and different SOPs. The AIT unit may not be taking all these differences into account in designing its training. Some of the differences in procedures among units may be arbitrary.
2. Field units may be evaluating men as members of a crew rather than as individual performers as done at the AIT unit.
3. New commanders of the AIT unit oftentimes bring personal biases with them as a result of their previous field experience. These biases may not broadly represent field requirements.

Solutions - Set A.

1. Prepare items on task performance and standards for MODB Survey.
2. Feedback results of survey to field commanders.
3. Survey and evaluate crew testing procedures used in the field.
4. Establish permanent liason groups to maintain communication with field units.
5. Specify graduates' performance requirements in explicit terms. Use performance objectives that state exactly what the graduate can do.

Criteria - Set A.

1. Obtain an optimum division of performance requirements between AIT and OJT.
2. Achieve an increased match between AIT performance objectives and performance requirements in field.
3. Achieve an on-going communication process with field units as a basis for on-going revisions.
4. Avoid increased costs.

Probable Difficulties - Set A.

1. Instructor resistance to mission analysis and performance specification due to their lack of understanding or lack of time and positive incentives for preparing performance objectives.

Sub-Problem - Set B. Examine Characteristics of AIT which could be Sources of Poor Graduate Performance, including:

1. Instructional methods.
2. Training time.
3. Shortage of training equipment and resources.
4. Testing procedures.
5. Turnover of or variety among instructors.
6. Variations among training units.
7. Implementation of POI.
8. Quality of lesson materials.
9. Caliber of instructors.
10. Differences in command emphasis.

These potential problem sources could be investigated during the development and administration of the questionnaires for Solution A.

Solution - Set B.

1. Review lessons as taught against POI.
2. Sit in on classes to see if instructors are familiar with POI.
3. Compare conduct of lessons in different subordinate units.
4. Check trainees' practice of tasks (Does each trainee get to practice each task until he reaches some minimum proficiency standard?).
5. Are there adequate provisions for additional training time for slow learners?
6. Insure that objectives are stated in performance terms.
7. Establish an independent testing section.
8. Review testing procedures (appropriate performance standards, prompting, test teaching).
9. Check utilization of training sites and equipment (Are they in use at all times?).
10. Review Instructor Training Course.
11. Determine readability of manuals and study materials and compare to trainees' reading levels.
12. Review trainee incentives for learning. Are they primarily positive? Are they tied to fixed standards? Are they non-competitive? Are they desired by trainees?

Criteria - Set B.

1. Achieve consistent, quality, performance-oriented instruction.
2. Achieve non-compromisable, performance testing.
3. Maintain low attrition.
4. Maintain low recycling.

Probable Difficulties - Set B.

1. Instructor assistance to goals analysis and performance specification due to their lack of understanding or lack of time and positive incentives for preparing performance objectives.
2. Instructor resistance to developing performance tests and performance-oriented instruction for same reasons stated above.
3. Traditional instructor evaluation criteria may provide instructors with incentives for not switching to performance-oriented instruction.

CANDIDATE PERFORMANCE EXERCISES

Index Terms

- Individual problem analysis Training** Given the AIT Skill Training problem statement, student will identify and state at least 80 percent of all the listed sub-problems, at least one criterion from each set, and a solution for every identified sub-problem.
- Communication MODB entries** Given a number of faulty task statements dealing with common military skills, student will correct at least 80 percent of the flaws.
- Communication MODB entries Group problem solving** In a live enactment, student, as CSM, will instruct NCOs in techniques for writing good task statements. He will be given 72 hours advance notice to prepare examples and exercises. NCO roles will include common misconceptions about writing task statements. Student will be scored on completeness, accuracy, and clarity of his presentation and on his use of techniques that gain NCO acceptance.
- Communication MODB entries Group problem solving** In a live enactment, the student, as CSM, will review and critique task statements prepared by NCOs and develop corrective actions. NCO roles and items will reflect common misconceptions about task statements. He will be scored on the flaws he corrects and on his use of techniques that gain NCO acceptance.
- Performance-oriented testing Performance-oriented training Performance management Training** Given a presentation (narrative or videotape) of instructional episodes in an AIT battalion showing errors in training methods, instructional presentations, testing procedures and training incentives, student will identify each error and describe proper procedure. A minimally acceptable performance will consist of identifying and correcting 80 percent of the errors.

- Performance objectives
 Performance-oriented testing
 Performance-oriented training
 Training
- Given sample test procedures, training schedules, lesson outlines, instructional materials, manuals, description of training aids containing common flaws (e.g., non-performance oriented testing and training, too difficult a reading level, insufficient time for remedial instruction, insufficient time for proper learning, improper incentives, and inadequate reviews), student will identify at least 80 percent of the flaws and describe a corrective procedure or actually make the correction.
- Communication
 Performance analysis
 Performance objectives
- Given a narrative description of some of the common military skills to be learned in ALT, the student will identify and state appropriate terminal and enabling performance objectives for each skill. The student will be scored on the identification of all appropriate objectives, the completeness of each objective, and the proper use of behavioral language.
- Communication
 Group problem solving
 Performance analysis
 Performance objectives
- In a live enactment, the student, as CSM, will instruct NCOs in proper procedures for identifying and stating behavioral objectives for common military skills. He will be given a 72 hour advance notice to select or prepare examples and exercises. NCO roles will include common misconceptions about behavioral objectives and resistance to change. He will be scored on completeness and accuracy of his presentation, effectiveness of the instruction, and use of proper techniques for obtaining NCO acceptance.
- Communication
- Given short samples of text from manuals written at too high a reading level and educational characteristics of the students who will use the manual, the student will re-write the samples at an appropriate reading level. The student will be scored on the reading level of his revision (using some common and easy to apply readability formula--Flesch, FORECAST, etc.) and on the simplicity and orderliness of explanations in the revision.

ENLISTED WOMEN AND GUARD DUTY

PROBLEM STATEMENT

You are a CSM on a stateside post. During a recent meeting with your First Sergeants you discover that the men are upset that the women do not pull guard duty. They're complaining that if women want equality, they should share the less glamorous parts of the job too. This issue is becoming a morale problem with those enlisted men of the battalion who normally pull guard, because of the recent assignment of a number of WAC's to the unit.

What course of action should you follow?

Analysis

Three sub-problems were identified:

1. Unit views.
2. Conduct of guard duty.
3. Outside views.

(Note: It was brought up during this analysis that guard duty may not be the real issue. It could be that the acceptance of women into the unit is the real issue. But it was decided to continue with the guard duty problem as one means of solving the larger issue of acceptance.)

Sub-Problem - Set A. Unit Views:

1. Lack of fairness in assignment of duties to both enlisted men (EM) and enlisted women (EW).
2. Does not consider the feelings and attitudes of EM and EW toward guard duty (are they willing to share equality?).
3. Does not consider the Commander's attitude toward EWs on guard duty.
4. Does not consider the 1SGT view toward EW on guard duty.
5. Are EW trained for guard duty?

Solutions - Set A.

1. CSM should talk to individuals and groups of soldiers to determine if guard duty is the real issue or if lack of acceptance of enlisted women in unit is the real issue.

2. Get EM and EW acquainted to avoid EM feeling abstract threat by EW. For example, have company party and involve both EM and EW in planning.
3. Follow up the above solution (No. 2) with small group problem solving sessions to discuss all required duties. Make recommendations to the 1SGT.
4. CSM asks battalion commander about his attitude toward EM on guard duty.

Criteria - Set A.

1. Achieve fairness to both EM and EW (equate duties).
2. Maintain unit integrity.
3. Avoid social polarization of EM and EW.
4. Maintain performance of assigned duties.

Probable Difficulties - Set A.

1. May encounter some resistance to having EW in unit.

Sub-Problem - Set B. Guard Duty.

1. Lack of consideration of safety for EW and EM on guard duty.
2. No investigation into the type of guard duty.
3. No investigation into the local policies of EW on guard.
4. No investigation into the type of other duties in unit.

Solutions - Set B.

1. Analyze all duties and divide into areas that EW can handle and equate times on each duty.
2. Analyze type of guard duty and posts as to their necessity.

Criteria - Set B.

1. Achieve fairness to both EM and EW.
2. Maintain unit integrity.
3. Maintain performance of assigned duties.

Sub-Problem - Set C. Outside Views.

1. Lack of consideration of local community toward women on guard duty.
2. Lack of investigation into whether a precedent has been established.

Solution - Set C.

1. Low key P.I.O. release regarding enlisted women pulling guard duty and assess reaction in community.

Criteria - Set C.

1. Avoid antagonizing local community.

CANDIDATE PERFORMANCE EXERCISES

Index Terms

- Details**
Individual
problem
analysis
Women in the
Army
- Given the Enlisted Women and Guard Duty Problem Statement (or variation with different details), the student will identify and state specific sub-problems, criteria, and solutions. A minimally successful solution will include at least one sub-problem from each set and at least six of the 11 listed sub-problems; at least three of the five listed criteria; and an acceptable solution for every identified sub-problem.
- Details**
Group problem
solving
- In a live enactment, the student, as CSM, interviews a small group of Em and EW to determine the real issue. EM and EW roles will include emotional hostility, sarcasm, and distrust. Student will be scored on his ability to defuse situation and to obtain relevant information from the EM and EW.
- Details**
Group problem
solving
- In a live enactment, the student, as CSM, conducts a problem solving session with a group of EM and EW. Em and EW roles will call for challenging need for guard duty, questioning safety of some guard posts, and questioning equality of assignments to other duties. Student will be scored on his ability to defuse situation and have group arrive at a reasonable consensus.
- Details**
Individual
problem
analysis
- Given a realistic information package on duties to be performed in a particular kind of unit and the number of EM and EW available for duties, the student will identify those that can be performed by EW and will develop a plan for assigning duties that equalizes the demands on EM and EW. Student will identify at least 80 percent of the EW duties and no more than 5 percent of the non-EW duties.
- Details**
Individual
problem
analysis
- Given a description of various kinds of guard posts in a unit, the student will evaluate each to identify its benefits and deficits and suggest appropriate actions for each post. Student will identify at least 80 percent of the benefits and deficits for all posts and will specify a correct appropriate action for at least 80 percent of the posts.
- Communication**
P.I.O.
release
Women in the
Army
- The student will prepare a low key P.I.O. release on women pulling guard duty. He will select there photographs from a set of ten to support the story. The set of photographs will contain seven that illustrate potentially controversial situations as EW guard posts; e.g., isolated, poorly lighted posts, single sentry posts, and so on. The student will be scored on his avoiding loaded issues.

Details
Group problem
solving

Given a presentation (narrative, audiotape, or videotape) of a CSM interviewing a small group of EM and EW to determine the real issue, student identifies mistakes made by the CSM and describes the appropriate procedure that should have been used. A minimally acceptable performance consists of identifying and correcting at least 80 percent of the flaws in the presentation.

Details
Group problem
solving

Given a presentation (narrative, audiotape, or videotape) of a CSM conducting a problem solving session with a group of EM and EW about guard and other duties, student identifies mistakes made by the CSM and describes the appropriate procedure that should have been used. A minimally acceptable performance consists of identifying and correcting at least 80 percent of the flaws in the presentation.

USE AND MISUSE OF MEN

PROBLEM STATEMENT

CSM Watson has been in his new battalion assignment for three weeks. During this time, he has observed the following practices in the battalion:

1. Each company sends its two or three worst duds to the headquarters every morning to be part of the Sergeant's Major detail. The previous CSM had used these men to perform various clean-up and beautification chores. CSM Watson finds it very handy to have these men at his disposal. The men don't complain about being on the SGM's detail and they work quite well. And the NCOs in the companies are happy to be rid of their worst duds. However, Watson notices that he keeps getting the same men every morning. In going over the records, he finds that the composition of the detail hasn't changed much in six months.
2. Men who commit minor disciplinary infractions during the day are assigned to clean up the headquarters building during the evening. The intent is to punish them by depriving them of the freedom during the evening. However, by humping they can usually finish the job by 2100 hours, which still gives them two or three hours on their own. There are frequent repeaters on this detail. There is very little grumbling and generally the men joke and talk as they work.
3. External requirements for men to perform various duties are always filled with the least qualified men. Six weeks ago, the post had asked for a platoon sergeant to run a drivers' school for 90 days. Watson's predecessor had selected the weakest platoon sergeant in the battalion. Two weeks ago, the battalion had been levied to provide 20 men for half-a-day for five days to participate in some HumRRO research on aircraft recognition training. Each company sent its four or five worst duds. Most of them were unmotivated slow learners, even though the levy had called for men with GT scores of 90 or better. Last week the battalion had been levied for 10 NCOs to receive some special leadership training being developed by a study group on post. Again, the battalion had sent its weakest men.
4. Men with special skills are often pulled out for special duty. For instance, he noticed that CPL Johns spent most of his time building cabinets and partitions. In civilian life he had been

a carpenter. PFC Ball was made dispatcher in the motor pool because he can already type and keep records and files. He's also one of the better mechanics in the motor pool. The men on the battalion athletic teams are often out for practice and are ED during the season. A number of men are on three or four teams at different times during the year. Some of them are TDY to HQ and spend half their time in athletic practice.

Identify the problems in each situation CSM Watson has observed.

Analysis

This problem is analyzed into four sub-problem sets.

1. Lack of training.
2. Emphasis on short term effects.
3. Poor communication within battalion.
4. Misunderstanding of use of punishment and conditions to be corrected.

Sub-Problem - Set A. Lack of Training.

Conditions to be Commended:

1. Some effort has been made to handle men who have been unit problems.

Conditions to be Corrected (Sub-problems)

1. Lack of counseling or lack of records of counseling for these men.
2. Duds do not participate in unit training (lack of concern for training).
3. NCOs do not know what to do with duds.
4. NCOs not properly supervising own duds.

Solutions - Set A. (CSM does:)

1. Informs battalion commander of situation and desired actions.
2. Meets with first sergeants and explains policies.
3. Meets with all NCOs to explain responsibilities.
4. Policies are:
 - a. Not accept use of duds for special assignments.
 - b. Use unit personnel for details on rotation.
 - c. Perform only necessary details.
5. Identify duds always on SGM's detail. Ask their First Sergeant what has been done in way of counseling, training, etc.
6. Set standards, criteria, conditions for each detail and schedule.
7. Follow-up on actions concerning duds.
8. Set policy that all men receive regular unit training.

Criteria - Set A.

1. Avoid just trading off duds.
2. Achieve equal distribution of duds in unit.
3. Achieve rehabilitation of duds or move them out of Army.
4. Achieve unit training for all men and maximum use of all EM.
5. Maintain incentives for work.

Probable Difficulties - Set A

1. Initial reaction of NCOs. (Their problem is solved, the duds are gone.)

Sub-Problem - Set B. Emphasis on Short Term Effects.

Conditions to be Commended:

1. Details completed.
2. Availability of personnel for details.

Conditions to be Corrected (Sub-problems):

1. Duds are not changing for better.
2. Lack of focus on bigger unit mission.
3. Emphasis on short term goals.
4. Time spent supervising duds.
5. External requirements filled with least qualified men.

Solutions - Set B.

1. Place emphasis on long term effects in meeting with First Sergeants.
2. Refuse to accept low performance standards--repeat duty assignment for training.
3. CSM lets company commanders know he will work with them.
4. Visits every company, every day, and informs battalion commander of observations, both good and bad.
5. NCOs keep informal record of counseling.
6. Keep all men informed of long range requirements and their impact.

Criteria - Set B.

1. Achieve and maintain good rapport with company commanders and NCOs.
2. Achieve orientation to long range missions.

Probable Difficulties - Set B.

1. Changing focus from short term (which is immediately reinforcing) to long term.

Sub-Problem - Set C. Poor Communication within Battalion.

Conditions to be Commended: None.

Conditions to be Corrected (Sub-problems):

1. Lack of communication between NCOs and young EMs.
2. Information does not get down to the lowest level.
3. Misunderstanding of communications.
4. Questions from Em remain unanswered.

Solutions - Set C.

1. Insure that all information gets to all men (lowest level).
2. Listen to and analyze information from below.
3. Keep communication simple, free of jargon and leave time for questions.
4. Check on understanding of communication (ask questions).
5. Have training in area of people-to-people communication for NCOs.
6. Answer questions asked by soldiers even if they require research.
7. Be seen by and talk to soldiers daily.
8. Participate in field exercises.

Criteria - Set C.

1. Achieve two-way communications within battalion.
2. Achieve short delay on messages going down.
3. Avoid rumors.

Probable Difficulties - Set C.

1. Time for training in communication skills.
2. Resistance from EM (not believing change is real).

Sub-Problem - Set D. Misunderstanding of Use of Punishment and Conditions to be Corrected:

1. SGMs detail is positive incentive--develops a stable group.
2. Lack of understanding of proper use of punishment.

Solutions - Set D.

1. Insure proper supervision of after-hours duty.
2. Have enough work to keep men busy for entire period.
3. Select an inconvenient time for soldiers on extra duty.
4. Select work that is not part of normal duty.
5. Set standards for supervision.
6. List out for NCO the principles of proper use of punishment and explain these to NCOs.

Criteria - Set D.

1. Avoid creating details (only meaningful work, not make-work).
2. Achieve negative incentives for extra work.
3. Provide proper supervision.

Probable Difficulties Set D.

1. Getting NCO to use punishment according to scientific principles.

CANDIDATE PERFORMANCE EXERCISES

Index Terms

- Individual problem analysis**
Use and misuse of men
- Given the Use and Misuse of Men Problem Statement, the student will identify and state specific sub-problems, criteria and solutions. A minimally successful solution will include at least one sub-problem from each set and at least 80 percent of all the listed sub-problems; at least one criterion from each set; and an acceptable solution for every identified sub-problem.
- Officer/NCO interaction**
Group problem solving
Use and misuse of men
- Given the Use and Misuse of Men Problem Statement, then in a live enactment, the student, as CSM, will brief his Bn. CO on the situation and the desired actions. The Bn. CO's role will call for an orientation towards short term goals, superficial appearances, and expediency. The student will be informed of the Bn. CO's role in advance. The student will be scored on his use of techniques to facilitate acceptance of a solution by the Bn. CO.
- Communication**
Group problem solving
Use and misuse of men
- Given the Use and Misuse of Men Problem Statement, then in a live enactment, the student, as CSM, will meet with the four First Sergeants, explain the problem as he sees it, and facilitate the group's development of corrective policies. Various first sergeant roles will include the conviction that duds cannot be rehabilitated, the strong feeling that wanting to change is an unwarranted criticism of what the first sergeants have done in the past that men with special skills should have their special skills used as much as possible, and the view that the duds should be more severely punished. The student will be scored on the quality of the policies developed by the group and on his use of techniques that facilitate solution acceptance by the first sergeants.
- Details**
- Given a set of specifications for details within a battalion, the student will identify and correct 80 percent of the flaws built into the set. Details must be useful and specified to include standards and conditions. They must be effectively scheduled and supervised.
- Communication**
Group problem solving
Performance management
Use and misuse of men
- In a live enactment, the student, as CSM, explains the proper use of punishment to a group of junior and senior NCOs. The NCO roles will include the feeling that they are being unfairly criticized, that the purpose of punishment is to pay a debt, that duds cannot be salvaged, and that the proper use of punishment is idealistic and impractical. The student will be scored on his ability to defuse the NCOs' emotions and his use of techniques that facilitate solution acceptance by the NCOs.

- Group problem solving
Officer/CSM interaction
Use and misuse of men
- Given a presentation (narrative, audiotape, or videotape) of a meeting between a CSM and his Bn. CO in which the CSM is attempting to inform the Bn. CO about the misuse of men in the battalion, the student will identify errors in the CSM's approach and describe the procedure he should have used. The Bn. CO in the presentation is oriented towards short term goals, superficial appearances, and expediency. A minimally acceptable performance consists of identifying and correcting 80 percent of the flaws built into the presentation.
- Group problem solving
Use and misuse of men
- Given a presentation (narrative, audiotape, or videotape) of a meeting between a CSM and his first sergeants to discuss the misuse of men in the battalion, the student will identify errors in the CSM's approach and describe the procedure he should have used. Various first sergeants in the presentation will voice the conviction that duds cannot be rehabilitated, the strong feeling that wanting to change is an unwarranted criticism of what the first sergeants have done in the past that men with special skills should have their special skills used as much as possible, and the view that duds should be more severely punished. A minimally acceptable performance consists of identifying and correcting 80 percent of the flaws built into the presentation.
- Group problem solving
Performance management
Use and misuse of men
- Given a presentation (narrative, audiotape, or videotape) of a CSM instructing a group of NCOs on the proper use of punishment, the student will identify errors in the CSM's approach and describe the procedure he should have used. Various NCOs in the presentation will voice the feeling that they are being unfairly criticized, that the purpose of punishment is to pay a debt, that duds cannot be salvaged, and that the proper use of punishment is idealistic and impractical. A minimally acceptable performance consists of identifying and correcting 80 percent of the flaws built into the presentation.
- Group problem solving
Officer/NCO interaction
Use and misuse of men
- Given a presentation (narrative or videotape) of observations of the use of men in a company by a CSM, the student will identify those instances in which men are properly used and those in which they are misused and explain why. Then in a live enactment, the student, as CSM, will inform the company CO of his observations. In the presentation, the student will be scored on the number of proper and improper uses of men that he identifies correctly and on the quality of his explanation. In the enactment, he will be scored on his use of appropriate group problem solving techniques and on the quality of the solutions developed in the enactment.

Communication The student will develop a plan for preparing performance-oriented training in people-to-people communication for NCOs. He will be scored on the adequacy of the communication skills he selects to include in training, on the appropriateness of the performance exercises he develops for training and testing, on the proper behavioral specification of the program, on the practicality of the scheduling, and on the means of progressing students through the program.

Performance-oriented testing

Performance-oriented training

DRAFT

SHORT TIMERS

PROBLEM STATEMENT

The CSM of a battalion is having problems with three of his senior NCOs. They range in Army experience from 17 to 22 years. All three have good performance records during most of their time in the Army. However, they are no longer performing adequately and their poor performance is affecting the battalion's performance.

First Sergeant Smith was not selected for attendance at the Sergeants Major Academy. He resists changing how he does his job and generally does the least he can get away with. He is harsh with the men in the company. He has men who have drug, marital, and indebtedness problems whom he simply threatens to get their own affairs in order. The company has a high AWOL rate. He doesn't want their problems known to outsiders, so he doesn't send them for professional counseling and help. And he discourages their doing so on their own by teasing them. He plans to retire within three years, but has not developed any civilian job skills. He has very little formal education.

Sergeant Jones is the battalion operations sergeant. He is going to retire in one year. He is already an active real estate salesman in the community. He receives many business calls during the day and generally works late every evening and weekends selling real estate. He has arranged very beneficial land deals for some of the battalion staff officers and company commanders. But his job in the battalion just barely gets done and never very well.

Sergeant Wilson is the battalion supply sergeant. He has 23 years of service. He does whatever he has to do when someone leans on him. He hasn't thought about retirement and just plans to hang on as long as possible and do as little as possible. His clerks get along well with him since he almost never pressures them to do anything. They are always behind in their work and slow to respond to requests. But other NCOs in the battalion are quite angry with him.

Analysis

Each of the three senior NCOs presents a different sub-problem set to the CSM. Each sub-problem set is analyzed into conditions to be commended, conditions to be corrected (sub-problems), solutions, criteria, special skills needed and probable difficulties of solution.

Sub-Problem - Set A. First Sergeant Smith.

1. Conditions to be commended: None.

Conditions to be Corrected - Set A. (Sub-problems):

1. Smith feels inadequate--that he has "paid his dues" (Change leads to insecurity).
2. He has little or no ability to communicate with subordinates.
3. He resents failure to be selected for attendance at Sergeants Major Academy.
4. He hides subordinates' problems for fear of personal reflection on himself.
5. He may be concerned (fearful) over his future as a civilian.
6. He fails to recognize or attempt to solve his personal problems.
7. His own personal problems prevent his counseling others.
8. The CSM has not been reading and interpreting indicators of Smith's personal problems.
9. Smith doesn't know how to counsel.
10. Immediate action needed in a rapidly deteriorating unit.

Solutions - Set A.

1. Call individual in for exploratory counseling. Then an on-going series of counseling sessions, as required. Initial session should build rapport.
2. Analyze Smith's position, then determine job standards.
3. Establish willingness to assist in problem solving.
4. Make frequent staff visits to company commander (Smith's immediate supervisor).
5. CSM should establish informal schooling for missing skills--OJT in person to person communication.
6. Establish climate for seeking outside help for personal and performance problems.
7. Provide group retirement counseling by outsiders during NCO calls in order to assist Smith in preparing retirement plans.
8. Only as a last resort discuss Smith's problems with battalion XO or battalion CO.
9. CSM should review his own methodology of reading and interpreting problem indicators to negate future recurrences of this nature with other personnel.

Criteria - Set A.

1. Avoid fear of reprisal.
2. Avoid restricting job performance to the mediocre.
3. Avoid over-supervision.
4. Maintain discipline and the status or roles of Smith.
5. Achieve improved performance, especially in the counseling area.
6. Achieve freedom to fail.
7. Achieve a climate for seeking outside help when necessary.
8. Achieve communication--up as well as down.
9. Achieve concern for subordinates.

Probable Difficulties - Set A.

1. Re-orienting 1SG Smith's view of his relationship to his subordinates and superiors.
2. 1SGT Smith will probably strongly resist changing from his "brown shoe mentality."

Sub-Problem - Set B. Sergeant Jones.

Conditions to be Commended:

1. Has previously exhibited a good performance record.
2. Many years of honorable experienced service.

Conditions to be Corrected--Set B. (Sub-problems):

1. Jones is not challenged by his job--doesn't have enough to do.
2. He feels he has effectively bribed officer personnel of the battalion through land deals.
3. He is conducting his real estate business during duty hours, using military phones, etc.
4. He is living beyond his military salary and is attempting to "keep up with the Jones'."
5. Other enlisted personnel of the battalion are envious of his financial success.

Solutions - Set B.

1. CSM should call individual in for exploratory counseling. Then an on-going series of counseling sessions, as required.
2. Analyze Jones' position in coordination with S-3, then determine job standards.

3. Establish willingness to assist in problem solving.
4. Make frequent staff visits to S-3 (Jones' immediate supervisor).
5. Establish climate for seeking outside help for personal and performance problems.
6. Provide group retirement counseling by outsiders during NCO calls in order to assist Jones in preparing retirement plans.
7. CSM should review his own methodology of reading and interpreting problem indicators to negate future occurrences of this nature with other personnel.
8. Use Jones to assist in establishing a training program tailored to individual needs for Smith, Watson, and other NCOs of the battalion.

Criteria - Set B.

1. Achieve improved performance on the job.
2. Achieve improved capability of Jones.
3. Achieve climate for seeking help when necessary.
4. Achieve a concern on Jones' part for subordinates.
5. Maintain discipline in S-3 shop.
6. Maintain Jones' status/role as senior NCO in S-3.
7. Avoid restricting job performance to the mediocre.
8. Avoid over-supervision.

Probable Difficulties - Set B.

1. Re-orienting SGT Jones' basic attitudes towards professionalism.
2. Arriving at positive incentives which will replace or override Jones' possible financial losses through not selling real estate during duty hours.

Sub-Problem - Set C. Sergeant Wilson.

Conditions to be Commended - Set C.

1. Wilson has previously exhibited a good performance record.
2. He has 23 years of honorable service experience.

Conditions to be Corrected - Set C. (Sub-problems):

1. Wilson feels he is doing his job--that he has "paid his dues," and he sees no reason to change.
2. Wilson is not receiving the support or supervision that he needs from the S-4.
3. His supply section lacks organization.

4. Battalion procedures for internal logistical support need reorganization.
5. He doesn't operate within the system but instead depends on "midnight requisitions" or trading supplies (favors) with other sergeants.
6. Wilson is not familiar with the latest procedures in his field and has not properly trained his subordinates.

Solutions - Set C.

1. Call Wilson in for exploratory counseling. Then an on-going series of counseling sessions, as required.
2. Analyze Wilson's position in coordination with battalion S-4, then determine job standards.
3. Establish willingness to assist in problem solving.
4. Make frequent staff visits to S-4 (Wilson's immediate supervisor).
5. Establish climate for seeking outside help for personal and performance problems.
6. Explore possibility of temporarily assigning a knowledgeable individual in the latest supply procedures to bring Wilson up to date.
7. Provide group retirement counseling, from outside the battalion, during NCO calls in order to assist Wilson in preparing retirement plans.

Criteria - Set C.

1. Achieve Wilson's improved performance on the job.
2. Achieve climate for seeking help when needed.
3. Achieve a concern on Wilson's part for battalion NCOs (his customers).
4. Maintain discipline in supply section.
5. Avoid over-supervision.
6. Avoid restricting job performance on the mediocre.

Probable Difficulties - Set C.

1. Re-orienting SGT Wilson's view of how the Army supply system should operate.
2. Re-orienting Wilson's concept of his responsibilities to his subordinates, superiors and contemporaries (battalion NCO, customers).

CANDIDATE PERFORMANCE EXERCISES

Index Terms

- Counseling, performance
Counseling, personal
Individual problem analysis
- Given a presentation (narrative, audiotape, or videotape) of a case in the problem statement (or similar cases), the student identifies and states specific sub-problems, criteria, and solutions. A minimally acceptable performance should identify 80 percent of the items in the Problem Analysis.
- Counseling, performance
Counseling, personal
- In a live enactment, the student, as CSM, conducts an exploratory counseling session with an NCO as represented in the Problem Statement. He is scored on the problems he elicits from the NCO and on the use of techniques to facilitate acceptance and cooperation from the NCO.
- Counseling, performance
- Given a presentation (narrative, audiotape, or videotape) of a CSM conducting an exploratory counseling session with an NCO as represented in the Problem Statement, student identifies errors in counseling techniques and describes correct procedure. A minimally acceptable performance consists of identifying and correcting 80 percent of the errors built into the presentation.
- Counseling, performance
Job standards
- In a live enactment, the student, as CSM, establishes job standards for an NCO as described in the Problem Statement. The NCO role will call for defensiveness and resistance. He will be scored on the completeness and clarity of the standards that he develops and on his use of techniques.
- Counseling, performance
Job standards
- Given a presentation (narrative, audiotape, or videotape) of a CSM conducting a job standards counseling session with an NCO as described in the Problem Statement, the student identifies errors in counseling techniques and describes correct procedure. A minimally acceptable performance consists of identifying and correcting 80 percent of the errors built into the presentation.
- Counseling, performance
Performance management
- In a live enactment, the student, as CSM, counsels an NCO as represented by SGT Smith in the Problem Statement on the use of counseling and performance management to improve the performance of the men in his company. SGT Smith's role calls for defensiveness, disbelief in scientific approach, and resistance to change. The student will be scored on the appropriateness of the counseling techniques he uses.

Counseling,
performance
Performance
management

Given a presentation (narrative, audiotape, or videotape) of a CSM counseling an NCO as represented by SGT Smith in the Problem Statement on the use of counseling and performance management to improve the performance of the men in his company, the student identifies errors in counseling techniques and describes correct procedure. A minimally acceptable performance consists of identifying and correcting 80 percent of the errors built into the presentation.

Counseling,
performance
Performance
analysis

Given a presentation (narrative, audiotape, or videotape) of NCOs like those described in the Problem Statement, the student will develop and describe a method for reading and interpreting indicators of these kinds of problems early enough to prevent the full-blown problem. His method will be evaluated against a standard developed by selected senior NCOs.

SOLDIER INDEBTEDNESS

PROBLEM STATEMENT

A new battalion CSM finds that one of the companies in the battalion is obtaining many more letters of indebtedness than the other companies--as many as 40 to 50 letters a month. The company commander and the first sergeant are both recently promoted and newly assigned.

Here are three examples of the kinds of problems that exist in the company.

PFC Walker is 18 years old and has been married for six months. His bride is barely seventeen. He has been late on his car payments several times. He has been late several times paying the loan company from which he borrowed money for his wedding trip. And he has been late on payments on his color TV console. He is one to three months behind on each of these bills now. His car is a modified stocker that he races at the local dragstrip. He has high maintenance costs on it and is still adding more go-fast goodies to it. He and his wife live in a nice furnished apartment 20 miles from post. His wife is two months pregnant. His income is about \$500 a month. His monthly expenses are as follows:

Rent	\$160
Car payment	120
Car maintenance and improvement	100
Gasoline	80
Color TV console	40
Loan	25
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	\$525

And this doesn't include groceries and miscellaneous items.

SGT Allen (E-5) is 22 years old. He has been married for four years and has two infant children, 1 year and 3 years old. He lives in a modest two bedroom apartment. He has recently bought a 1975 Mercury Montego. He still owes on an airplane ticket as a result of having his wife join him for R&R in Hawaii while he was stationed in Korea last year. He took an advance last year to pay for the family's move to Fort Bliss. It's been paid back, but he seems to be behind on everything now. His wife has charge cards at Sears and Penny's, where she buys most of the clothes for the family. She has just become active in the NCO wives club and likes it very much. This means that she has to have a baby sitter at least one afternoon a week. They are also making payments on a stereo and on an encyclopedia. However, they have decided to default on the encyclopedia. He goes out drinking at least once a week with the boys. His income is about \$600 a month. His monthly expenses are as follows:

Rent	\$150
Car payment	150
Sears and Penny's	30
Baby sitter	20
Stereo payments	20
Drinking with boys	40
Encyclopedia	12
Groceries	160
Cigarettes	60
	<hr/>
	\$642

SFC Roberts is 32 years old. He has been married 13 years and has four children, twelve, ten, eight, and five. His 12 year old son needs dental braces, but they don't have the money for it right now. They bought a 1974 Grand Torino station wagon a little over a year ago and still have 20 more payments to go. They have recently bought a camping trailer. They had to have a rebuilt transmission put in their old Chevy a couple months ago. Their 10 year old daughter is taking piano lessons. They bought their 12 year old son a dirt motorcycle for his birthday. They are buying a Deming ranchette for their retirement. The Sergeant is a gun collector. His wife has just started a beautician course so that she can add to the family income. The course is two years long and she has no other job skills. They go camping every weekend at Elephant Butte and other such places. The Sergeant is a beeroholic, putting away a six pack every evening and two cases on week ends. They live on post. His income is about \$800 a month. His monthly expenses are as follows:

Car payments	\$130
Transmission for old Chevy	15
Camping trailer	60
Groceries	200
Nursery school for 5 yr. old	60
Deming ranchette	35
Gasoline	80
Beer	100
Clothing for children	40
Piano rental and lessons	30
Dirt bike payments	30
Guns	40
Cigarettes	20
	<hr/>
	\$840

Analysis

Three sub-problem sets were identified:

1. Consumer ignorance.
2. Unit response to indebtedness.
3. Family management.

Sub-Problem - Set A. Consumer Ignorance:

1. No appreciation for value of credit.
2. Lack of bad consequences for credit failure.
3. Lack of skill in dealing with salesmen.
4. Lack of sophistication on selling and pricing practices.
5. Lack of skill in budgeting and setting priorities.
6. Lack of knowledge of how checking accounts operate.
7. No understanding of credit system.
8. Exaggerate value of personal income.

Solution - Set A.

1. Survey sample of unit personnel to determine consumer problems in unit.
2. Establish a routine consumer education program, including wives.
3. Establish a counseling program to help those with indebtedness problems (corrective consumer education).
4. Identify individual experts on purchase of particular items to advise those in unit.
5. Set up a sponsor program, including wives for incoming personnel.
6. Set up an orientation program about area for incoming personnel, including wives.

Criteria - Set A.

1. Achieve consumer protection programs.
2. Achieve counseling for problems of indebtedness.
3. Lower number of letters of indebtedness.
4. Maintain confidentiality.
5. Maintain family units.
6. Avoid punishment of indebtedness.

Probable Difficulties - Set A.

1. Time to establish programs.

Sub-Problem - Set B. Unit Response to Indebtedness (Army Policy)

1. Poor unit response to credit inquiries.
2. Army's response to reduce pressure from creditors does not solve indebtedness problem.
3. No stigma to bankruptcy.

Solutions - Set B.

1. Identify poor credit lenders and make list available to unit personnel.
2. Establish unit system of handling letters of indebtedness-- response to lender and counseling to man.
3. Organize or enlist aid of established Army Community Services.
4. Establish company SOP on handling credit inquiries. (For example - delay response to give man time to think over purchase,)
5. Identify what other units do about indebtedness.

Criteria - Set B.

1. Achieve lower number of letters of indebtedness.
2. Maintain confidentiality.
3. Avoid adverse publicity.

Probable Difficulties - Set B.

1. Time involved in establishing system and training personnel to use.

Sub-Problem - Set C. Family Management

1. Lack of planning of purchases.
2. Pressure from wives to over-spend.
3. Poor personal habits of dealing with anxiety (drinking, smoking).

Solution - Set C.

1. Establish a training program for NCOs on counseling for indebtedness problems.
2. Establish a routine consumer education program in unit.

Criteria - Set C.

1. Achieve living within means.
2. Achieve ability to set priorities.
3. Achieve communication with problem people.
4. Maintain family units.
5. Maintain confidentiality.
6. Avoid punishment.
7. Avoid added time demands on NCOs.

Probable Difficulties - Set C.

1. Time demand on NCOs.

CANDIDATE PERFORMANCE EXERCISES

Index Terms

- Indebtedness** Given the Soldier Indebtedness Problem Statement (or variation
Individual with different details), the student will identify and state
problem specific sub-problems, criteria and solutions. A minimally
analysis successful solution will include at least one sub-problem from
each set and at least eleven of the 14 listed sub-problems;
at least one criterion from each set; and an acceptable solu-
tion for every identified sub-problem.
- Group problem** In a live enactment, the student, as CSM, facilitates planning
solving of a consumer survey instrument among a group of senior NCOs.
Survey NCO roles will include common misconceptions about surveys.
planning Student will be scored on quality and completeness of plan and
on his use of techniques for gaining NCO acceptance.
- Individual** Given a draft survey instrument dealing with soldier consumer
problem practices and problems, student critiques it for completeness
analyses and clarity. A minimally acceptable performance will identify
Survey items and correct 80 percent of the flaws built into the draft
instrument.
- Consumer** In a live enactment and given results of a consumer practices
training survey, the student, as CSM, instructs NCOs in how to build or
Group problem select a performance-oriented consumer training program for
solving use in the battalion. NCO roles will orient them towards
Performance- information-giving, lecture-oriented, instructor-centered train-
oriented ing. The student will be scored on the clarity and completeness
training of his presentation and his use of techniques to gain NCO
acceptance.
- Consumer** Given the specification of different kinds of units in different
guidance geographic locations and circumstances, the student will identify
resources consumer guidance resources most likely to be available to each
unit.

- Training** Given a draft POI for a consumer training program and the results of a consumer survey, the student critiques the POI and prepares recommendations for improving it. A minimally acceptable performance will identify and correct 80 percent of the flaws built into the POI.
- Performance-oriented training**
- Counseling, personal** In a live enactment, the student counsels a soldier on indebtedness problems. The soldier's role will include factors such as poor personal habits for dealing with anxiety, impulsive spending, lack of planning of purchases, lack of assessment and prioritizing of family needs, lack of coordination with spouse on purchases, and so forth. Student will be scored on the number of programmed problems he identifies during the session and on his use of techniques for gaining the soldier's acceptance of professional counseling services.
- Group problem solving**
- Indebtedness**
- Counseling, personal** Given a presentation (narrative, audiotape, or videotape) of an NCO counseling a soldier on indebtedness, student identifies mistakes made by NCO and describes the appropriate procedure that should have been used. A minimally acceptable performance consists of identifying and correcting at least 80 percent of the flaws in the presentation.
- Group problem solving**
- Indebtedness**
- Counseling training** In a live enactment and given the results of a consumer practices survey, the student, as CSM, instructs other NCOs on how to build a performance-oriented indebtedness counseling OJT program for NCOs in the battalion. NCO roles will orient them towards information-giving, lecture-oriented, instructor centered training. The student will be scored on the clarity and completeness of his presentation and his use of techniques to gain NCO acceptance.
- Group problem solving**
- Indebtedness**
- Performance-oriented training**

DRAFT

SQUAD COMBAT BRIEFING

PROBLEM STATEMENT

An experienced squad leader lost three of his men to a VC ambush on the last mission. As his platoon sergeant, you overhear him briefing newly assigned replacements to his squad. He vows to "shoot first and ask identification later" of any black pajama'd Vietnamese he might see on an impending "search and destroy" patrol. You know that at least two neighboring villages are on the proposed patrol route.

Analysis

Two sub-problem sets were identified for the platoon sergeant to deal with:

1. Squad leader.
2. Effect on squad.

Sub-Problem - Set A. Squad Leader.

Conditions to be Commended:

1. Squad leader is mission-oriented.
2. He cares about his men and focuses on their survival.

Conditions to be Corrected (Sub-problem):

1. Effect of this type of briefing on new squad members.
2. Squad leader is letting his emotional response replace his rational response.
3. Squad leader is not trained to deal with moral issues.
4. Squad leader may lack sufficient formal leadership training.

Solution - Set A.

1. Counsel with squad leader about effect of this type of briefing on squad.
2. Platoon SGT redefine company policy for squad leader.
3. Send squad leader on a short R&R.

Criteria - Set A.

1. Maintain combat efficiency of squad.
2. Avoid the squad leader's "losing face."
3. Achieve mission accomplishment.
4. Maintain confidence level of squad members.
5. Avoid alienation of villages.

Probable Difficulties - Set A.

1. A squad leader may not see this situation as a problem. Therefore, he may not want to take any action.

Sub-Problem - Set B. Effect on Squad.

Conditions to be Commended:

1. Most members are experienced on patrols.

Conditions to be Corrected (Sub-problems):

1. Squad lacks formal training in discriminating between friend and foe.
2. The goal of this mission is not well defined.
3. Company policy on search and destroy missions are not defined.
4. Individuals in squad do not understand their roles.

Solutions - Set B.

1. Meet with squad and define immediate mission for all levels.
2. Redefine company policy on search and destroy patrols for squad.
3. Redefine "Rules of Engagement" for squad.

Criteria - Set B.

1. Maintain combat efficiency of squad.
2. Achieve mission accomplishment.
3. Maintain confidence level of squad members.
4. Avoid alienation of villages.

Probable Difficulties - Set B.

An experienced squad may not see this as a problem or as immoral since their priority is their own survival.

CANDIDATE PERFORMANCE EXERCISES

Index Terms

- Combat briefing Individual problem analysis** Given the Squad Combat Briefing Problem Statement, student will identify and state at least 80 percent of all listed sub-problems, at least three criteria from each set, and a solution for every identified sub-problem.
- Counseling, performance Group problem solving** In a live enactment, the student, as the platoon sergeant, counsels the squad leader about the effect of his briefing on the squad. The platoon sergeant role includes information on company policy for search and destroy missions and rules of engagement. The squad leader role calls for strong anger against enemy over loss of men. The student is scored on his handling of the squad leader's emotion, the manner in which he provides information on company policy, and his use of techniques to gain the squad leader's acceptance of a correct briefing procedure.
- Combat briefing Individual problem analysis** Given a typical statement of company policy, rules of engagement, and a presentation (narrative, audiotape, or videotape) of a squad leader briefing newly assigned men, the student will identify errors in the briefing and state the correct procedure for each one. A minimally acceptable performance consists of identifying and correcting at least 80 percent of the flaws built into the briefing.
- Counseling, performance** Given a presentation of a platoon sergeant counseling one of his squad leaders for actions like those in the Problem Statement, the student will identify errors in the platoon sergeant's counseling techniques and state the correct procedure for each one. A minimally acceptable performance consists of identifying and correcting at least 80 percent of the flaws built into the presentation.
- Combat briefing Communication Group problem solving** Given a statement of company policies for search and destroy missions, rules of engagement, and an immediate combat mission there in a live enactment, the student, as platoon sergeant, briefs the squad. Only four men will represent the squad. Squad roles call for anger at the enemy, expressions of fear, demeaning the enemy's combat ability, and criticism of company policies and rules of engagement as being idealistic and not in the best interests of the men.

FIRE BASE

PROBLEM STATEMENT

An E-7 is assigned to a company operating out of a fire base in Vietnam. He is assigned as the platoon sergeant of the 1st platoon. Since there is a shortage of lieutenants, he is also the acting platoon leader. During his first two weeks he learns some disturbing facts about his new unit:

1. The company commander gives battalion staff many false excuses for being unable to engage in as many patrols or actions as he can avoid.
2. The majority of the men are openly hostile to the war and the American role in it. When they do go on patrols, they are overly cautious, slow, and avoid engaging the enemy. They never go deep into the jungle. They don't go to each other's aid. Weapons and equipment are poorly maintained.
3. Most of the squad leaders side actively with the men. The platoon sergeants and platoon leaders know it's a bad situation but are just sitting quietly until their tour is over.

What course of action should the E-7 follow?

Analysis

Three problem sets were identified:

1. Platoon problems.
2. Leadership problems.
3. Intelligence reports.

Sub-Problem - Set A. Platoon Problems.

1. The platoon reinforces each other's apathy.
2. Platoon doesn't understand mission.
3. Lack of successful engagements with enemy.
4. Lack of confidence in leaders.
5. Lack of enforced discipline.
6. State of training is poor.
7. Lack of negative consequences for not fighting or positive consequences for fighting.

8. Comfortable at fire base (physical and psychological needs met--feel secure).
9. Lack of confidence in equipment.
10. Equipment poorly maintained.

Solutions - Set A.

1. Take an intelligence summary and build training from these and practice platoon in dealing with each situation. Point out positive and negative consequences of each action.
2. Assign more work details to platoon.
3. Do basic skill training--requalify with weapons and maintain equipment.
4. Do basic First Aid training.
5. Platoon Sergeant works with squad leaders to develop their leadership abilities.
6. Platoon Sergeant gives all information to squad leaders to give to troops via chain of command.
7. Follow up on all assigned projects to see if they are completed.
8. Build training and work situations that highlight squad leaders as leaders (build their credibility).
9. Develop progressively more difficult missions for single squads.
10. Counter rumors by getting facts out right away through chain of command.
11. Get rid of incompetent squad leaders or those who don't straighten up.
12. Review R & R schedule, promotions, rewards and decorations. (How long since men in platoon have received any of these?)
13. See that leaders praise men for improvement in performance.
14. Instruct men on how to recommend awards and decorations.
15. Insure fair distribution of "goodies" to troops (beer, ice).

Criteria - Set A.

1. Achieve solidarity among squads and platoon.
2. Achieve troops going to squad leaders for information and not ring leaders.
3. Achieve physical readiness for combat.
4. Achieve mental readiness for combat.
5. Achieve properly maintained equipment.
6. Avoid becoming beat down by situation.
7. Achieve men going to each other's aid.

Sub-Problem - Set B. Leadership Problems.

1. Leaders are modeling poor behaviors.
2. CO is covering up for company at battalion level.
3. Ring leaders are continuing this apathy.
4. Squad leaders are inexperienced or incompetent.
5. Battalion CO neglects this company.
6. First Sergeant is not aggressive or able to correct this problem.

Solutions - Set B.

1. Have platoon leader model proper behavior for squad and other platoon leaders (the E-7 who wants to correct this problem will set example).
2. E-7 gives open and honest criticism of others' plans and activities tactfully without emotion or personal attacks. He may want to start with self-critique.
3. Identify ring leaders.
4. If no change occurs, tell Company Commander that he (E-7) is going to Battalion Commander about this and invite Company CO to accompany him.

Criteria - Set B.

1. Achieve discreteness and tact.
2. Involve everyone in re-shaping unit.
3. Avoid embarrassing leaders in front of others.

Probable Difficulties- Set B.

1. Resistance from NCOs.

Sub-Problem - Set C. Intelligence Reports.

1. Inaccurate intelligence reports.

Solution - Set C.

1. Request additional intelligence information through company.
2. Insure that information leaving platoon to Intelligence is accurate.

Criteria - Set C.

1. Achieve accurate intelligence reports.

CANDIDATE PERFORMANCE EXERCISES

Index Terms

- | | |
|---|--|
| Combat
Individual
problem
analysis | Given the Fire Base Problem Statement, student will identify and state at least 80 percent of all listed sub-problems, solutions, and criteria. |
| Performance
analysis | Given a simulated intelligence summary, the student will derive and state training practices appropriate for a combat platoon in the sector. |
| Performance
analysis
Performance
management
Performance
objectives
Training | Given the Fire Base Problem Statement, student will describe leadership training exercises to be given squad leaders. He will describe his role in each exercise, the performance required of the squad leader, and minimum standards for the performance. |
| Combat
Performance
management | Given presentations (narrative or videotape) of improper leadership actions by squad leaders in a combat area (such as failure to praise for improvement; modelling fear, irrational hostility, or resistance; failure to provide effective guidance for combat performances; failure to pass information accurately to troops, failure to deal with rumors; setting improper performance standards, and so forth), student will identify at least 80 percent of the improper actions and describe the correct procedure for each one. |
| Performance
analysis
Performance
management | Given the Fire Base Problem Statement, student will describe procedures for building the squad leader's credibility. He will list the activities he would have the squads perform, describe how he would instruct the squad leaders, describe the decisions he would leave to the squad leaders, the criteria he would apply to their performance, and how he would give them feedback on their performance. |
| Combat
Performance
analysis
Training | Given the Fire Base Problem Statement, the student will describe a series of progressively more difficult squad missions appropriate to the situation. He will also describe the pertinent training activities to be completed before each mission. |

- Combat Performance management** Given presentations (narrative or videotape) of improper leadership actions by an acting platoon leader in a combat area (such as failure to praise for improvement; modelling fear, irrational hostility, or resistance to undertaking aggressive mission; failure to provide effective guidance for combat performances; and so forth) student will identify at least 80 percent of the improper actions and describe the correct procedure for each one.
- Counseling, performance Officer/NCO interaction** In a live enactment of a company commander's mission briefing in which the CO lays out a feeble plan of action, the student, as an acting platoon leader will give open and honest criticism of CO's plan. He will be scored on the points covered in his criticism and on the tact and objectivity with which he presents it.
- Counseling, performance Officer/NCO interaction** Given a presentation (narrative or videotape) of a briefing in which an acting platoon leader criticizes his CO's plan of action, the student will identify 80 percent of the errors in the acting platoon leader's performance and describe the correct procedure for each error.
- Counseling, performance Officer/NCO interaction** Given the Fire Base Problem Statement, then in a live enactment, the student, as acting platoon leader, will tell the company commander that he is going to the Battalion CO about conditions in the company and invite the company commander to accompany him. The company commander's role will call for his threatening and intimidating the acting platoon leader. The student will be scored on his use of techniques that defuse the CO's emotion without being swayed from his purpose.
- Counseling, performance Officer/NCO interaction** Given a presentation (narrative or videotape) of an acting platoon leader informing his company commander that he is going to the Battalion CO about conditions in the company, the student will identify 80 percent of the errors in the acting platoon leader's performance and describe the correct procedure for each error.
- Group problem solving Intelligence information** In a live enactment, the student, as acting platoon leader, will interrogate men returning from patrol about observations of enemy actions. Men's roles will call for false reports based on their fear of having to go out on additional patrols. Student will be scored on his handling of the men's fears and on his obtaining complete and accurate information from them.

PLATOON GIGS

PROBLEM STATEMENT

A Platoon Leader records two pages of gigs for his men at every formation. The men do not improve from day to day--they just get different appearance-type gigs.

Analysis

Three problem sets were identified.

1. Standards.
2. Corrective actions
3. Incentives

Sub-Problem - Set A. Standards.

1. No directives for dress.
2. No standard criteria set.
3. Standards too high.

Solutions - Set A.

1. Set directives for appearance with Platoon Sergeant and squad leaders.
2. Post directives.
3. Have squad leaders explain directives to all EM.
4. Review directives with EM on regular basis.

Criteria - Set A.

1. Directives available for all EM.
2. Directives meet Army Regulations.
3. Criteria for dress not changed.
4. Possible for all men to meet.

Probable Difficulties - Set A.

1. Misinterpretation of standards by personnel.

Sub-Problem B - Corrective Action.

1. No follow-up is taken with EM to insure gig is corrected.

Solution - Set B.

1. Assign responsibility for following up on men with gigs.
(Platoon Sergeant or squad leaders)
2. Let EM know that there will be follow-up on gigs.
3. Set exactly what action will be taken for each type of gig.

Criteria - Set B.

1. Same day follow-up.
2. A correction is made.

Probable Difficulties - Set B.

1. Platoon Sergeant and squad leaders resent time spent on follow-up.

Sub-Problem C - Improper Use of Incentives.

1. Rewards and punishments are not strong enough or meaningful.
2. No incentives for improvement.
3. No punishment for gigs.

Solution - Set C.

1. Set up a proper system of incentives and punishments.

Criteria - Set C.

1. Reward/punishment linked to behavior.
2. Timely (applied as soon as possible).
3. Fair (fits behavior).
4. Available to all (everyone can be rewarded).
5. Consistent.
6. Authority to use.

Probable Difficulties - Set C.

1. Time to set up and implement program.
2. Cooperation from Platoon Sergeant and squad leaders in using program.

CANDIDATE PERFORMANCE EXERCISES

Index Terms

- Individual problem analysis** Given the Platoon Gigs Problem Statement, the student will identify at least 80 percent of all the listed sub-problems and criteria, and a solution for every identified sub-problem.
- Performance management**
- Group problem solving** In a live enactment, the student, as a Platoon Sergeant, operating under his platoon leader's orders, conducts a meeting with the squad leaders to prepare a directive on required personal appearance of the men in the platoon. Squad leader roles call for an extreme "spit-and-polish" position and an extreme "individual freedom" position. Student will be scored on the quality of the resulting directive, its responsiveness to regulations and unit conditions, and on the use of techniques to gain squad leader acceptance.
- Personal appearance standards**
- Communication** Given a sample directive on personal appearance, student will identify and correct flaws in the clarity of the directive.
- Personal appearance standards** Flaws will include abstract rather than operational terms, uncommon words, poorly stated standards and criteria, and so forth. A minimally acceptable performance will consist of identifying and correcting at least 80 percent of the flaws built into the directive.
- Group problem solving** Given an appearance directive, then in a live enactment, the student, as Platoon Sergeant, conducts a meeting with the squad leaders to determine how to deal with gigs for personal appearance of soldiers in the platoon. Squad leader roles call for strong resistance to additional work. Student will be scored on the quality of the solution that evolves, conformity to Criteria - Set B, and on the use of techniques to gain squad leader acceptance.
- Performance management**
- Group problem solving** Given an appearance directive, then in a live enactment, the student, as Platoon Sergeant, conducts a meeting with the squad leaders to establish appropriate incentives for personal appearance of the men in the platoon. Squad leader roles range from disinterest to a position of harsh punishment for any deviation. Student will be scored on the quality of the incentive system that evolves with regard to scientific principles of performance management and on his use of techniques to gain squad leader acceptance.
- Performance management**

- Communication** Given a presentation (narrative, audiotape, or videotape) of a platoon sergeant conducting a meeting with his squad leaders to prepare a directive on the required personal appearance of the men in the platoon, the student will identify errors made by the platoon sergeant and describe the proper procedure. Student will identify and correct at least 80 percent of the errors built into the presentation.
- Group problem solving** Given a presentation (narrative, audiotape, or videotape) of a platoon sergeant conducting a meeting with his squad leaders to determine how to deal with gags for personal appearance of soldiers in the platoon, the student will identify errors made by the platoon sergeant and describe the proper procedure. Student will identify and correct at least 80 percent of the errors built into the presentation.
- Personal appearance standards**
- Group problem solving** Given a presentation (narrative, audiotape, or videotape) of a platoon sergeant conducting a meeting with his squad leaders to establish appropriate incentives for personal appearance of men in the platoon, the student will identify errors made by the platoon sergeant and describe the proper procedure. Student will identify and correct at least 80 percent of the errors built into the presentation.
- Performance management**
- Group problem solving**
- Performance management**

CRITICAL SKILLS

DRAFT

INDIVIDUAL PROBLEM ANALYSIS

The individual analyzes a problem using a set of separate problem steps in order, as follows:

1. Identify and explore problems. Identifies all related problems and facts.
2. Identify alternative solutions and criteria. All possible solutions and criteria for selecting solutions are identified.
3. Select criteria and solutions. Criteria are examined for relevance and arranged in order of importance. Solutions are evaluated against the final criteria. Attempts are made to combine solutions to account for all criteria.
4. Develop implementation and evaluation plans. Activities for actually solving the problem are identified and a plan of action is developed. Indicators are selected for evaluating the effectiveness of the solution.

In proceeding through these steps, the individual uses brainstorming. Brainstorming consists of :

1. Placing emphasis on listing as many ideas as possible.
2. Withholding evaluation until later.
3. Pushing for "way out" ideas.
4. Combining ideas wherever possible.

In addition, the individual needs some basic semantic skills, particularly skill in analyzing abstract into concrete operational terms (See Goals Analysis, by R. F. Mager). Some basic skills in using problem solving strategies (heuristics) might also be included at a "nice to know" level.

COUNSELING

Basic Process

Counseling is defined as the act of helping someone else to solve a practical problem in day-to-day living. The counselor guides the counselee through a problem solving process as described in INDIVIDUAL PROBLEM ANALYSIS.

In guiding the counselee through the problem solving steps, the counselor uses the following sub-skills or ones similar to them:

1. Posting. Writes problems, facts, solutions, criteria, and so forth on chalk board or note pad where counselee can see them.
2. Listening. Re-states counselee's statements in own words and asks for confirmation of interpretation.
3. Clarifying. Guides counselee towards stating problems, facts, alternatives, and criteria in operational terms.
4. Inquiring. Formulates alternative hypotheses about the problems. Asks counselee for information to select among alternatives.
5. Waiting. Remains quiet during long periods of silence from counselee.
6. Summarizing. Frequently summarizes problem solving progress in simple terms.
7. Reinforcing. Provides positive social reinforcement for information, expressions of feelings, and ideas.
8. Defusing. Accepts expression of strong negative feelings and objectifies strong negative feelings by stating them in operational terms and asking for confirmation.
9. Non-punishing. Does not make scolding, sarcastic, or demeaning statements to counselee.
10. Informing. Provides counselee with information bearing on problems; for example, facts, resources, regulations, and so forth.

Types

1. Personal counseling. To do effective personal counseling, the counselor needs broad and accurate information on many aspects of human behavior. The average layman is misinformed on many aspects of human behavior. Hence, counseling dealing with strongly held

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irrational beliefs, persistent strong emotions and feelings, and unusual behavior should be done by professionally qualified personnel. If these elements are not present, then a lay counselor may provide help. For instance, conflicts between individuals based on poor communication might be handled by a lay counselor.

2. Performance counseling. Performance counseling is concerned with job performance. Either the supervisor or the subordinate may initiate the counseling process by identifying a problem in the work environment. The counseling process may consider problems in the performance of the subordinate, the supervisor, or, more generally, both.
3. Career counseling. To do effective career counseling, the counselor needs broad and accurate information on career options, present and future demands, progression patterns, selection and training requirements, in the Army and in civilian counterpart careers. The counselor should carefully assess his own capability to provide counseling for a particular problem.

GROUP PROBLEM SOLVING

The leader in a group problem solving session guides the group through a problem solving process as described in INDIVIDUAL PROBLEM ANALYSIS. He uses the same sub-skills described in COUNSELING. He uses some added skills, as follows, to manage the interaction among the several members of the group:

1. Initiating. Presents problem, explains problem solving process and brainstorming (if group is inexperienced), and states ground rules (a. only one person speaks at a time, rules for working with others, and noting ideas immediately).
2. Gatekeeping. Controls who speaks at any one time, keeps discussion on relevant and productive issues, keeps discussion from being dominated by few, and encourages quiet members to voice their ideas.

COMMUNICATION

Communication consists of conveying a message to one or more other persons and/or receiving a message from another person. The process is often interactive with both parties participating in the full development of the message.

Sender actions:

1. Selects message elements which will convey message at a level of detail and concreteness appropriate to receiver.
2. Organizes elements of message in a logical sequence appropriate to the actions required of the receiver.
3. Uses words and symbols appropriate to receiver and of lowest possible difficulty to convey message.
4. Selects as simple a sentence structure as possible for message.
5. Checks to insure that message has been received and understood.

Receiver actions:

Tests understanding of message by:

1. Re-stating in own words and asking for verification^{1/} and
2. identifying and inquiring about reasonable alternative interpretations.^{2/}

^{1/} See Listening under COUNSELING.

^{2/} See Inquiring under COUNSELING.

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^{2/} See Inquiring under COUNSELING.

PERFORMANCE ANALYSIS

Performance analysis consists of:

1. Identifying a gross performance in terms of its intended (or actual) effects,
2. breaking the gross performance into several (not more than five or six) subordinate performances along a time line also identified by their effects, and
3. continuing in this manner until an appropriate level of detail is reached.

The analysis may begin with a unit mission, a crew task, or an individual task. Usually, the analysis will use existing terminology for describing the job activities of interest.

PERFORMANCE MANAGEMENT

Performance management is defined as the appropriate use of incentives by one person in influencing the performance of others. It consists of the application of the following skills in typical work situations:

1. Positive Orienting. Identifies desirable performances by others in work situations. Such identification should include desirable performances involved in planning, in production, in cooperation, and in communication.
2. Reinforcing. Selects appropriate positive reinforcers for individuals in a given work environment. Provides positive social reinforcement and establishes positive incentives for each desirable performance. Evaluates effects of reinforcers and makes changes if necessary.
3. Performance Building. Places emphasis on increasing frequency of desirable behaviors. Changes in reinforcement (content and schedule) are based on changes (or lack of change) in the frequency of the target performances. Provides corrective feedback without punishment or criticism for single instances of undesirable behavior.
4. Harm Controlling. Identifies performances which will endanger individuals or equipment. Such performances may include work actions and social interactions. Design and delivers guidance and incentives which will minimize occurrence of these performances. Punishment may be used, if appropriate.
5. Negative Countering. Designs and delivers means for countering high frequency undesirable performances. Emphasis is on using desirable performances that will crowd out undesirable ones (counter-conditioning). Punishment may also be used if side-effects can be justified and if punishment can be delivered effectively (break-up on-going performance, high probability of detecting undesirable performance, immediate delivery of punishment).

PERFORMANCE-ORIENTED TESTING

This skill consists of the following sub-skills:

1. Identify Job Tasks.

Identifies performance units of a given job that:

- a. have a definite beginning and end and
- b. are not too large to be reasonable learning units.

2. Analyze Job Tasks.

Identifies critical performance components (for example, safety practices, difficult perceptual discriminations, difficult motor performances, critical judgments, and so forth), and appropriate conditions and realistic job standards for each unit.

3. Prepare Test Item Formats.

Prepares test item specifications for each task. The specification will include instructions to the trainee establishing the test item situation (problem), the conditions for conducting the test item, necessary equipment, performance criteria, go-no go score sheet, and safety act cautions.

PERFORMANCE-ORIENTED TRAINING

This skill consists of the following sub-skills, which proceed from the first two sub-skills of PERFORMANCE-ORIENTED TESTING:

1. Design a Learning Environment.

Given the description, identification, and analysis of several related job tasks, specifies learning environments that cause students to practice and learn each performance unit. The learning environment will include structured learning segments composed of step-by-step performance instructions for guiding early practice, practice exercises, materials, and devices, and corrective feedback alternatives for students.

2. Design a Learning Delivery System.

Given the description, identification, and analysis of several related tasks and the specifications of the learning environments, the analyst designs a system for managing the learning so as to allow for the maximum possible self-pacing of students. The system may use instructors, peers, self-instructional materials, low cost simulations, county-fair arrangements in any workable combination that provides quality training at the lowest possible cost. The system must include a scheme for administering mastery tests at the end of each learning segment. Individual student progression from one segment to the next is determined by mastering the test for a segment of learning. A scheme for scheduling student entry into the system and for guiding progression throughout the system should be included in the design.

TRAINING APPROACH

A TRAINING APPROACH

General

The Candidate Performance Exercises provide a basis for designing performance-oriented training and testing. Performance-oriented training consists of five stages:

1. Job Context. All learning should begin with one or more terminal performance objectives that describe some actions as they actually occur on the job. These objectives should be related to real job situations and to job goals.
2. Demonstration. Students are given a demonstration of correct performance with explanations that place the actions in the performance in context to the job situation.
3. Initial Performance Guidance. Instructions are presented to the student to guide him through the actual performance of the action. He works with these instructions until he can perform the actions without the instructions, but still short of the terminal speed, accuracy, and generalization requirements.
4. Practice. A series of graded exercises are presented to the student. He receives fully informative feedback following each exercise. The exercises are designed to extend his basic performance of the actions until he meets the terminal performance requirements.
5. Evaluation. The student is given a performance-oriented, go-no go test. If he performs at a mastery level, he progresses to the next unit of instruction. If he performs below mastery, he is either (1) recycled for additional practice or (2) given special remedial instruction. This stage will be discussed separately in the next section.

Job Context

The first step is to make sure that the terminal performance objectives describe job situations and job actions. For instance, the following objectives do not deal with job situations and job actions:

1. Explain the 10-step training model.
2. List and explain six steps in supervision....

The act of explaining "the 10-step training model" may, in fact, be a job requirement, but the above objectives did not establish that as a fact. It gives no job situation in which such an act might be required. The following objective derived from the Battalion Training Problem Statement in this catalog establishes a job situation for a similar act:

In a live enactment, the student, as CSM, will explain performance-oriented training and testing to a group of instructors....

The second objective above may be viewed as a possible enabling objective leading to an as yet unidentified terminal performance objective. But it cannot be accepted as a training requirement until it is linked to a job performance in a job situation.

The first stage of a lesson should present the student with a brief and simple explanation of how the terminal performance requirements are related to real job situations and job goals. A short paragraph or less generally should be sufficient.

In cases where there are several related performance objectives, it may be preferable to establish the job context for all of them together rather than repeat the same context several times. Of course, the instruction on these objectives as a group should be presented in one single block rather than being scattered throughout other parts of the program.

Demonstration and Initial Performance Guidance

We must be sure that we understand precisely what performance is to be taught to the student. For instance, in the preceding example dealing with a CSM explaining performance-oriented training and testing to a group of instructors, we could focus on the CSM's public speaking skills. The full statement of this Candidate Performance Exercise makes clear that this is not the intent. The intent is that he use group problem solving techniques to win the instructor over in support of performance-oriented training and testing. But it is not uncommon to find instruction oriented towards some relatively unimportant aspect of a job performance. For instance, instruction on the intelligence estimate in some officer advanced courses focuses on the arrangement of information in the report rather than upon the mental processes for identifying the enemy's most probably courses of action. These are very subtle kinds of mistakes in designing a training program, but perhaps the most crucial. Task names do not always make these kinds of distinctions.

For some job performances, we can prepare straightforward step-by-step instructions. For other job performances, the best we can do is lead the student through the solution of a problem and explain the reasoning behind each action as we go. Yet other job performances will fall somewhere inbetween: we can develop some general instructions, but not detailed at a step-by-step level; we can identify stages in the solution; we can identify principles which apply to the development of solutions. The first step in the development of initial performance guidance is to decide which of these three conditions is true for our instructional situation and to develop the substance of the instructions.

In all three conditions, the general approach to training will be the same. First, we present a brief description of the overall process to be used in the job performances we are teaching. We will name and describe the major parts of the process and identify critical aspects of the performance. We may at this time introduce some principles related to the process. All of this information should be kept as brief and simple as possible.

Second, we will model correct performance in a relatively simple situation for the student; that is, we will demonstrate correct performance and explain what is being done and why as we go and as simply as possible.

Third, we will lead the student step-by-step through a correct performance in a relatively simple situation. If the performance contains many steps or if it is complex we may provide the student with special materials to help him learn and remember the instructions. This stage ends when the student can do the performance without instructions, but still short of the terminal speed, accuracy, and generalization requirements.

Practice

Practice consists of having the student perform again and again on problems or situations like those introduced during initial performance guidance until he meets the terminal performance requirements. In some instances, the problems or situations may be virtually identical from one practice trial to the next, as in the case of a fixed procedure that will always be performed under highly similar conditions. In other instances, the problems or situations may vary systematically from trial to trial, as in the case of a troubleshooting procedure. Invariably, the student will be given feedback on his performance following each trial. The feedback should give him sufficient information to allow him to attempt to correct his errors on the next trial. It should identify his errors and suggest ways of overcoming them.

Variations

There are several important variations to the basic training approach that need to be considered. Some job situations call for several concurrent actions from the individual. Many monitoring tasks have such a requirement: the individual monitors for several different specific conditions. Training should guide and practice the student on each specific condition separately. Once the student has acquired the capability to monitor each condition separately, then he is practiced in situations that require him to monitor them simultaneously.

Other job situations require the individual to respond differently to different conditions which are difficult for the untrained student to tell apart. Hence, initial guidance and practice may require these different conditions to be presented to the student in an intermixed order. During initial guidance, he may be cued before responding to help minimize errors. If there are many different conditions that the student needs to learn to differentiate the conditions should be sorted into separate groups, putting the most similar conditions in the same group. The student receives initial guidance and practice on each group separately. Initial guidance is concerned with teaching the student the specific differences between conditions in each similarity group. As the student progresses through this sequence of groups of conditions, previously learned conditions may be included during practice so that practice becomes cumulative or cumulative review practice sessions may be interspersed throughout the sequence. Aircraft recognition training, for instance, follows this kind of approach.

For many kinds of skills (particularly those dealing with human interactions such as supervision, training, leadership, and so forth), students bring many false beliefs with them. Training in those kinds of skills might well begin with a questionnaire to identify these false beliefs and then provide information, demonstrations, and exercises designed to counter specific false beliefs before skill training is undertaken.

Physical Arrangements

The design of physical arrangements for providing the student with initial guidance and practice depends to a great extent upon the nature of the performances to be learned, the kinds of skills possessed by the students, and the resources (including money) available to the training agency.

For example, if the students are to learn to monitor training conducted by others, then they must practice making the kinds of judgments

about training most likely to be required of them on the job. Let us assume that these judgments are concerned with instructional and testing practices in the classroom. The student needs to be presented with representations of these practices. These representations might be narrative descriptions, audio tape enactments, videotape enactments, or even live enactments. If the students are not skilled readers, then any narrative descriptions used for training must be highly simplified, or instructions and feedback can be presented on audio cassettes. However, narrative descriptions (particularly simplified ones) may not convey subtleties of an instructional situation that are critical to a judgment without giving away the judgment itself. Audiotape is similarly restricted with regard to visual cues. Videotape or movie film would generally be the preferred media if the equipment is available. With a number of playback units and careful scheduling, videotape can even be used in a self-paced program. However, if videotape is not available, structured role playing scripts might be prepared so that students can put on live enactments for other students or for each other. This may increase training time and reduce the flexibility of training, but it is preferable to instruction which does not provide students with opportunities in which to practice the judgments.

Mixed media programming may also be used. Thus, students might be given narrative descriptions of instructional situations to use for self-study before coming to class. In class, they might be shown videotapes or film segments for small group analysis. Some students might also put on live enactments for the rest of the group.

The job environment can often be simulated in inexpensive and simple ways for much of the training. For instance, a reduced scale line drawing of a control panel can provide adequate simulation for learning control procedures made up of simple, common actions such as turning a knob, flipping a switch, responding to a light, and so forth. A student can often learn the sequence of steps in self-study or peer instruction using such a line drawing. Final practice can be on the live equipment or on a full scale "hot" simulator. The line drawing, however, can greatly reduce practice time on the equipment and thus stretch the use of the available equipment.

Whatever physical arrangements are selected, they should actually practice the student in making those actions which he will make on the job. If he is to make judgments on the job, then he should practice making these same judgments during training. If he is to make inferences about probable enemy actions, then he should practice making inferences about probable enemy actions during training. If he is to counsel soldiers on performance and personal problems on the job, then he should practice counseling on such problems during training. And practicing these activities should be the major part of training.

Development of a Training Lesson

The development of a performance-oriented training lesson proceeds through five stages:

1. Examine the terminal performance objectives.
2. Identify and develop demonstration and practice exercises.
3. Develop explanatory guidance and feedback.
4. Select and develop training media.
5. Tryout the materials tutorially and revise them.

1. Examine the Performance Objectives.

Ask the following questions of each performance objective.

- a. Does it specify a real job performance in a proper job context?
- b. Does it specify the critical aspects of the job performance rather than just the most easily observable ones?
- c. Does it help the student to learn a job performance clearly stated in some other objective?

Careful examination can prevent costly mistakes. In one analysis of a crew served weapon, a requirement was identified for the crewman to read the color code on the rounds for the weapon. Investigation indicated that the ammunition boxes were clearly marked in printed letters. Not only did the crewman not need to read the color code, but it would have been impracticable for him to do so. No job context was or could be established for such a task. Always ask about the job situations in which an individual will need to perform a task.

2. Identify and Develop Demonstration and Practice Exercises.

The terminal performance objectives describe the activities the student should practice during training. First, identify the different kinds of exercises you think are appropriate. For instance, if you are concerned with training students in personal counseling, list out the different kinds of personal counseling problems you want him to be able to handle: indebtedness problems, drugs and alcohol, abrasive behavior towards others, racial conflict, and so forth. Each of these categories

might define a separate terminal performance objective or a set of terminal performance objectives. Second, analyze each performance into specified actions the student will need to solve the problem. Third, describe several specific instances of problems in each of these categories. You will want a spread of simple to complex problems with two or more problems at each level, if possible. And you will want to be sure that the problems require use of all the important job skills.

3. Develop Explanatory Guidance and Feedback.

Develop a solution for one of the simple problems to be used as a demonstration. Identify each step in the solution and identify the rationales for each step. Suppose the problem consists of counseling a soldier from a minority group who is angry because he feels others in the unit have discriminated against him on numerous occasions in many different ways. If you are dealing with interpersonal situations, then ask "How is this problem handled by untrained personnel?" Start your demonstration by describing or showing this situation and its consequences. Does it often develop into a shouting match? Does the soldier leave the counseling session still angry? Is he likely to be a better soldier or a worse soldier as a result of the counseling? Will this soldier or others in the unit be more or less likely to confide their future problems in the counselor? Are these kinds of problems likely to increase or decrease throughout the unit? This demonstration establishes the need for training in the student. This approach should also be used for job situations in which common practice is often incorrect. For instance, in training students to use performance objectives, you might start with a demonstration of the consequences of improperly stated objectives: different instructors teach different things, non-performance tests fail some students who could do the job and pass some who haven't learned how to do the job, training time is wasted on non-essentials, students lose their motivation for learning, and so forth. Or in training students to use self-paced performance-oriented training, you might first demonstrate the full consequences of traditional lock-step training.

Now develop a demonstration of the correct way of solving the selected problem situation and its consequences. Explain each step as you go. Relate supporting items of information (knowledges) to each step.

Select another simple problem and develop it as a practice exercise. Identify each step of the solution and identify the rationales for each step. What mistakes is a student most likely to make in each step? What kind of guidance or prompting can you provide him to minimize the likelihood of a mistake? You want to give the student rules, principles, and strategies that will apply to many similar problems. You want him

to learn to apply a few general concepts to many specific problems. And to do this, you want him to learn such concepts in the process of applying them. Identify the rules, principles, and strategies as you develop the solution to the problem. When you have finished, try talking someone else through the solution, explaining the rules, principles, and strategies as you go. Pick someone who is like your intended students in terms of his experiences, knowledges, and skills. Notice where your trial student has difficulties and correct your materials to get rid of them. Try going over it with one or two more people in the same way. Use this same approach to develop solutions and rationales for the rest of the problems you have identified.

If the job situations with which you are dealing calls for a variation in the basic approach to training, this is the stage in which to map it out. Lay out the sequence of problems to fit whatever variation you need. If you have decided to introduce your lesson with a questionnaire and feedback on relevant false beliefs, then this is the time to identify the relevant false beliefs by examining the rationales for each step of the problems you have selected.

4. Select and Develop Training Media.

In order to select appropriate media for training, you will need to consider:

- a. The reading skills of your intended students.
- b. The characteristics of the problem situations.
- c. The kinds of performances they are to learn.
- d. The resources available to you.

You don't have to select just one medium for the entire lesson. Different media can be used in different parts of the lesson or mixed together in one learning activity.

5. Try out the Materials Tutorially and Revise Them.

Use draft materials to test the entire lesson with three to five students, one at a time. If you're using audiotape or videotape, make some tapes that follow the script, but use available amateur talent.

Sit down with each student as he goes through the lesson. Take notes of difficulties the student has in going through the materials. Encourage him to ask questions about points he doesn't understand and

make suggestions for improving the lesson. You want him to give you unique information about specific details. Do not give your student a questionnaire and let it go at that. Stay with him or close at hand and talk to him and question him.

After you have tried the lesson out on three to five students, use their comments and experiences as the basis for revising the lesson. If you have to make a lot of big revisions, then try out the revised lessons with another three to five students. Once you have a tested and successful draft, then you can go ahead and get your final lesson materials produced.

EVALUATION

An achievement test is a procedure for gathering information about human activities in order to make a decision about those activities. The first step in constructing an achievement test is to identify the decision that is to be based on the outcome of the test. The decision to be made at the end of a performance lesson some job activity is to determine which students can and which cannot perform the job activity adequately. Some will pass and some will fail. The fact that some passing students learned more than other passing students is of no concern unless we are going to base some action on this difference. There is little point in differentiating between students unless they are to be differently treated. Furthermore, such different treatments, if any, should be based on different job requirements. Different failing students, however, might well be given different kinds of remedial instruction. Hence, a test may well be designed to differentiate among failing students.

A school's primary objective should be to provide the field with graduates who can perform the job at least at the minimally acceptable level. The minimally acceptable level is not an almost undesirable level: it is fully effective performance. The test is concerned with separating students who have reached at least the lowest level of fully effective job performance from those who have not.

Insofar as possible, we want to test the student directly on his ability to perform the job activities. Hence, the test will most often consist of realistic job situations in which the student performs as he would on the job. If we are training him to maintain a piece of equipment, then on the test we have him actually find and fix troubles in the equipment. If we are training him to counsel, then on the test we have him actually counsel someone on problems like those he will have on the job. If we are training him to supervise training, then on the test we have him actually supervise training in situations like those he will encounter on the job. We may have him view videotapes of actual training situations and make judgments about them. We may have him conduct a training planning session in a role playing situation with other students or staff members playing the other roles. We may have him counsel an instructor on his instructional performance in a role playing situation with a member of the staff playing a highly structured instructor role.

How do we score the activities in a performance test? First, look to see if there is a product or overall effect developed by the activity. If so, then evaluate the product. For instance, in firing a rifle the job relevant product is hitting or not hitting the target. In maintenance of equipment, the product is an operating or non-operating piece of equipment. What are the minimum requirements imposed by the job context on the product of the activities? In a battlefield situation is it necessary for a rifleman to hit a bullseye at a set range? Or is it necessary for him to hit the torso of a quickly appearing human figure at any of many ranges and directions or to detect and hit into a slightly moving shrub? The minimum requirements imposed by the job context should establish the scoring criteria for testing.

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There will not always be an identifiable product or outcome. In such cases, it will be necessary to use process scoring. In this case, we will evaluate important aspects of the activity itself. Most often, the important aspects of an activity for process scoring will be derived from some "theory of operation" of the objects acted upon. For instance, the sequence of steps in checking out or operating a piece of equipment will often be derived from the theory of operation of the equipment. In the same way, appropriate activities for supervising, counseling, or training will be derived from some behavioral theory of operation for people. Medical activities, for instance, are derived from some physiological theory of operation for people.

In process scoring, important aspects of the activity may be several different subordinate products from different parts of the activity, or they may be steps in the activity, or they may be combinations of both. It is critical in process scoring to select only those aspects of the activity that are critical to the success of the activity. For instance, if sequence is important for only a few steps in a check procedure, but not for others, then scoring on sequence should be constrained only to those steps for which sequence is important.

Process scoring will generally be appropriate for testing supervisory, counseling, and training activities. Although these activities have outcomes, they are not absolutely certain outcomes and they are often delayed in appearing. Hence, their verification is based on research rather than on direct and immediate experience.

It will sometimes be appropriate to supplement a product score with a process score. For instance, safety aspects of an activity are commonly scored in addition to the product of the activity. The important points, however, are to score only those aspects of the product that are demanded by the job context and/or those aspects of the process that are demanded by the appropriate theory of operation, and to set a minimally acceptable level of performance on the basis of these aspects.