

HumPRO

**Skill Decay of Sixteen Common
Tasks for MOS IIB and IIC**

by
Michael R. McCluskey and Susan A. Schmidt

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November 1978

Prepared for
**U.S. Army Research Institute for the
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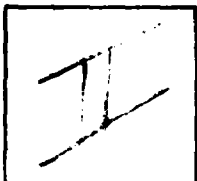
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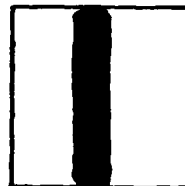
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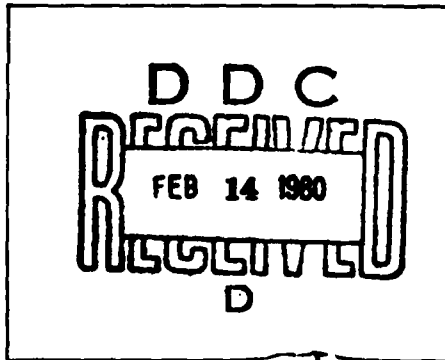
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INTRODUCTION

BACKGROUND

Efficient use of training time is crucial for the attainment and maintenance of combat readiness. One of the problems that interferes with efficient management of training time is a lack of knowledge concerning when refresher training should be provided after a soldier has learned to perform any given task to standard. As a consequence of uncertain estimates by commanders of the time to hold refresher training, soldiers who haven't yet forgotten how to perform a task may have to spend time in a refresher training situation, when that time could best be used to learn new tasks. Furthermore, if refresher training is postponed too long after soldiers have lost the ability to perform to standard, then the efficient use of time made possible by brief refresher training will be lost and the soldiers will have to be entirely retrained.

The overall goal of this research investigation was to provide estimates of the optimal timing of refresher training for Soldier's Manual tasks. In a subsequent ARI report, an effort to develop a multiple regression model which will enable the prediction of skill decay as a function of time, task variables, and soldier characteristics will be described. The need for a prediction model derives from the great difficulty confronting attempts to actually measure the course of task forgetting under field conditions, and the large number of tasks included in the Soldier's Manual.

The problems which must be overcome to acquire the necessary longitudinal data are tremendous and should be recognized. Longitudinal research requires that individuals return for a measurement of performance (or retest) at some point in time following an end-of-training posttest. There are two big problems associated with getting the same soldiers back for a retest. First, simply getting a specific person to return is an achievement in view of the turbulence within a unit and other activities which have higher priority. Second, it is extremely difficult to obtain reliable estimates of interviewing practice and training experiences. The completion of this type study with data that we have confidence in required a degree of commitment that is not often realized.

OBJECTIVE

The specific goal of this effort was to begin development of a data base that could be used to estimate when refresher training will be needed for specific SM tasks.

The objective was to determine the skill decay rates for SM tasks selected from the common task set for the high density MOS 11B and 11C at skill level I. The level of research support available for this project required that the sample of tasks be kept relatively small. The sample size decided to be feasible was sixteen.

The study described in this report is part of a larger research effort to evaluate a complete training system.¹ The scope of this larger effort was all skill level 1 and 2 tasks for MOS 11B and 11C.

¹Final Report entitled "Development and Implementation of a Performance Based Training and Evaluation System for the Combat Arms", FR-WD-CA-78-14, by Hilton M. Bialek and Mark Brennan, November 1978.

METHOD

TASK SELECTION

The sixteen tasks selected for this study were drawn from a pool of 56 common tasks for MOS 11B and 11C at skill levels 1 and 2. The basis for selecting each task in the pool was a list of practical criteria or conditions. These conditions were as follows:

1. The performance of the task required the use of special equipment, such as a night vision sight.
2. The completion of the task required too much time. These were tasks that would normally take an hour or more to perform or the actions would be distributed over that length of time.
3. The task required the use of firing ranges.
4. The arrangements necessary for the task would have been too complicated, such as preparing for the decontamination of self and individual equipment.
5. The task typically received a great deal of command emphasis, so most squad members would be expected to be highly trained on the task. "Put on a Protective Mask" is an example of this type of task.

After these criteria had been applied, the number of tasks remaining was 24. This number was reduced to 16 by combining the judgments and opinions of personnel from the Army Training Board, ARI, and HumRRO concerning the relative importance of obtaining skill decay information.

CHECKLIST DEVELOPMENT

Performance oriented checklists were developed for each of the sixteen tasks (see Appendix A). ARI designed the format for the checklists to enable scoring of each step of a soldier's performance in the test situations.

The development of the checklists was completed principally by ARI with HumRRO personnel serving a review function. The basic source of information for each task was the Task Training Plan (TTP). This document was reviewed with the objective of identifying and listing the individual steps of performance considered necessary to successfully complete the task. Most of this information was found in the "Standards" and

"Task Steps" sections of the TTP. FMs, TMs, and Soldier's Manuals were used when classification or additional information was needed. The TTPs were also used to specify in the checklists the equipment, test site conditions, and test procedures.

When it was appropriate for the performance of a task, the checklist included both knowledge and performance items. When knowledge was considered essential for successful task performance, the tester simply asked the soldier for the critical information in the context of performing the task. The number of knowledge and performance items identified for each checklist is given in Table 1.

TABLE 1. DESCRIPTION OF CHECKLIST CONTENTS

| TASK | NUMBER OF ITEMS | | |
|--|-----------------|-------------|-------|
| | Knowledge | Performance | Total |
| A1 Select Temporary Battlefield Positions | | 4 | 4 |
| A2 Use Challenge and Password | | 17 | 17 |
| A3 Estimate Range | | 10 | 10 |
| A4 Perform Operator's Maintenance on Field Telephones TA-1 or TA-321 | 2 | 20 | 22 |
| B1 Describe the Engagement of Enemy Armored Vehicles by Individual (M16A1, M203) and Crew-Served (M60) Weapons | 14 | | 14 |
| B2 Operate M203 Grenade Launcher | | 20 | 20 |
| B3 Identify a Vehicle as Being Either Friendly or Threat | 21 | | 21 |
| B4 Apply the Four Life Saving Measures | 10 | 23 | 33 |
| C1 Operate an M60 Machinegun | 6 | 68 | 74 |
| C2 Identify NBC Hazards | 35 | | 35 |
| C3 Install/Recover/Fire an Electrically Armed Claymore Mine | 4 | 42 | 46 |
| C4 Apply First Aid Measure for Special Wounds | 25 | 20 | 45 |
| D1 Collect/Report Information - SALUTE | | 6 | 6 |
| D2 Maintain an M203 Grenade Launcher and Ammunition | 7 | 20 | 27 |
| D3 Process Known or Suspected Enemy Personnel | | 14 | 14 |
| D4 Prepare an M72A2 LAW for Firing; Restore M72A2 LAW to Carrying Configuration | | 22 | 22 |

STUDY DESIGN

The experimental design for the retention study consisted of three variables. One of the variables was concerned with the retest interval, and the other two were related to task characteristics. The variables and the levels of each are shown in Figure 1.

| | | Amount of Task Performance Cueing | | | |
|-----------------|-------------|--|--|--|--|
| | | High | | Low | |
| | | Task Difficulty | | Task Difficulty | |
| | | Hard | Easy | Hard | Easy |
| Retest Interval | 2-4 Weeks | <u>Task Set</u> A Task 1 B Task 5 C Task 9 D Task 13 | Task 2 Task 6 Task 10 Task 14 | Task 3 Task 7 Task 11 Task 15 | Task 4 Task 8 Task 12 Task 16 |
| | 6-7 Weeks | <u>Task Set</u> A Task 1 B Task 5 C Task 9 D Task 13 | Task 2 Task 6 Task 10 Task 14 | Task 3 Task 7 Task 11 Task 15 | Task 4 Task 8 Task 12 Task 16 |
| | 10-13 Weeks | <u>Task Set</u> A Task 1 B Task 5 C Task 9 D Task 13 | Task 2 Task 6 Task 10 Task 14 | Task 3 Task 7 Task 11 Task 15 | Task 4 Task 8 Task 12 Task 16 |

Figure 1. Retention Study Design

Retention Intervals

The study was scheduled to extend over a period of thirteen weeks. The number of retests and the intervals between them were determined through joint agreement between the COTR and HumRRO. Some guidance on the specific

retest intervals was obtained from a few academic studies on the decay rates of certain types of knowledges and skills. Another source of data for determining the intervals was information from squad and company level trainers concerning the length of time the ability to perform a task could be expected to be retained.

Task Characteristics

The two variables concerning task characteristics were related to (1) task learning difficulty, and (2) the amount of performance guidance cues available which function either as response prompts or as feedback. Judgment was required to decide if prompts or feedback was available, and if so what value they had in guiding task performance. If task guidance is high, then the need to rely on sheer memory is minimized — and the contrary is true as well. For example, in the disassembly of small arms, the removal of one part may reveal or indicate the part to be removed next. Similarly, when a weapon is assembled, there is available a high level of prompting (you can see how the parts might fit together) and a high level of instant feedback (the parts do or do not fit together). This is considered to be a situation of relatively high task guidance where the amount of memory support required for performance would be relatively low.

All sixteen tasks were rated on the dimension of task guidance using a five-point scale. The ratings were completed by one HumRRO and two ARI personnel. A mean rating for each task was obtained and the tasks were then sorted into high and low groups on the guidance variable.

The difficulty variable is concerned with the learning period for task performance. A "hard" task requires more time to learn than an "easy" task. All sixteen tasks were also rated on a five-point scale for the degree of learning difficulty. These ratings were completed by a sample of 27 NCOs and 32 E2s and E3s. The mean ratings were calculated for each task, and the tasks were categorized as either "hard" or "easy" to learn.

As a result of these ratings, four sets of tasks, each containing four tasks, were constructed. Each set contained (1) a high guidance hard task, (2) a high guidance easy task, (3) a low guidance hard task, and (4) a low guidance easy task. These four sets are identified in Figure 1 by the capital letters A, B, C, and D. When the subjects were assigned to the cells and conditions, each subject participated in only *one retest* interval and performed on only *one* of the four task sets.

SUBJECT POPULATION

The subjects who participated in the study were drawn from two infantry battalions at Fort Ord. All the individuals who received training and performance tests as a part of the retention study were members of squads from these two battalions.

The individuals who conducted the training and administered the performance tests were also from these two test battalions. In general, these soldiers were squad leaders and platoon sergeants.

TRAINING AND TESTING PROCEDURES

There were four training/testing phases in the study: pretest, training, posttest, and retest. Each soldier participating in the study was scheduled to complete all four phases. At the onset of the study, each soldier was assigned to one of the four task sets described above. A soldier performed the same four tasks throughout the entire study.

Pretest Procedure

All battalion members who were participating in the study assembled at a predetermined field location. (The two battalions were pretested on separate days.) Soldiers were grouped according to their assigned task set, and then sent to their designated testing area for the pretest. In general, testing for all test phases (pretest, posttest, retest) ran as follows: sixteen stations (one for each task) were set up at designated sites in the field, with one or more squad leaders in charge of "running his station" (i.e., administering the hands-on test to each soldier as he entered the station). Each soldier rotated through each of the four tasks assigned to him and testing did not stop until each man completed his four tasks.

Specifically, a group of soldiers assigned to a particular task set were first sent to the general area where they were to be tested (where each of the four tasks had previously been set up in accordance with the task's conditions). Each soldier in this group was then sent to one of the four stations in his set, so that testing could be conducted simultaneously at all four stations. When a soldier came to a site, ready to be tested, he was moved out of visual and hearing range

of the testing area until the squad leader had finished the test in progress. He was then asked by the squad leader in charge to state his full name, battalion, company, and platoon. This information was recorded at the top of one of the squad leader's checklists and this checklist was then used to score the soldier's performance (one checklist form was used for each soldier). The performance test was then administered to the soldier by the squad leader. As the soldier completed each step in the test, he was checked off by the squad leader as being either "GO" (he performed the step correctly) or "NO GO" (he completed the step incorrectly). A check was also made by the squad leader on the amount of time it took the soldier to complete the performance test and this time it was recorded on the checklist. When the soldier had completed a test, he was then sent to another station where the same process was repeated until he had completed all four tests.

Training

In the month following the pretest, squad leaders from each of the two battalions were instructed to train all participating soldiers in their respective tasks, using the test checklists as their primary guide for training, and the TTPs as a back-up source of information.

Posttest

A posttest was scheduled immediately after the training period ended. The posttest was organized and conducted in the same manner as the pretest.

Retest

The retest schedule is shown in Figure 1. The retest intervals were 2-4 weeks, 6-7 weeks, and 10-13 weeks respectively. All soldiers who had taken the posttest were scheduled into one of these three retest periods. After each soldier had been retested on his four tasks, he was interviewed to ascertain whether he had had any training relevant to his four tasks following the posttest. The interview guidelines is shown in Appendix B.

GUIDELINES

Several general guidelines were established for the squad leaders and officers to follow during the testing and training activities. These guidelines were presented to the relevant officers and squad leaders in a formal briefing held a week or two before the pretest was conducted. Briefings were also held periodically as the study progressed. The testing and training guidelines were as follows.

Testing Guidelines (Pretest, Posttest, Retest)

PROMPTING

Avoid prompts, corrections, questions, or feedback of any kind while a soldier is taking a test (performing a task).

PERFORMANCE TIME STANDARD

Allow a soldier to continue a test even if he has exceeded the time limit allowed for that task. Instruct him to perform as many steps as possible and have him tell you when he's finished with the task. When the soldier exceeds the time limit, continue scoring his performance even though he has received a NO GO for the time standard. However, you may stop the test when it becomes clear that the soldier is stuck.

REFERENCE MATERIALS

While a soldier is taking a test, do not allow him to use FMs, TMs, or other reference materials not listed under conditions.

FEEDBACK

After each soldier finishes his test, give him feedback concerning his performance by briefly reviewing the steps he missed. Be as positive as possible, especially during the pretest when proficiency levels will be low.

CONSISTENCY

Be as consistent as possible throughout all of the test phases. This includes using the same test site, preparing the site and materials the same way, giving the soldier the same set of instructions, and conducting the actual test in the same manner each time.

RETESTS

Do not give soldiers any advance warning when they are about to be retested. This would enable them to prepare for the test. Stress the fact that we are conducting a skill retention study, not a proficiency exam or contest, and that we only want to find out how much of a task the soldier remembers after a period with *no additional training*.

Training Guidelines

FOCUS ON FOUR TASKS

Train each soldier on the four tasks which he has been assigned. The objective of the training period is to raise the soldier's proficiency level as high as possible on his four tasks. Then, the posttest should be scheduled immediately after most if not all the soldiers can perform the tasks.

PREPARATION FOR TRAINING

To prepare for training and set up the training sites, follow the conditions and equipment requirements listed in the checklists. Prepare the training site in exactly the same way it was for the pretest and use the same equipment.

CHECKLISTS AS TRAINING GUIDES

Use the checklists as your primary guide for training because the objective of the training is to score 100% on the checklist during the posttest.

PERIODS OF NO TRAINING

Hopefully, no training will be conducted in the period between the posttest and a retest on the sixteen tasks in the study. Remember, this is a study to determine how well men *remember* a learned task after a period of no training. It is understood, however, that some training may

occur during this time. To control for this, individual interviews will be conducted by the researchers to determine what, if any, training a soldier has had.

OBSERVATION AND CONTROL PROCEDURES

Members of the civilian research staff were on site throughout the entire study. Their objectives were (1) to observe and report any problems occurring either with the testing and training materials or with the administration of the study, and (2) to determine the amount of agreement between two people scoring the same soldier during a performance test. In addition, the researchers collected all checklists at the end of each testing period. On a few occasions, they also substituted for squad leaders in giving the actual performance tests when insufficient squad leaders were present.

Observation of Testing

The researchers were on site at the onset of the study (the first pretest). On the average, one or two test stations were observed by each researcher. Generally, the same set of four tests was observed by the same person throughout the entire study in order to maintain consistency in scoring and to form a data base for checking the reliability of scorers. When problems were observed, either with testing procedures or materials, they were reported to the project director. The observers did not give feedback to the soldiers taking the tests.

Observation of Training

Training schedules were obtained from battalion headquarters, and the majority of the scheduled "individual training" sessions were attended by members of the research staff. Two researchers generally observed each session. Since the objective of the training session was to raise the soldiers' proficiency level to 100% on the sixteen tasks, the main purpose in observing the training was to check the extent to which the performance checklists were being followed in training the soldiers. Again, as in the testing periods, no feedback was given by an observer to the squad leader on his performance as a trainer.

Control Procedures

FEEDBACK TO THE BATTALIONS

At the end of each testing or training session, an informal meeting was held by the researchers to discuss any problems that had been observed. A meeting was then scheduled between the researchers and the relevant battalion officers and squad leaders to discuss the observations. At these meetings, the use of the testing and training guidelines was reinforced.

NO FEEDBACK TO SOLDIERS

No comments, instructions, or feedback were given by researchers — except when it was observed that a task's conditions were not being followed. In this case, an observer would remind the squad leader in charge of the station that the task conditions during the test must be set as stated on the checklist.

TESTING OBSERVATION CHECKLIST

A standard checklist form was used by the observers to check a soldier's performance on a test. (Examples of these checklists are given in Appendix C.) The observer checklists paralleled the squad leaders' checklists in content so that later comparisons could be made concerning the amount of agreement between two people scoring the same person.

TRAINING OBSERVATION CHECKLIST

A standard checklist form was also developed for observing training. Appendix D provides an example of the training checklist.

INDIVIDUAL INTERVIEWS

At the end of each retest period, soldiers were interviewed upon completion of their four assigned tasks to determine how much, if any, training they had had on each of these four tasks since the posttest.

The main purpose of these interviews was to determine which soldier's test scores were to be used in the final analysis of data by eliminating all men from the study who stated that they had had some training between the posttest and the retest. Appendix B provides an example of the interview form used.

The individual interviews were conducted on a formal basis, with the interviewer introducing himself to the soldier and then paraphrasing the information and instructions on the first page of the interview form. The interviewer then asked each soldier seven questions about each task in his set and recorded the answers on each soldier's interview form.

RESULTS AND DISCUSSION

SAMPLE SIZE

Table 2 lists the sample size obtained for each task and test condition. The figures listed for the pretest, posttest, first retest, second retest, and third retest under the "Number of Tests Obtained" section indicate the number of completed checklists that were collected for each task. One source of sample attrition was the large number of soldiers who took the posttest and did not report for their scheduled retest. Approximately 49% of the total sample was lost because of this. The following were among the most frequent reasons for not appearing for the retest.

1. Permanent Change of Station
2. Temporary Duty
3. Estimated Time of Separation
4. Sick Call
5. Dentist
6. Compensatory Time
7. Various Schools

The "Number of Tests Analyzed" section shows the number of test scores remaining after elimination of all soldiers who said that they were given training on those tasks covered in their test situations.

As mentioned before, brief individual interviews were held with each soldier after he had completed the four performance tests for his retest to determine whether or not intervening training or practice had occurred on the four tasks between the posttest administration and the retest time. The results of these interviews were then used to make decisions concerning which test scores should be dropped from the analyses. The criteria for deleting test scores were as follows:

1. The soldier said that he had received training, and that the training was either "hands-on" or a combination of "hands-on" and "lecture". He was not excluded if the only form of intervening training was lecture.

2. The soldier said that he had received a lecture on any of the following tasks: A1, A2, A4, B1, B2, B3, B4, C1, C3, D1, D3, and D4.

Considering all of the data collected during the retests, the percent loss because of intervening training was as follows: first retest - 41%, second retest - 38%, and third retest - 51%. From the time of the posttest administration, there was an overall loss of 71% of the total

TABLE 2. SAMPLE SIZE BY TASK AND TEST CONDITION

| Task | SAMPLE SIZES | | | | | | | |
|------|--------------------------|----------|--------------|---------------|--------------|--------------------------|---------------|--------------|
| | Number of Tests Obtained | | | | | Number of Tests Analyzed | | |
| | Pretest | Posttest | First Retest | Second Retest | Third Retest | First Retest | Second Retest | Third Retest |
| A1 | 89 | 80 | 14 | 12 | 18 | 4 | 6 | 5 |
| A2 | 89 | 80 | 14 | 12 | 18 | 5 | 6 | 7 |
| A3 | 89 | 80 | 14 | 2 | 18 | 6 | 1 | 16 |
| A4 | 89 | 80 | 13 | 11 | 16 | 3 | 9 | 9 |
| B1 | 91 | 86 | 12 | 20 | 12 | 9 | 12 | 6 |
| B2 | 91 | 86 | 11 | 21 | 15 | 9 | 12 | 6 |
| B3 | 91 | 86 | 11 | 21 | 15 | 8 | 10 | 2 |
| B4 | 91 | 86 | 12 | 19 | 12 | 8 | 14 | 6 |
| C1 | 85 | 81 | 15 | 0 | 22 | 12 | 0 | 10 |
| C2 | 85 | 81 | 9 | 0 | 30 | 2 | 0 | 23 |
| C3 | 85 | 81 | 15 | 0 | 29 | 13 | 0 | 14 |
| C4 | 85 | 81 | 15 | 0 | 28 | 12 | 0 | 12 |
| D1 | 74 | 91 | 10 | 21 | 15 | 6 | 15 | 7 |
| D2 | 74 | 91 | 10 | 22 | 15 | 7 | 16 | 9 |
| D3 | 74 | 91 | 10 | 22 | 15 | 5 | 16 | 7 |
| D4 | 74 | 91 | 10 | 22 | 15 | 7 | 10 | 5 |

sample. This net loss figure represents loss due to both the failure to take the retest and intervening training. Thus, almost 3/4 of the end-of-training sample was lost in terms of the number of cases available for retest data analyses.

SCORER RELIABILITY

Throughout the data collection phase, the observers recorded the test performance of many soldiers to provide the basis for determining the reliability of different scorers. On approximately one-third of all tests administered, the soldiers' performance was scored by the trainer and by a civilian observer. These data were then used to compute the degree of agreement between these two independent scorers.

There were several reasons for collecting this dual scoring information on test performance. First, the scoresheets completed by the observers provided a back-up data pool in the event that the scoring of some test situations became too variable. Second, the frequent collection of test performance data by the observers provided a continual check on the reliability of the scorers. Finally, the rather intense observations of the test situations gave the observers the opportunity to identify problems with the test materials or procedures.

Table 3 provides a summary of the degree of agreement between trainers and observers for each test condition and type of task. The number of instances of paired scorings (trainer and observer) are given with the average percent of agreement. The percent agreement was computed from the mean number of agreements and disagreements on checklist steps of questions asked using the following formula.

$$\text{Percent Agreement} = \frac{\text{Number of Agreements}}{\text{Number of Agreements} + \text{Number of Disagreements}} \times 100$$

There were occasionally items on a test where the paired scoring was incomplete. When one or both members of a pair failed to score an item, the test item was excluded from the percent agreement measure.

In general, the degree of agreement between trainers and observers in scoring test performance was quite high. The overall percent agreement across all tasks for the posttest, first retest, second retest, and third retest was 78%, 70%, 81%, and 81%, respectively. There may be a slight trend toward increasing agreement with increasing time (from posttest to third retest). Such an increase would be expected as test procedures become more consistent over time.

The highest levels of agreement were found for those tasks which were the most simple and unambiguous such as "Use Challenge and Password" and "Collect/Report Information - SALUTE".

TABLE 3. PERCENT OF ITEMS ON EACH TASK WITH AGREEMENT
BETWEEN OBSERVER AND TRAINER

| Task | POSTTEST | | 1ST RETEST | | 2ND RETEST | | 3RD RETEST | |
|------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| | Number of Pairs | % Agree-ment | Number of Pairs | % Agree-ment | Number of Pairs | % Agree-ment | Number of Pairs | % Agree-ment |
| A1 | 26 | 65.0 | 4 | 19.7 | 9 | 100.0 | 5 | 73.3 |
| A2 | 37 | 88.7 | 8 | 98.3 | 2 | 81.3 | 4 | 93.8 |
| A3 | 0 | — | 0 | — | 0 | — | 0 | — |
| A4 | 35 | 49.6 | 0 | — | 8 | 55.6 | 12 | 67.3 |
| B1 | 32 | 83.5 | 0 | — | 5 | 58.5 | 0 | — |
| B2 | 24 | 92.0 | 0 | — | 19 | 86.0 | 0 | — |
| B3 | 0 | — | 0 | — | 0 | — | 0 | — |
| B4 | 30 | 87.5 | 0 | — | 18 | 86.1 | 0 | — |
| C1 | 34 | 75.4 | 3 | 80.0 | 0 | — | 17 | 79.3 |
| C2 | 0 | — | 0 | — | 0 | — | 0 | — |
| C3 | 48 | 74.9 | 6 | 75.5 | 0 | — | 21 | 83.5 |
| C4 | 24 | 56.8 | 5 | 75.9 | 0 | — | 15 | 84.3 |
| D1 | 24 | 93.5 | 0 | — | 11 | 94.5 | 11 | 86.3 |
| D2 | 26 | 70.3 | 0 | — | 11 | 84.6 | 11 | 75.6 |
| D3 | 31 | 89.0 | 0 | — | 16 | 70.1 | 11 | 81.0 |
| D4 | 24 | 90.5 | 0 | — | 9 | 89.4 | 7 | 85.7 |

RETENTION TEST PERFORMANCE

The results of the performance tests at various points in time are the primary focus of the study. As stated earlier, the objective of the research was to develop skill decay curves over time for sixteen selected tasks. There were two basic criteria used to analyze skill decay in this

study: (1) the percent of soldiers in a group who were scored GO (or NO GO) on each task, and (2) the percent of steps within a task that were performed correctly by each soldier, averaged across all soldiers in a group. The results for each of these criteria are discussed below.

Percent of Soldiers Performing a Task to Standard

For each of the sixteen tasks, it was necessary to complete correctly 100% of the task steps (all individual items that were scored "GO" or "NO GO") in order to receive a "GO" for the task. Table 4 presents the percent of tests that were scored "GO" on task performance. Also given are the number of tests that were analyzed (after tests had been excluded for training experience reasons) and the number of tests that were scored "GO" on task performance.

For all test conditions, the "GO" rate was very low. The fact that so few of the posttests were scored "GO" is entirely consistent with the findings of the larger research project in which this study was imbedded.¹ The overall percent of tests scored "GO" for each test phase was as follows:

1. Pretest - 16%
2. Posttest - 24%
3. First Retest - 12%
4. Second Retest - 13%
5. Third Retest - 9%

The increase in the number of "GOs" between the pretest and posttest is probably due in part to the training which was conducted between these test periods, and to the effects of taking the posttest and receiving feedback. These effects seem to be reflected in Table 4 by the changes in the number of tests scored "GO" between the pretest and posttest. Eleven of the fourteen changes were in the upward direction.

The absolute number of "GOs" for all of the retests was very small. From all of those tests that were scored "GO" on the posttest (N = 328),

¹Final Report entitled "Development and Implementation of a Performance Based Training and Evaluation System for the Combat Arms", FR-WD-CA-78-14, by Hilton M. Bialek and Mark Brennan, November 1978.

only 13% (N = 44) also were scored "GO" on any of the retests. Since the number of soldiers scored "GO" is so low, no attempt was made to graph the skill retention curves for individual SM tasks.

TABLE 4. PERCENT OF TESTS THAT WERE SCORED "GO" ON TASK PERFORMANCE

| TEST CONDITION | A1 A2 A3 A4 | B1 B2 B3 B4 | C1 C2 C3 C4 | D1 D2 D3 D4 | Total |
|------------------------------|-------------|-------------|-------------|-------------|-------|
| PRETEST | | | | | |
| Number of Tests Analyzed | 89 89 89 89 | 91 91 91 91 | 85 85 85 85 | 74 74 74 74 | 1356 |
| Number of Tests Scored "GO" | 44 21 9 5 | 2 17 1 2 | 4 0 3 5 | 52 11 10 31 | 217 |
| Percent of Tests Scored "GO" | 49 24 10 6 | 2 19 1 2 | 5 0 4 6 | 70 15 14 42 | 16 |
| POSTTEST | | | | | |
| Number of Tests Analyzed | 80 80 80 80 | 86 86 86 86 | 81 81 81 81 | 91 91 91 91 | 1352 |
| Number of Tests Scored "GO" | 18 27 9 28 | 17 39 17 3 | 1 0 4 1 | 76 12 38 38 | 328 |
| Percent of Tests Scored "GO" | 23 34 11 35 | 20 45 20 3 | 1 0 5 1 | 84 13 42 42 | 24 |
| FIRST RETEST | | | | | |
| Number of Tests Analyzed | 4 5 6 3 | 9 9 8 8 | 12 2 13 12 | 6 7 5 7 | 116 |
| Number of Tests Scored "GO" | 1 3 0 0 | 0 0 0 0 | 0 0 1 0 | 5 0 0 4 | 14 |
| Percent of Tests Scored "GO" | 25 60 0 0 | 0 0 0 0 | 0 0 8 0 | 83 0 0 57 | 12 |
| SECOND RETEST | | | | | |
| Number of Tests Analyzed | 6 6 1 9 | 12 12 10 14 | 0 0 0 0 | 15 16 16 10 | 127 |
| Number of Tests Scored "GO" | 0 0 0 0 | 0 6 0 0 | 0 0 0 0 | 9 0 0 2 | 17 |
| Percent of Tests Scored "GO" | 0 0 0 0 | 0 50 0 0 | 0 0 0 0 | 60 0 0 20 | 13 |
| THIRD RETEST | | | | | |
| Number of Tests Analyzed | 5 7 16 9 | 6 6 2 6 | 10 23 14 12 | 7 9 7 5 | 144 |
| Number of Tests Scored "GO" | 0 1 0 0 | 2 2 1 0 | 0 0 0 0 | 4 1 2 0 | 13 |
| Percent of Tests Scored "GO" | 0 14 0 0 | 33 33 50 0 | 0 0 0 0 | 57 11 29 0 | 9 |

Percent of Steps Within a Task Performed Correctly

Because of the low number of "GOs" and the small sample sizes involved, it was necessary to utilize another criterion for analyzing the data. In this section, the results of the study are given in terms of the percent of steps within a task that were performed correctly. These measures were computed by taking the mean proportion of steps correct for a given task and then averaging the proportions across all soldiers tested at a given time.

The upper half of Figures 2 through 17 show the difference scores between the posttest and the three retest intervals. The zero baseline represents the posttest level of performance and the points plotted are the difference scores between the posttest and the three retest times. The difference scores are the average change in the percent of steps scored "GO" for a given task. For example, in Figure 2, the percent of steps scored "GO" on the first retest on Task A1 was 37.5 percent higher than it was at the time of the posttest.

The absolute performance test scores are presented in the lower half of Figures 2 through 17. These figures show the mean percent of the task steps scored "GO" for each task and testing period. The score for the posttest, represented by zero time, was found by calculating the mean for all soldiers tested at the posttest, regardless of their retest group designation.

In examining the figures for the sixteen tasks, there does not appear to be any consistent trend. Considering the absolute test scores, there were a total of 40 changes in the mean percent of steps "GO" from one test period to another (i.e., from posttest to first retest, from second retest to third retest). Of these 40 changes, 20 were increases in performance and 20 were decreases. The changes in performance shown are probably due to various combinations of differences in test administrations, the learning effects of taking the test, and other unknown sources of variance. A complete summary of the data in terms of means, percents, and difference scores is given in Table 5.

Six of the tasks had both performance and knowledge items on the test. The graphs showing both the knowledge and performance components as difference scores over the three time intervals are given in Figures 18 through 23. The absolute performance test scores as mean percents of the steps scored "GO" are plotted in the lower half of these figures.

These figures indicate that there are no consistent trends with respect to the skill decay of knowledge and performance items. Out of 28 changes in absolute performance level, 15 were increases and 13 were decreases. Although no conclusions may be developed regarding skill decay, it should be pointed out that the knowledge and performance curves do tend to follow quite closely over time with no real substantial or consistent differences between them.

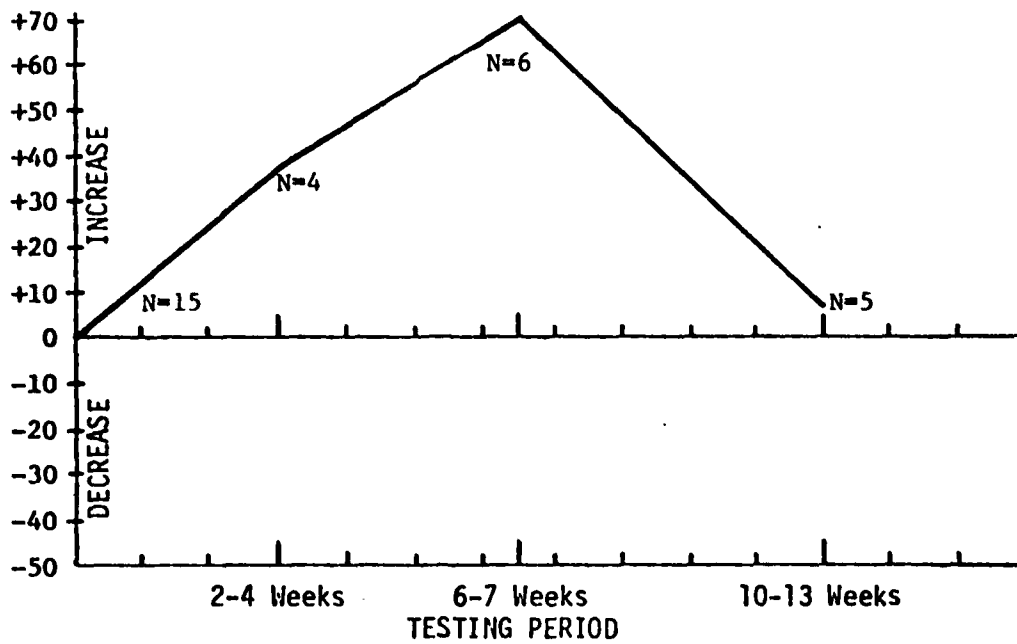
TABLE 5. MEANS AND PERCENTS FOR ALL TEST CONDITIONS AND DIFFERENCE SCORES BETWEEN TESTS

| Task | No. of Task Steps | Statistics | Post-test | 1st Retest | Dif-ference Score | Post-test | 2nd Retest | Dif-ference Score | Post-test | 3rd Retest | Dif-ference Score | Overall Posttest |
|------|-------------------|--------------------|--------------------|-------------------|--------------------|--------------------|--------------------|---------------------|--------------------|-------------------|---------------------|--------------------|
| A1 | 4 | $\frac{N}{x}$ % | 4 2.5 62.5 | 4 4.0 100.0 | 4 +1.5 +37.5 | 6 1.2 30.0 | 6 4 100.0 | 6 +2.8 +70.0 | 5 3.0 75.0 | 5 3.2 80.0 | 5 +0.2 +5.0 | 15 2.1 52.5 |
| A2 | 17 | $\frac{N}{x}$ % | 5 17.0 100.0 | 5 16.2 95.3 | 5 -0.8 -4.7 | 6 16.5 97.1 | 6 14.2 83.5 | 6 -2.3 -13.5 | 7 13.6 80.0 | 7 12.4 72.9 | 7 -1.1 -6.5 | 18 15.5 91.2 |
| A3 | 8, 7 4, 5 | $\frac{N}{x}$ % | 6 3.7 49.3 | 6 3.5 46.7 | 6 -0.2 -2.7 | 1 1 25.0 | 1 1 25.0 | 1 0 0 | 16 3.6 72.0 | 16 1.4 72.9 | 16 -2.3 -46.0 | 23 3.5 64.0 |
| A4 | 22 | $\frac{N}{x}$ % | 3 19.0 86.4 | 3 18.3 83.2 | 3 -0.7 -3.2 | 9 20.4 92.7 | 9 12.0 54.5 | 9 -8.4 -38.2 | 9 20.7 94.1 | 9 15.4 70.0 | 9 -5.2 -23.6 | 21 20.3 92.3 |
| B1 | 14 | $\frac{N}{x}$ % | 9 5.9 42.1 | 9 6.6 47.1 | 9 +0.7 +5.0 | 12 9.2 65.7 | 12 9.8 70.0 | 12 +0.1 +0.7 | 6 11.8 84.3 | 6 10.3 73.6 | 6 -1.5 -10.7 | 27 8.7 62.1 |
| B2 | 20 | $\frac{N}{x}$ % | 9 16.3 81.5 | 9 17.4 87.0 | 9 +1.1 +5.5 | 12 19.3 96.5 | 12 18.4 92.0 | 12 -0.8 -4.0 | 6 19.2 96.0 | 6 19.7 98.5 | 6 +0.5 +2.5 | 27 18.3 91.5 |
| B3 | 21 | $\frac{N}{x}$ % | 8 18.3 87.1 | 8 18.4 87.6 | 8 +0.1 +0.5 | 10 17.7 84.3 | 10 16.6 79.0 | 10 -1.1 -5.2 | 2 21.0 100.0 | 2 20.5 97.6 | 2 -0.5 -2.4 | 20 18.3 87.1 |
| B4 | 33 | $\frac{N}{x}$ % | 8 19.4 58.8 | 8 22.6 68.5 | 8 +3.3 +10.0 | 14 20.0 60.6 | 14 16.7 50.6 | 14 -3.3 -10.0 | 6 28.7 87.0 | 6 32.2 97.6 | 6 +3.5 +10.6 | 28 21.7 65.8 |

TABLE 5. MEANS AND PERCENTS FOR ALL TEST CONDITIONS AND DIFFERENCE SCORES BETWEEN TESTS, continued

| Task | No. of Task Steps | Statistics | Post-test | 1st Retest | Dif-ference Score | Post-test | 2nd Retest | Dif-ference Score | Post-test | 3rd Retest | Dif-ference Score | Overall Posttest |
|------|-------------------|--------------------|-----------|------------|-------------------|-----------|------------|-------------------|-----------|------------|-------------------|------------------|
| C1 | 74 | $\frac{M}{x}$ % | 12 | 12 | 12 | 0 | 0 | 0 | 10 | 10 | 10 | 22 |
| | | | 44.8 | 54.4 | +9.7 | 46.1 | 41.4 | -4.7 | 45.4 | | | |
| | | | 60.5 | 73.5 | +13.1 | 62.3 | 55.9 | -6.4 | 61.4 | | | |
| C2 | 35 | $\frac{M}{x}$ % | 2 | 2 | 2 | 0 | 0 | 0 | 23 | 23 | 23 | 25 |
| | | | 16.5 | 18.0 | +1.5 | 21.9 | 19.0 | -2.9 | 21.5 | | | |
| | | | 47.1 | 51.4 | +4.3 | 62.6 | 54.3 | -8.3 | 61.4 | | | |
| C3 | 46 | $\frac{M}{x}$ % | 13 | 13 | 13 | 0 | 0 | 0 | 14 | 14 | 14 | 27 |
| | | | 40.1 | 40.5 | +0.8 | 35.9 | 31.6 | -4.4 | 37.9 | | | |
| | | | 87.2 | 88.0 | +1.7 | 78.0 | 68.7 | -9.6 | 82.4 | | | |
| C4 | 45 | $\frac{M}{x}$ % | 12 | 12 | 12 | 0 | 0 | 0 | 12 | 12 | 12 | 24 |
| | | | 27.7 | 33.6 | +5.9 | 25.0 | 26.8 | +1.8 | 26.4 | | | |
| | | | 61.6 | 74.7 | +13.1 | 55.6 | 59.6 | +4.0 | 58.7 | | | |
| D1 | 6 | $\frac{M}{x}$ % | 6 | 6 | 6 | 15 | 15 | 15 | 7 | 7 | 7 | 28 |
| | | | 6 | 6 | 0 | 5.7 | 5.8 | +0.1 | 5.8 | | | |
| | | | 100.0 | 100.0 | 0 | 95.0 | 96.7 | +1.6 | 98.3 | | | |
| D2 | 27 | $\frac{M}{x}$ % | 7 | 7 | 7 | 16 | 16 | 16 | 9 | 9 | 9 | 32 |
| | | | 16.6 | 23.6 | +7.0 | 18.0 | 18.8 | +0.9 | 18.0 | | | |
| | | | 61.5 | 87.4 | +25.9 | 66.7 | 77.4 | +10.7 | 65.6 | | | |
| D3 | 14 | $\frac{M}{x}$ % | 5 | 5 | 5 | 16 | 16 | 16 | 7 | 7 | 7 | 28 |
| | | | 13.0 | 13.6 | +0.6 | 11.2 | 12.3 | +1.1 | 13.4 | | | |
| | | | 92.9 | 97.1 | +4.3 | 80.0 | 87.9 | +7.9 | 95.7 | | | |
| D4 | 22 | $\frac{M}{x}$ % | 7 | 7 | 7 | 10 | 10 | 10 | 5 | 5 | 5 | 22 |
| | | | 21.1 | 21.6 | +0.4 | 18.1 | 20.6 | +2.5 | 18.4 | | | |
| | | | 95.9 | 98.2 | +1.8 | 82.2 | 93.6 | +11.4 | 83.6 | | | |

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

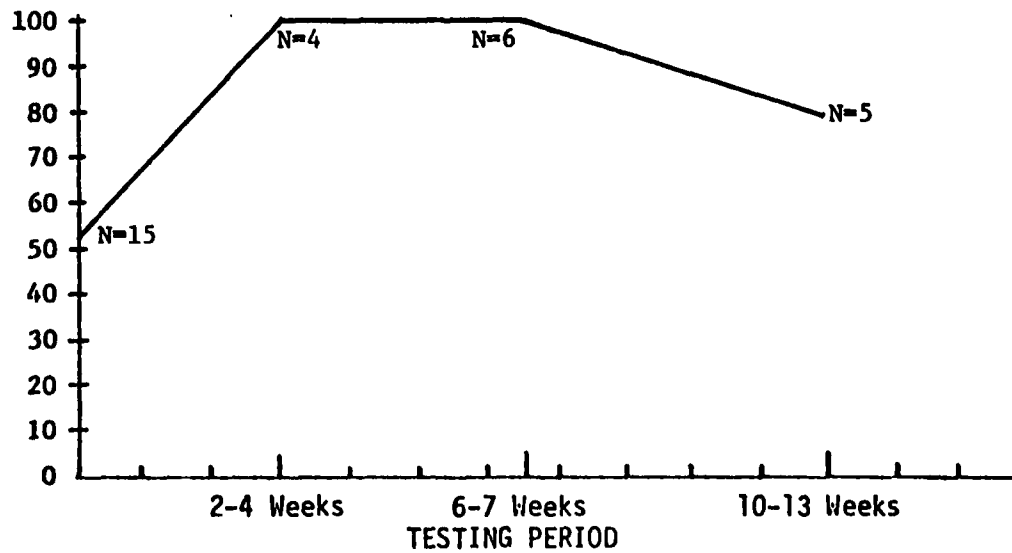
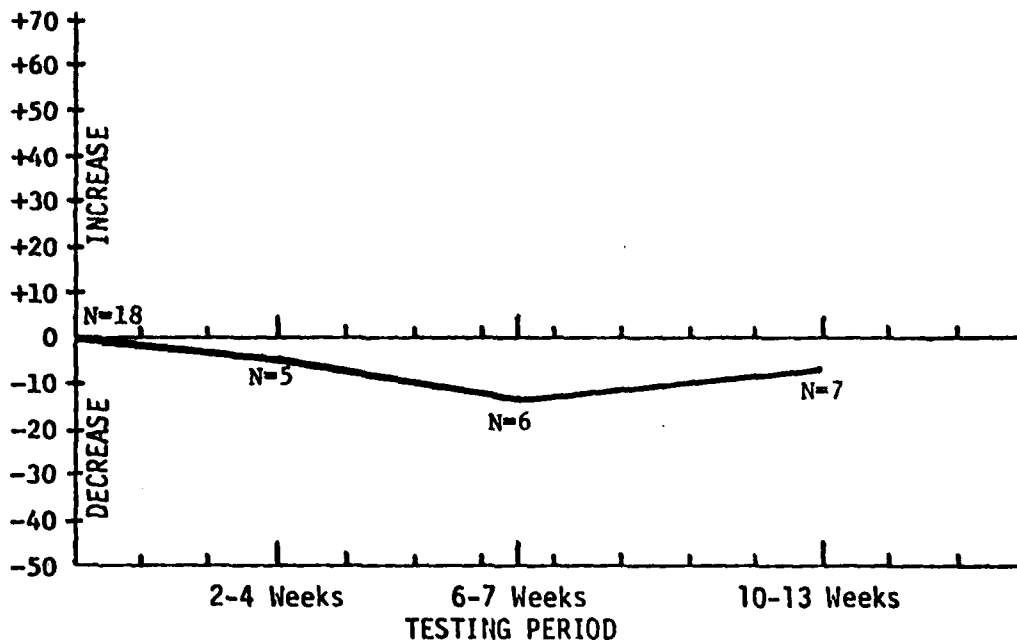


Figure 2. Task A1 -- Select Temporary Battlefield Positions

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

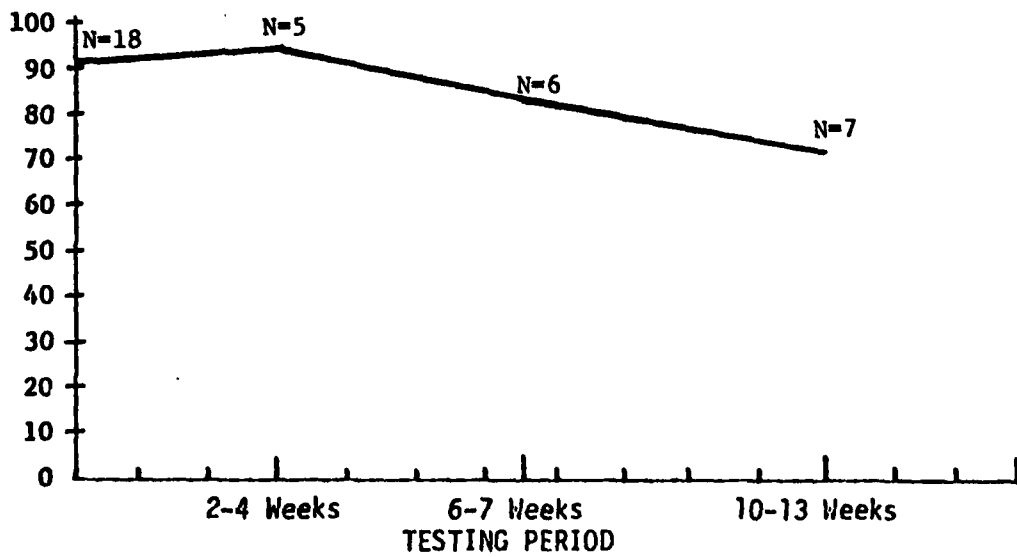
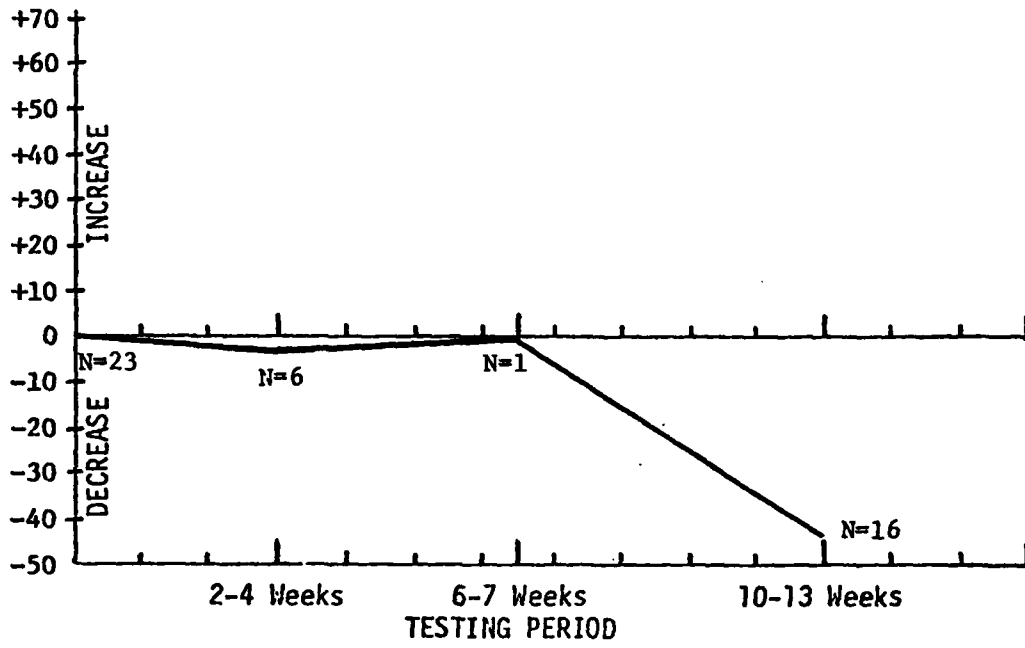


Figure 3. Task A2 - Use Challenge and Password

I

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

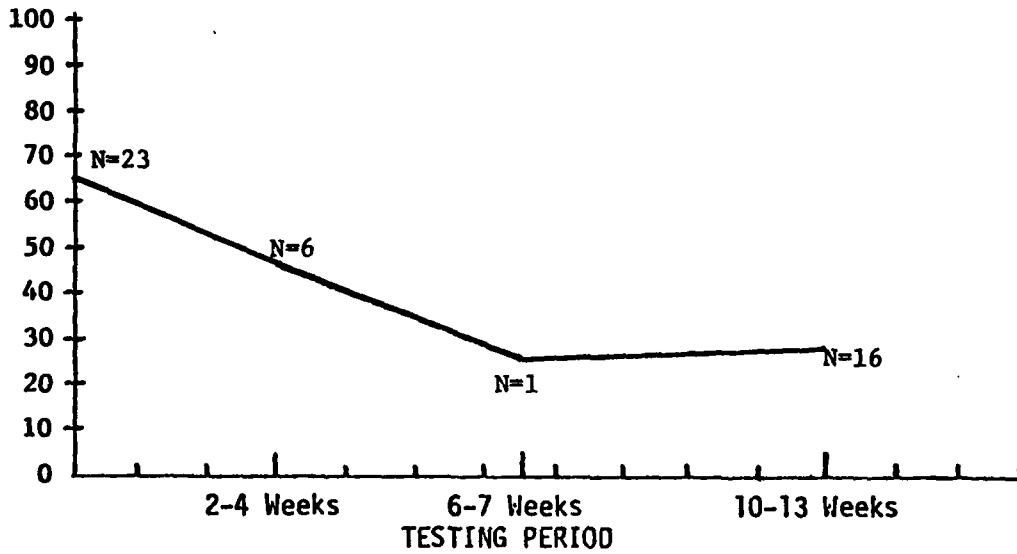
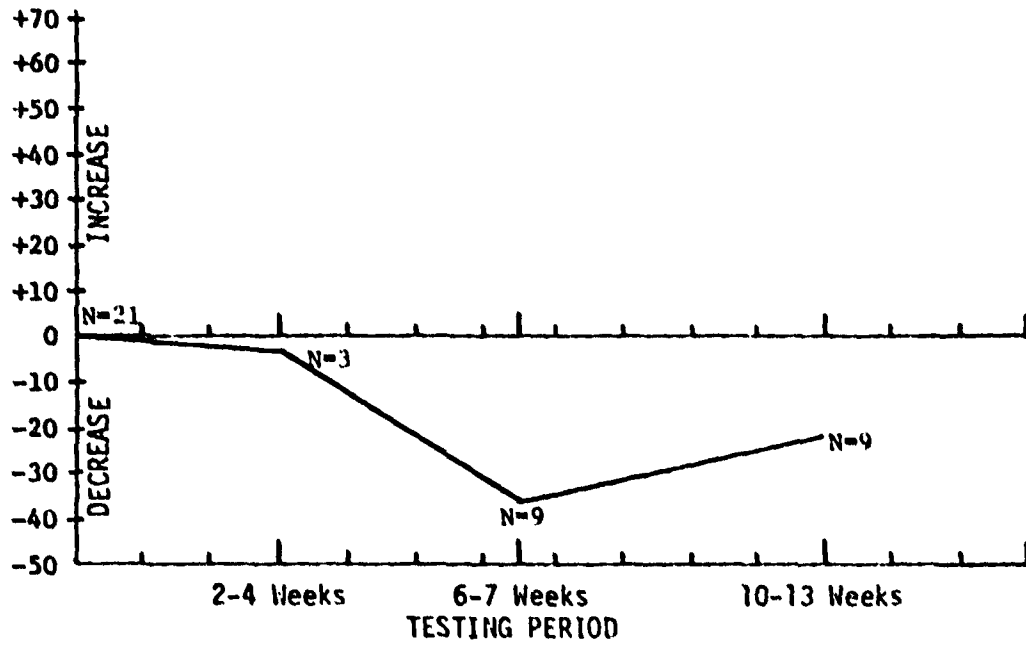


Figure 4. Task A3 - Estimate Range

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

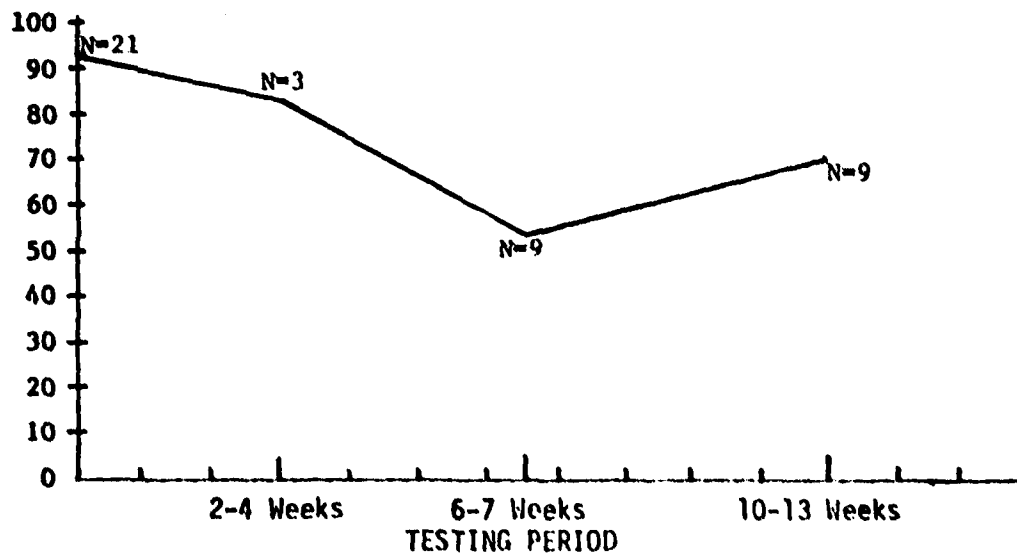
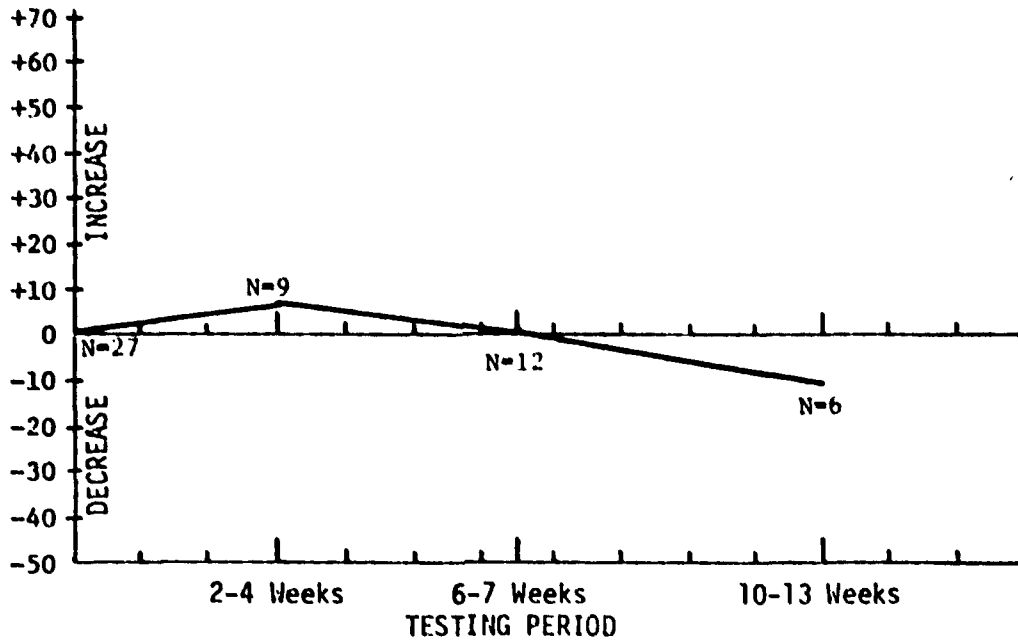


Figure 5. Task A4 - Perform Operator's Maintenance on Field Telephones TA-1 or TA-312

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

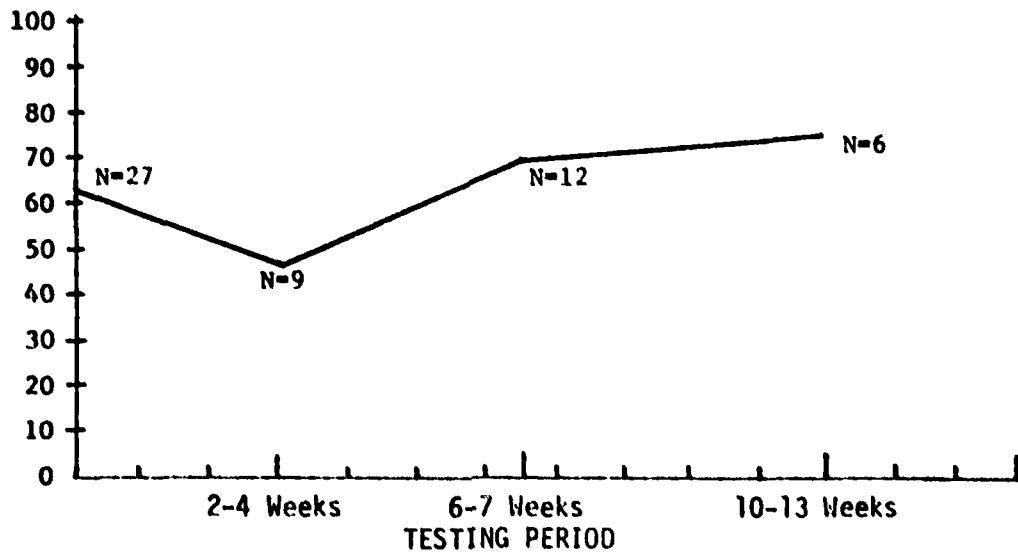
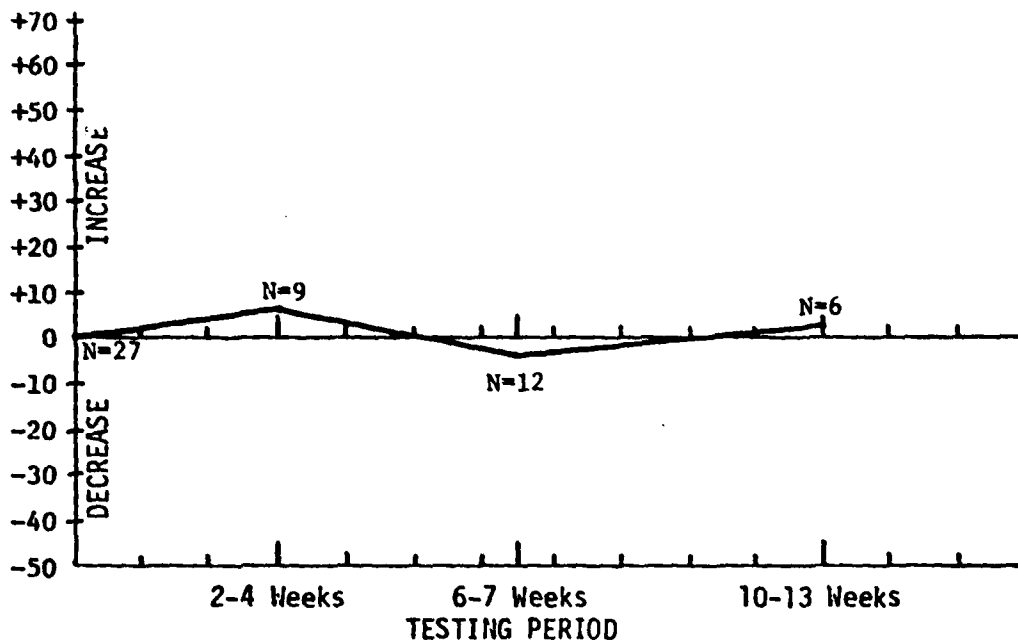


Figure 6. Task B1 - Describe the Engagement of Enemy Armored Vehicles by Individual (M16A1, M203) and Crew-Served (M60) Weapons

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

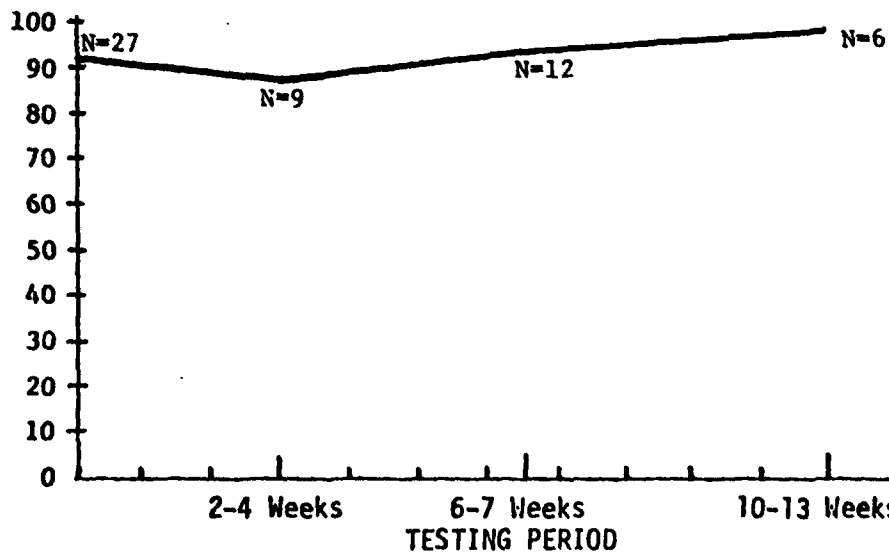
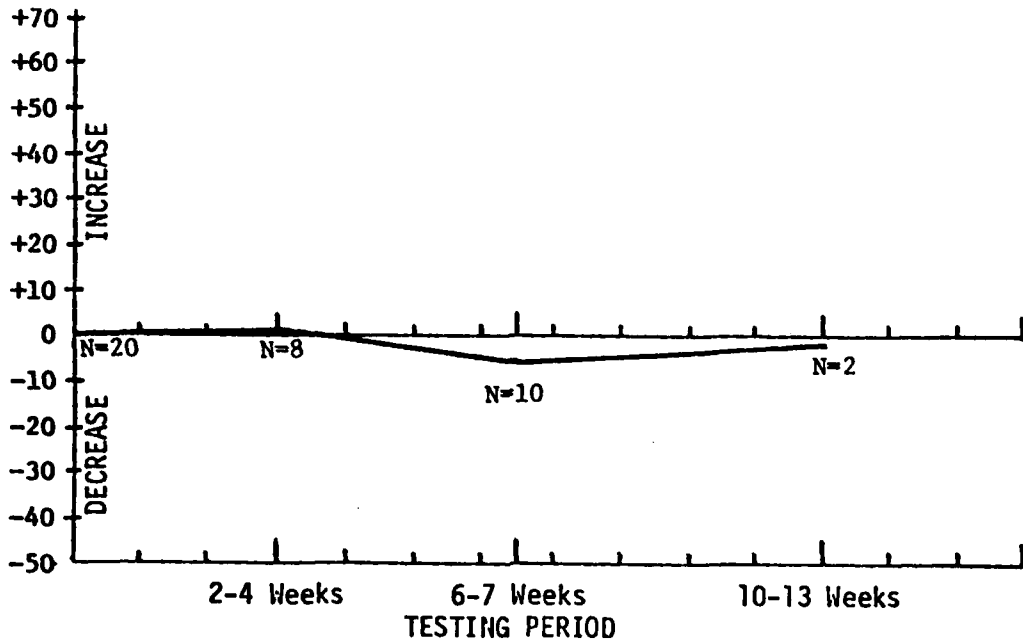


Figure 7. Task B2 - Operate M203 Grenade Launcher

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

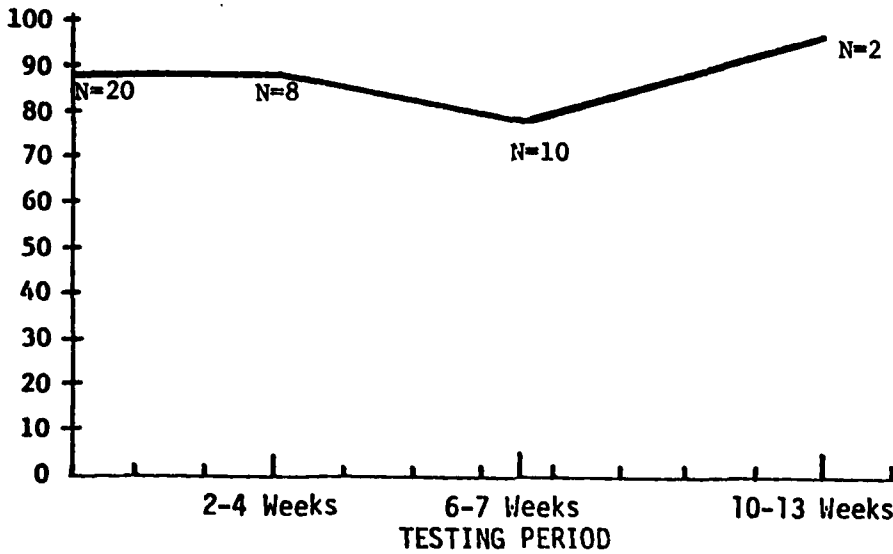
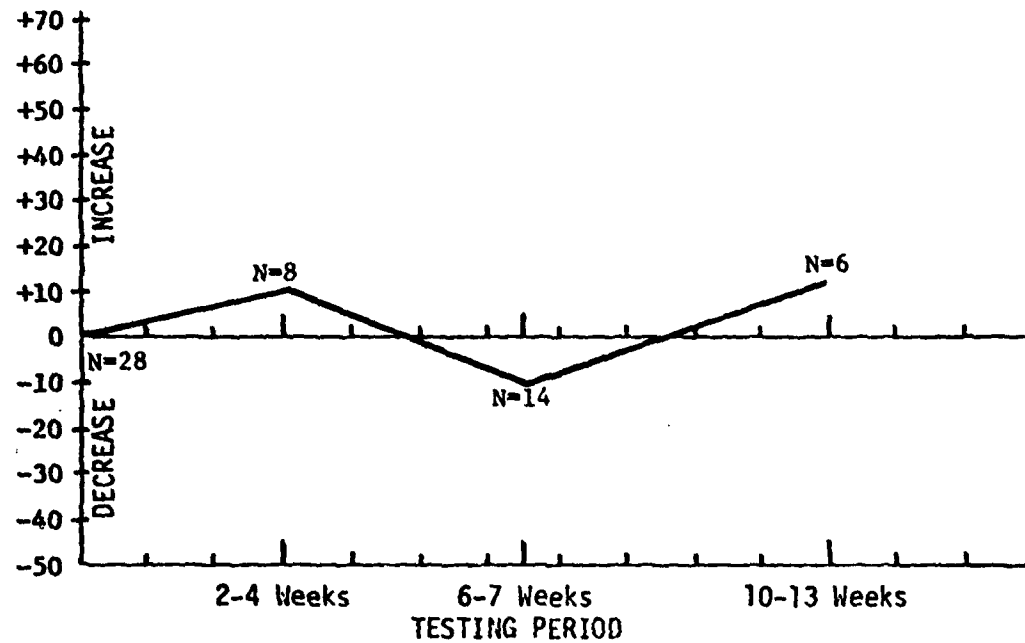


Figure 8. Task B3 - Identify a Vehicle as Being Either Friendly or Threat

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

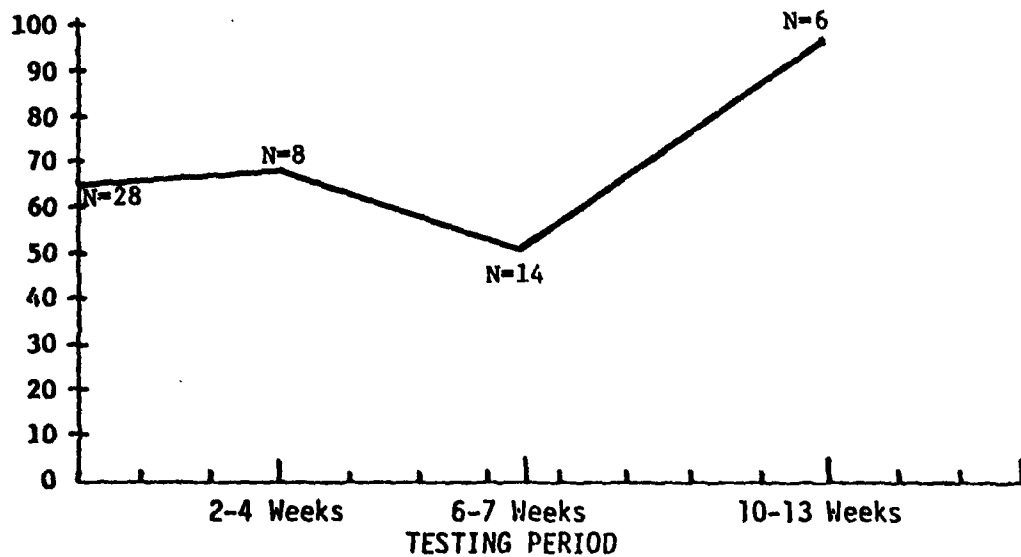
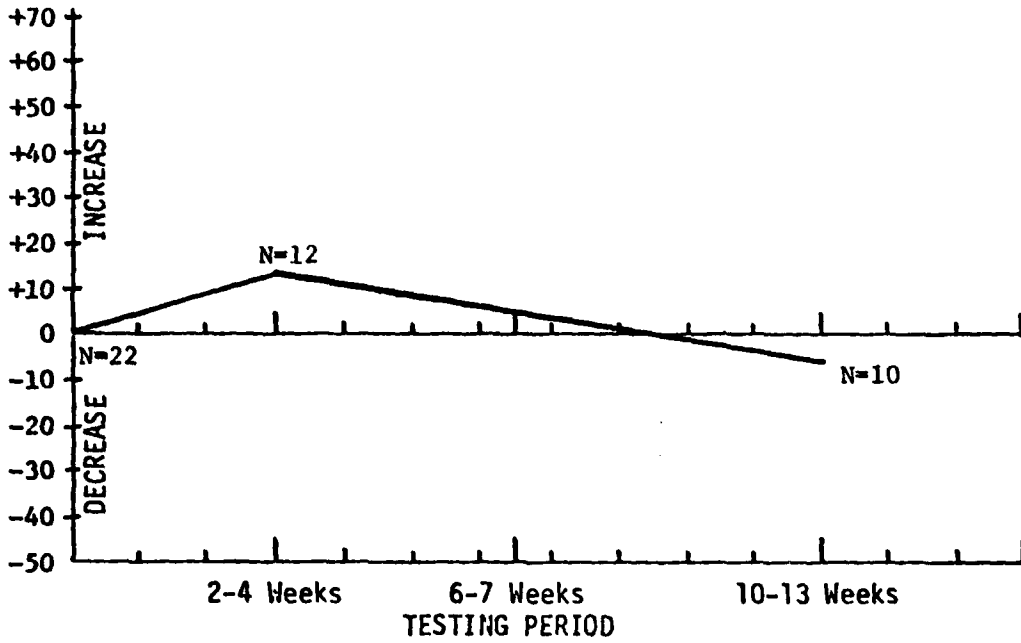


Figure 9. Task B4 — Apply the Four Life Saving Measures

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

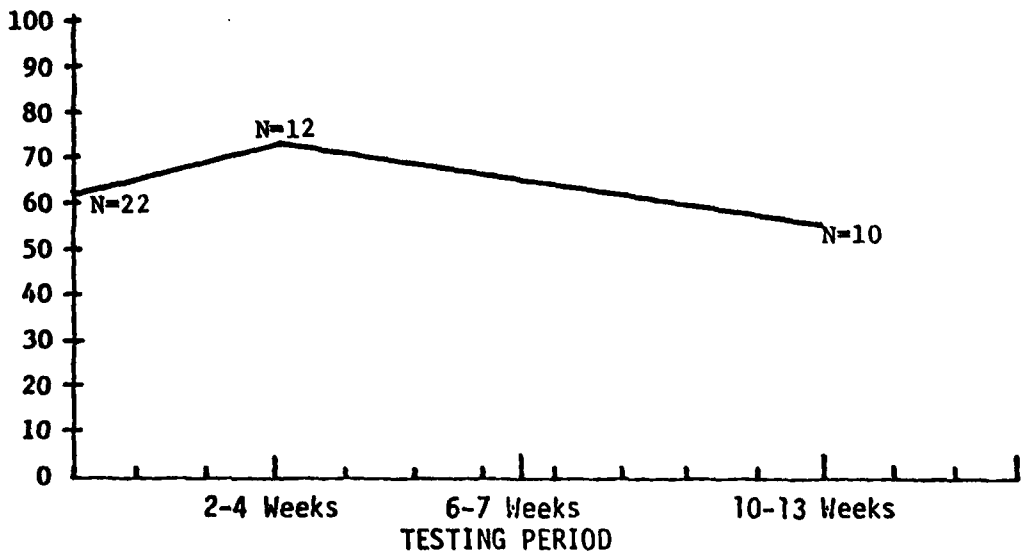
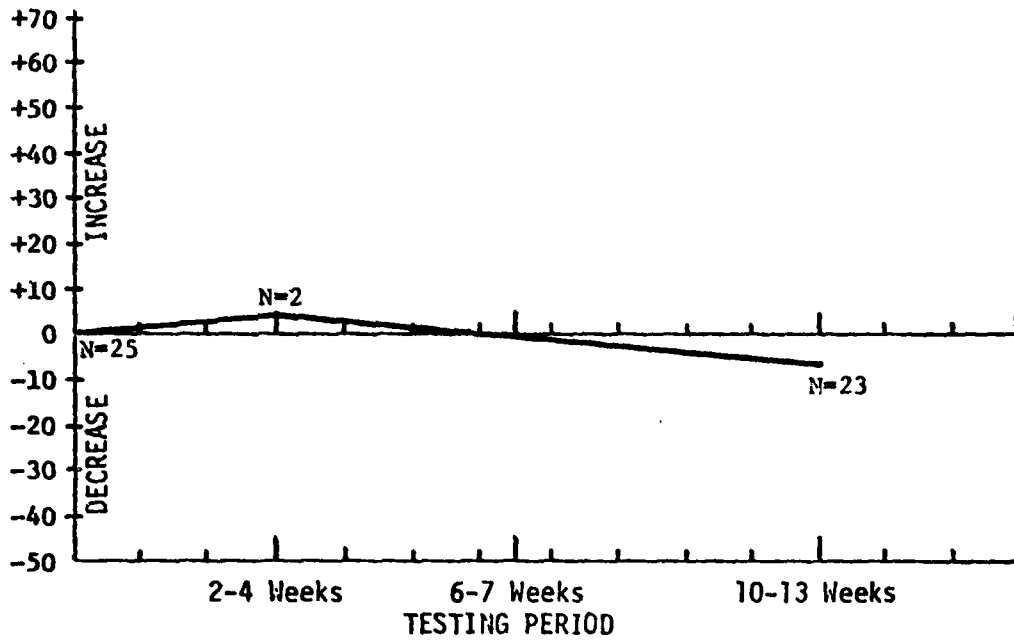


Figure 10. Task C1 - Operate an M60 Machinegun

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

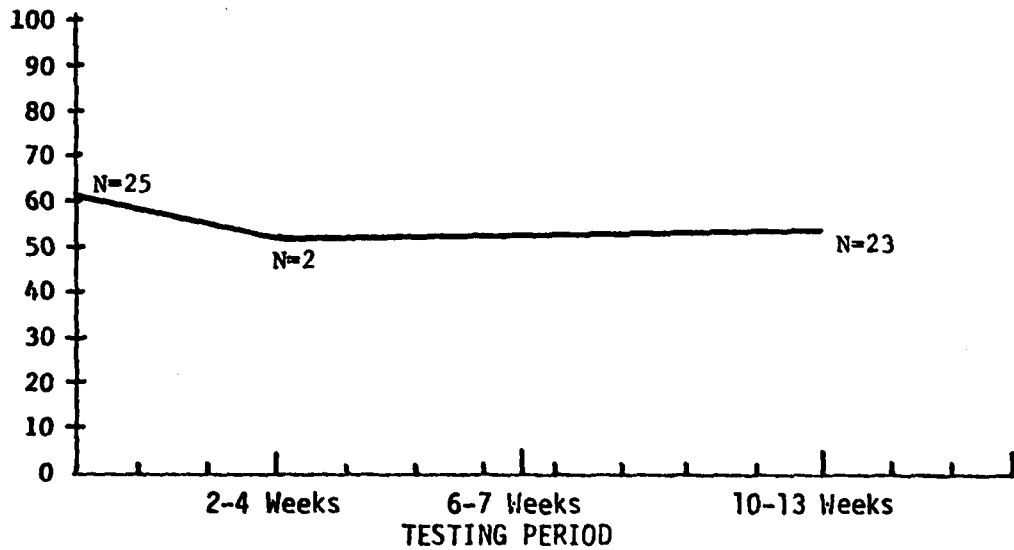
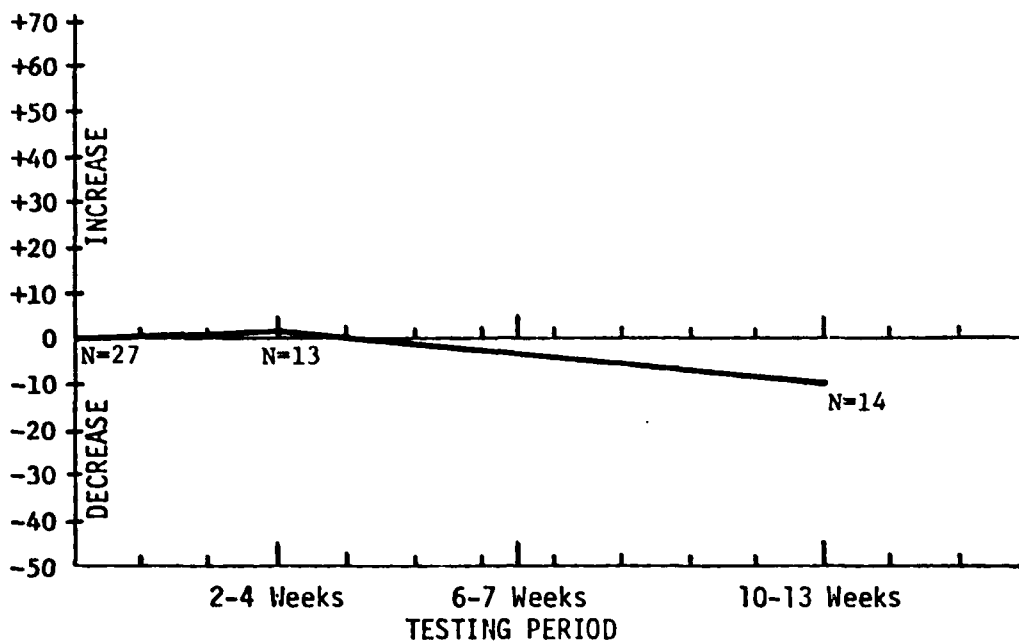


Figure 11. Task C2 - Identify NBC Hazards

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

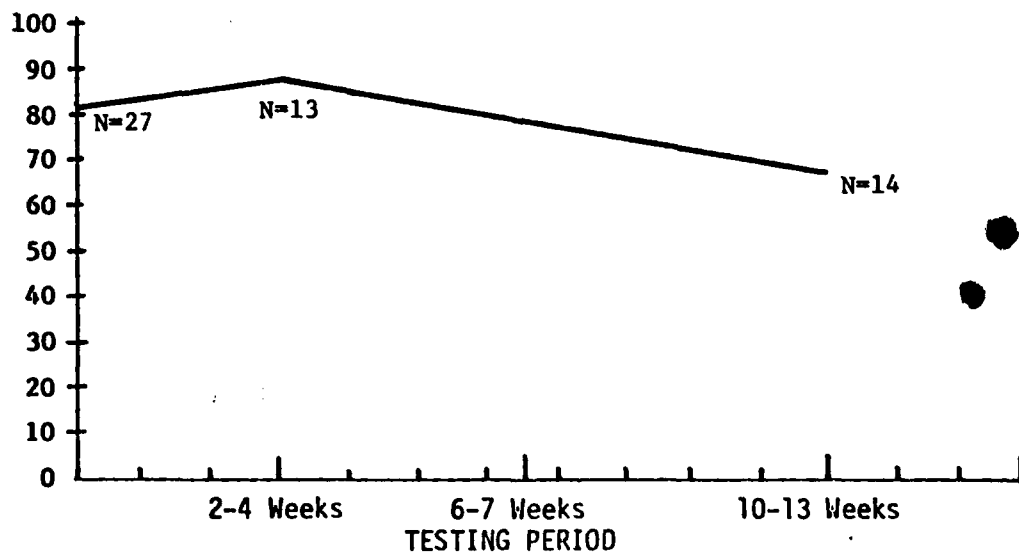
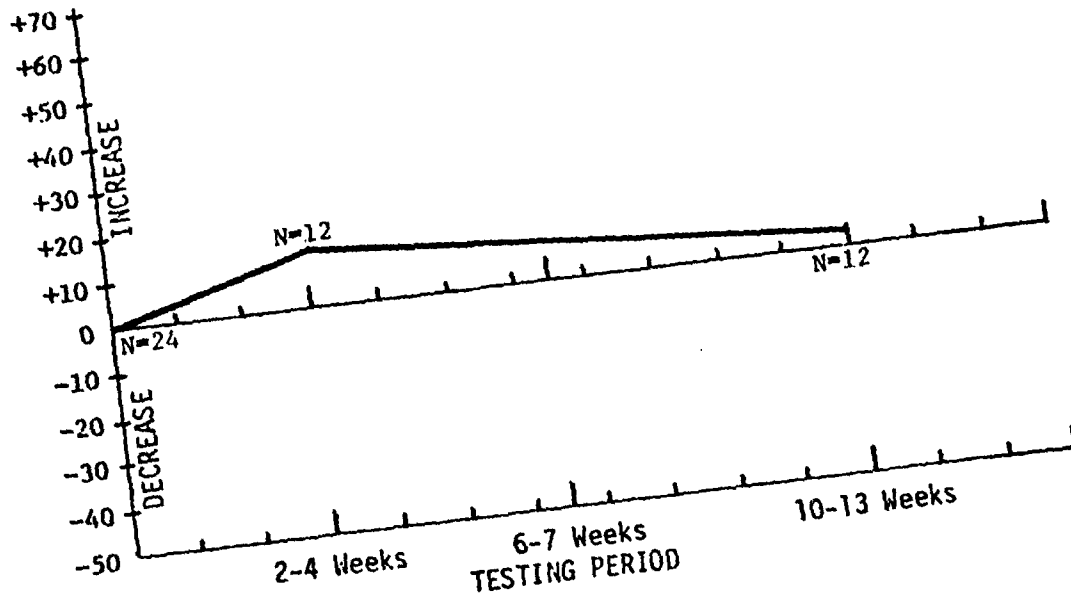


Figure 12. Task C3 — Install/Recover/Fire an Electrically Armed Claymore Mine

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

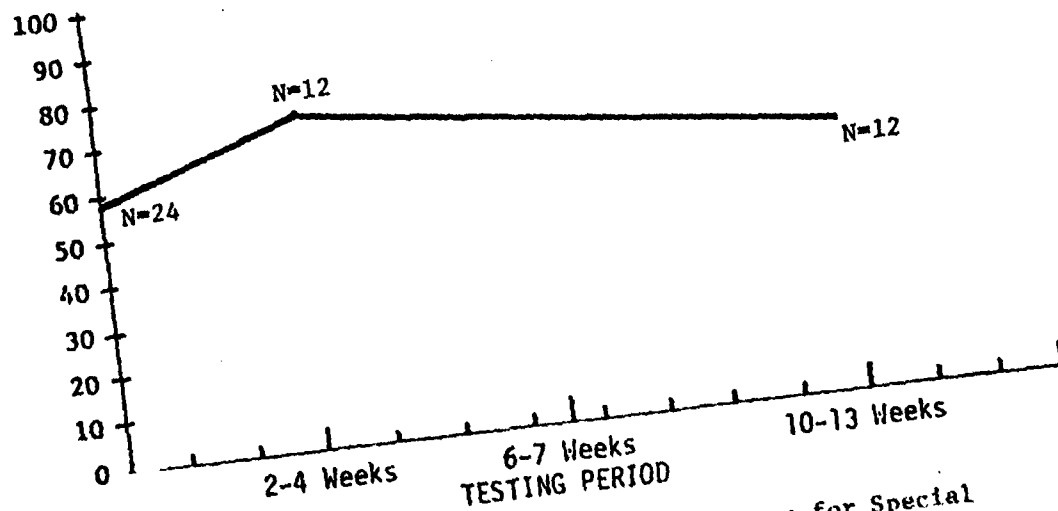
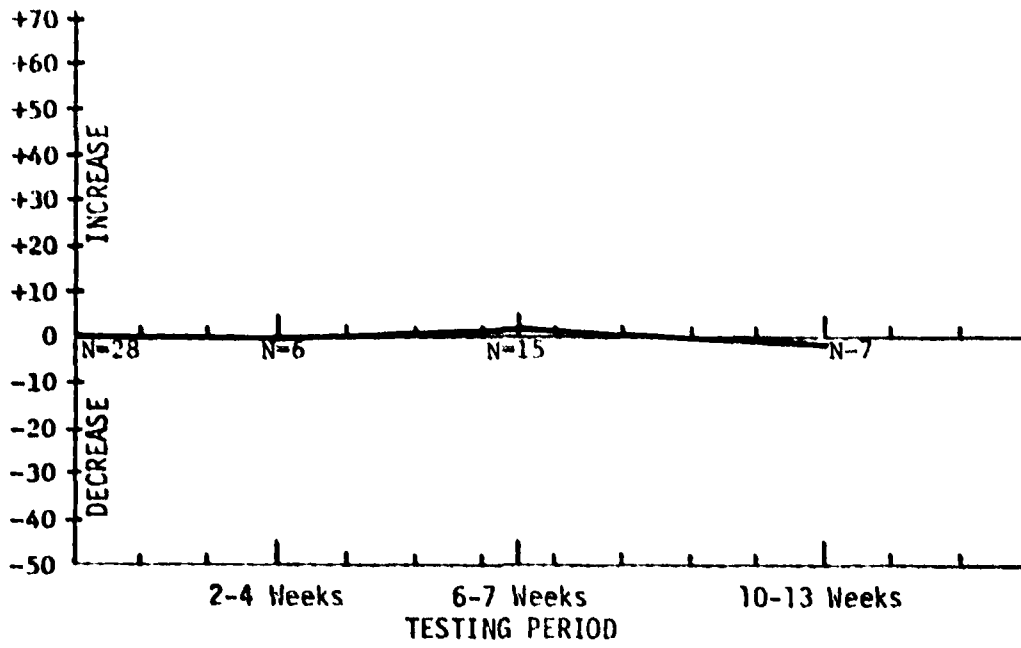


Figure 13. Task C4 — Apply First Aid Measures for Special Wounds

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

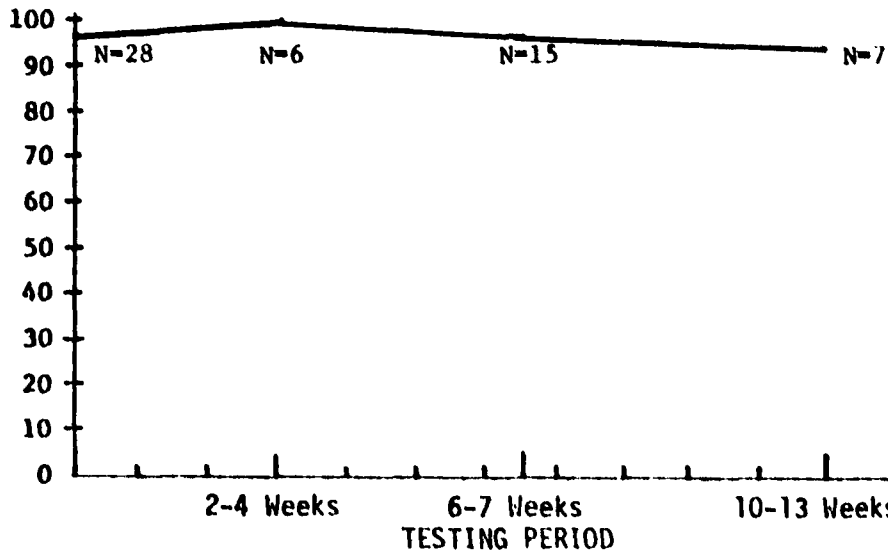
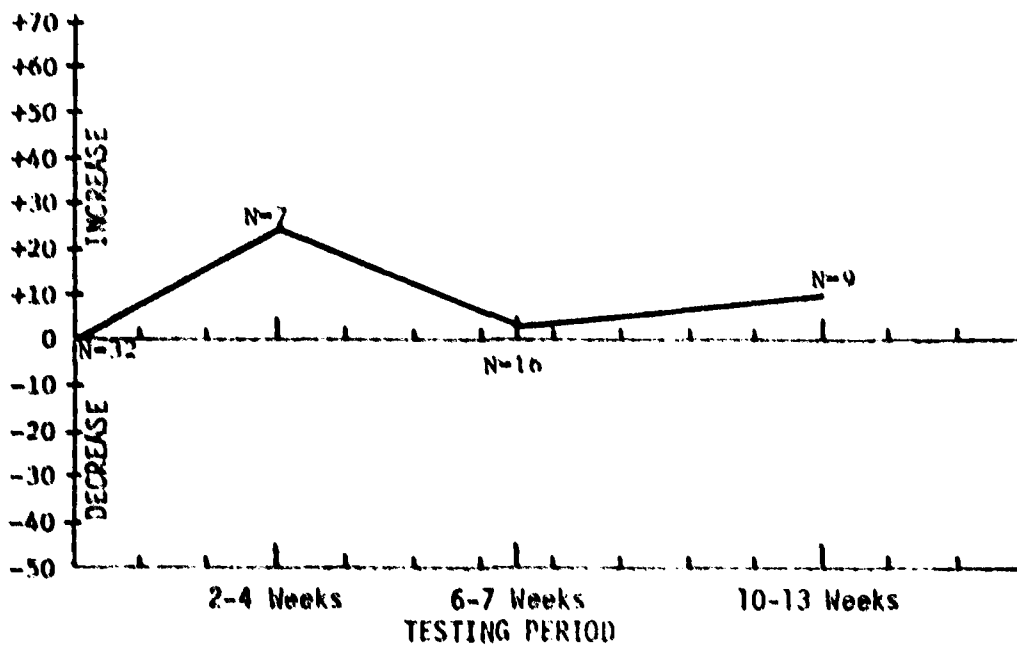


Figure 14. Task D1 -- Collect/Report Information - SALUTE

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "60") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "60") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "60"

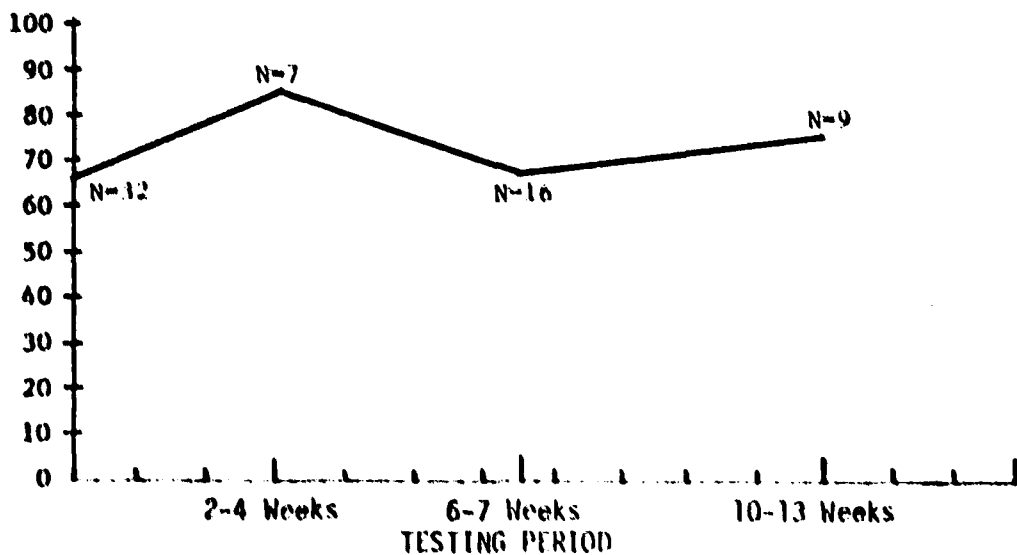
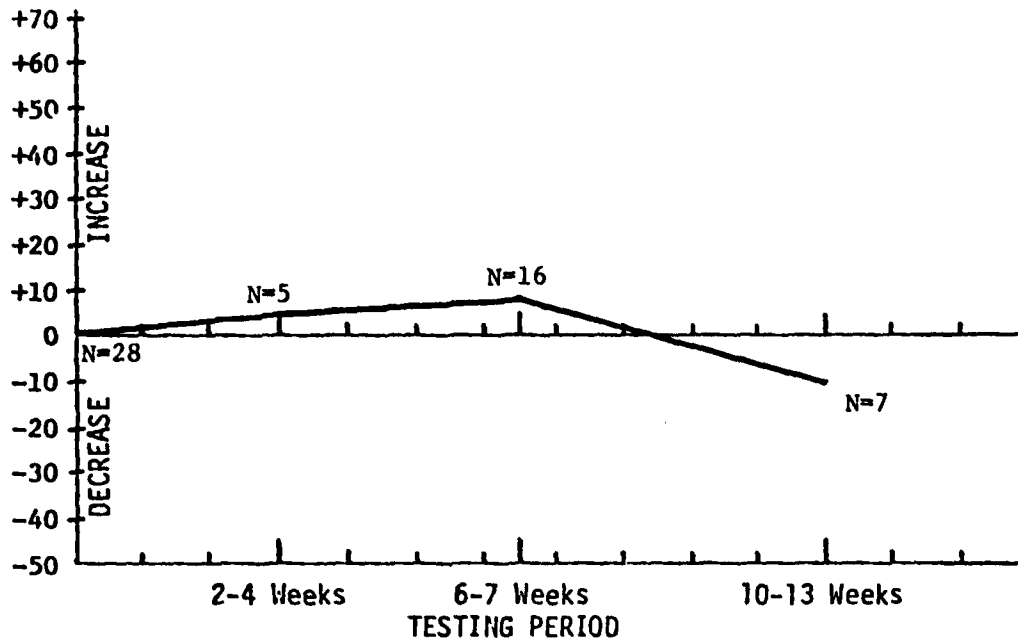


Figure 15. Task 12 - Maintain an M201 Grenade Launcher and Ammunition

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

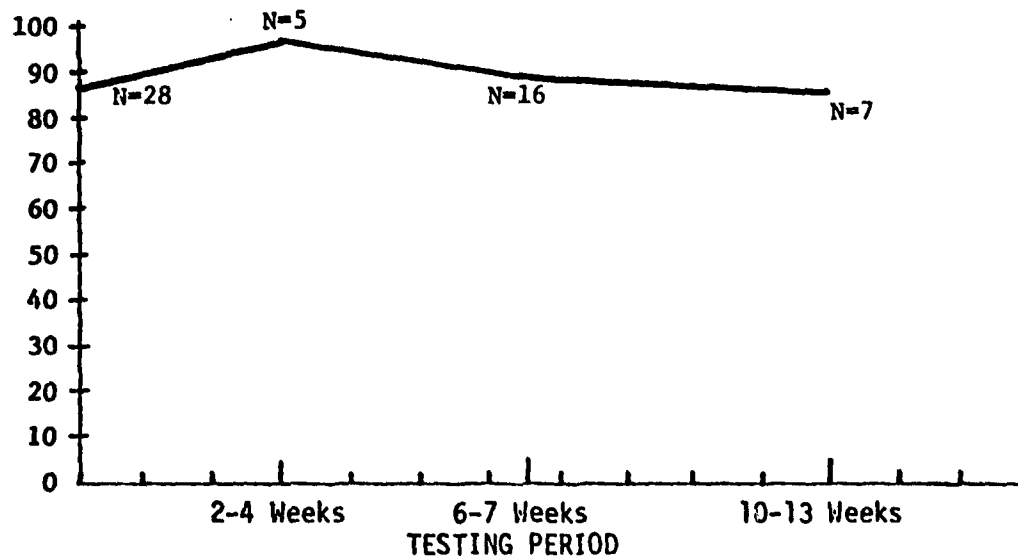
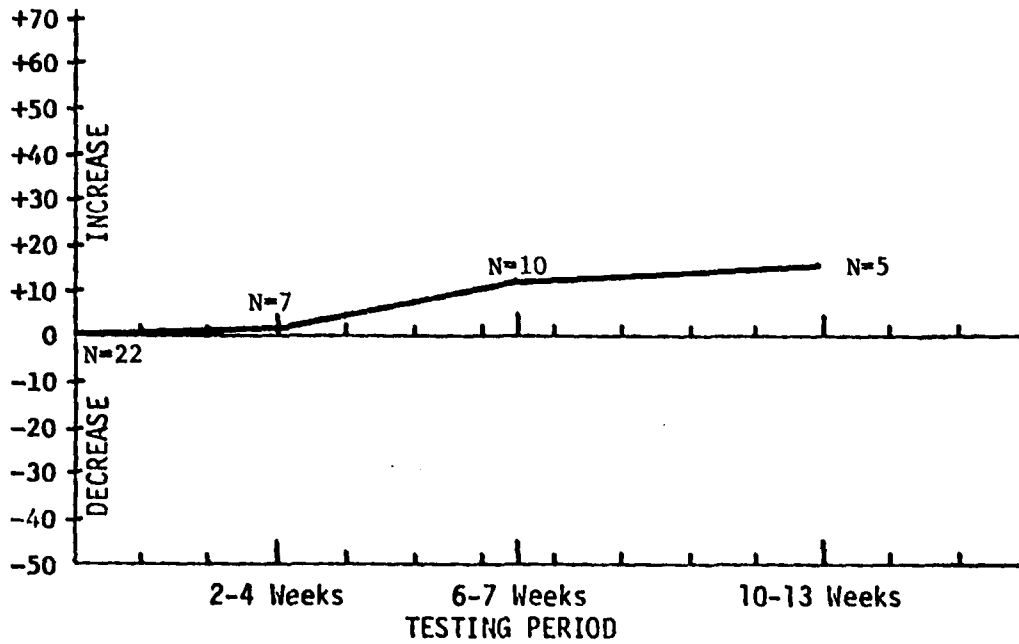


Figure 16. Task D3 - Process Known or Suspected Enemy Personnel

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

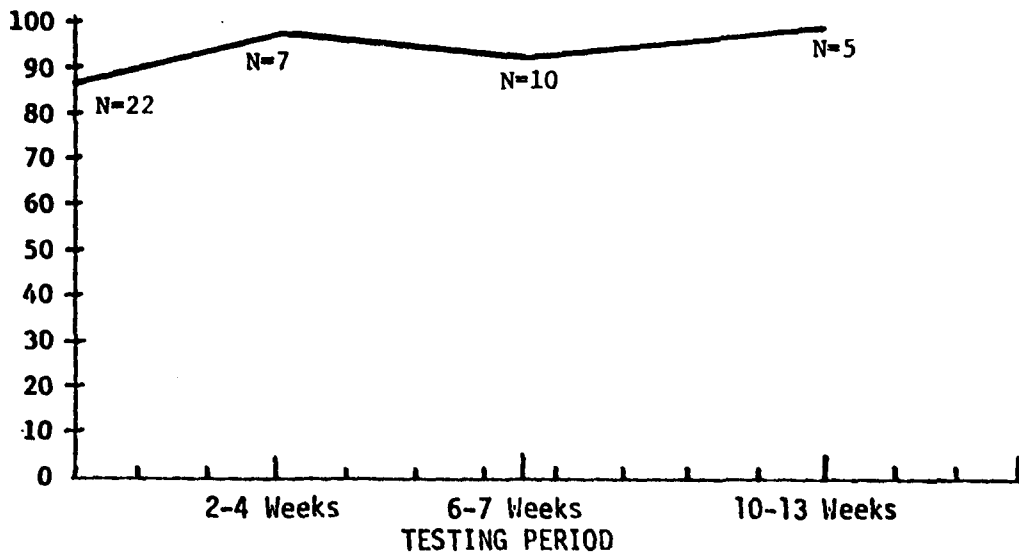
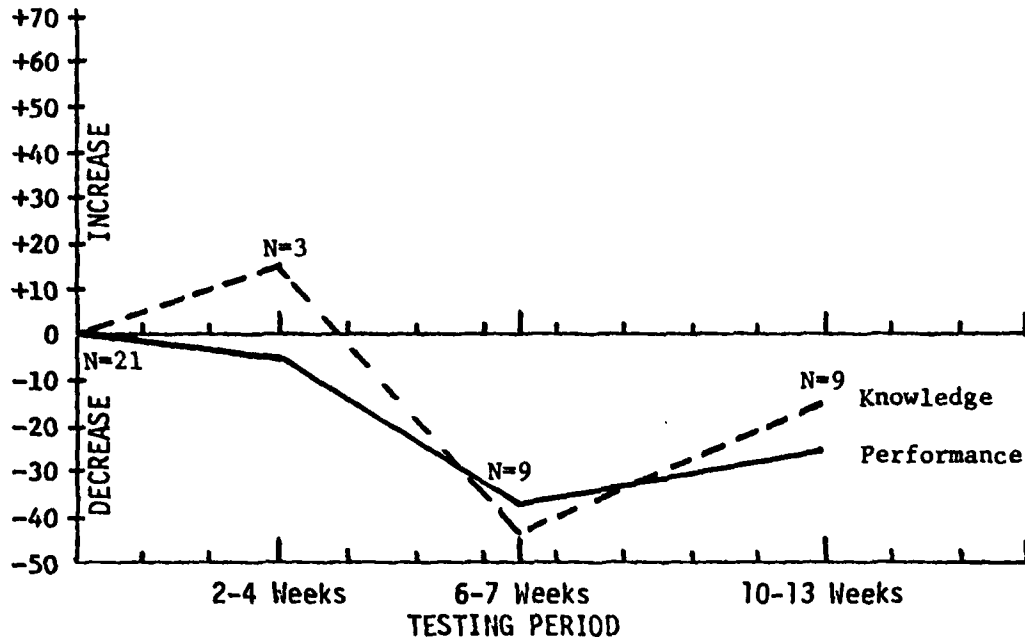


Figure 17. Task D4 - Prepare an M72A2 LAW For Firing; Restore M72A2 LAW To Carrying Configuration

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

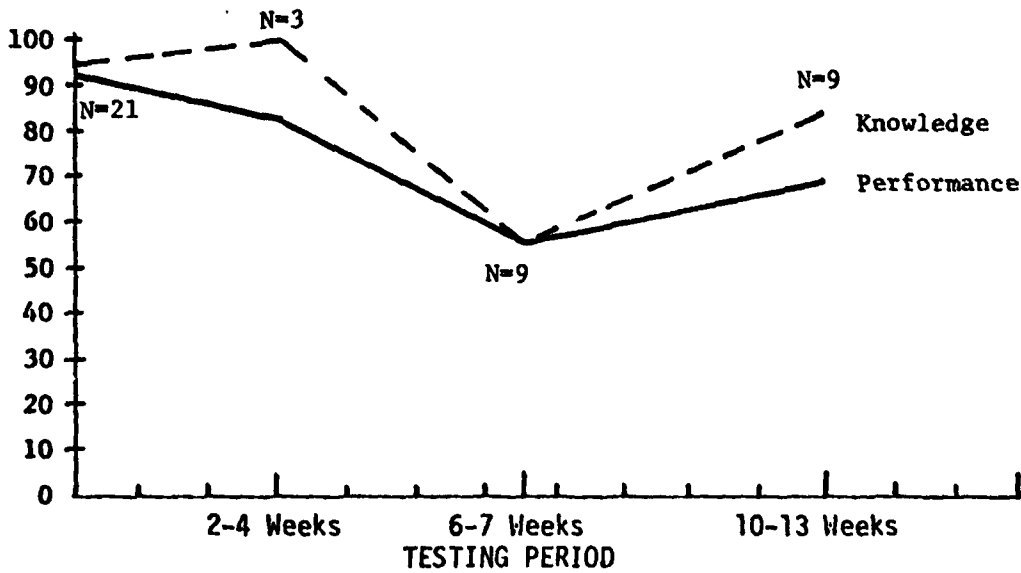
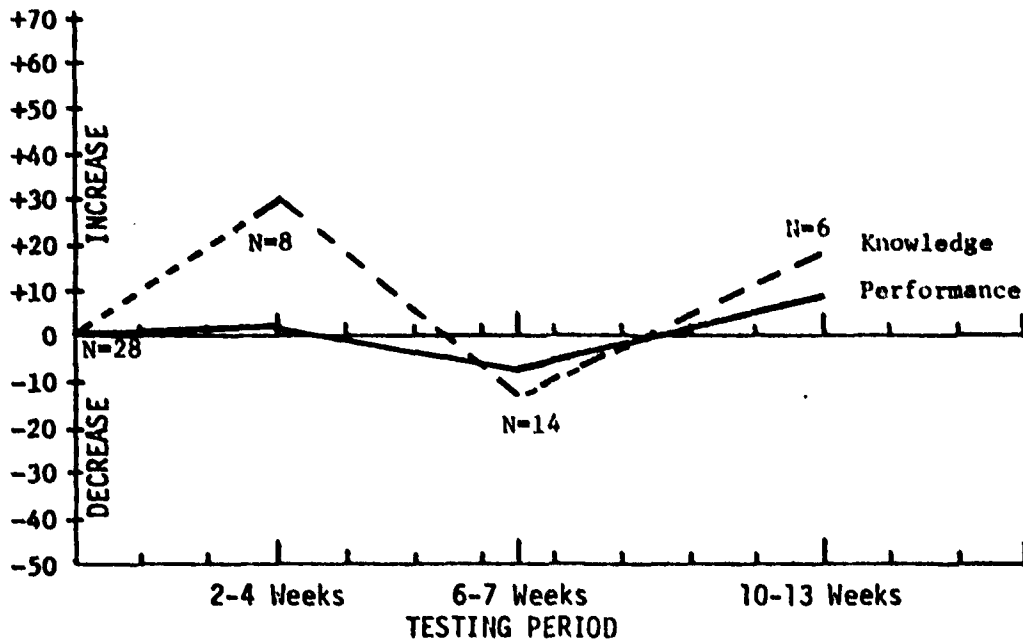


Figure 18. Task A4 - Perform Operator's Maintenance on Field Telephones TA-1 or TA-312

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

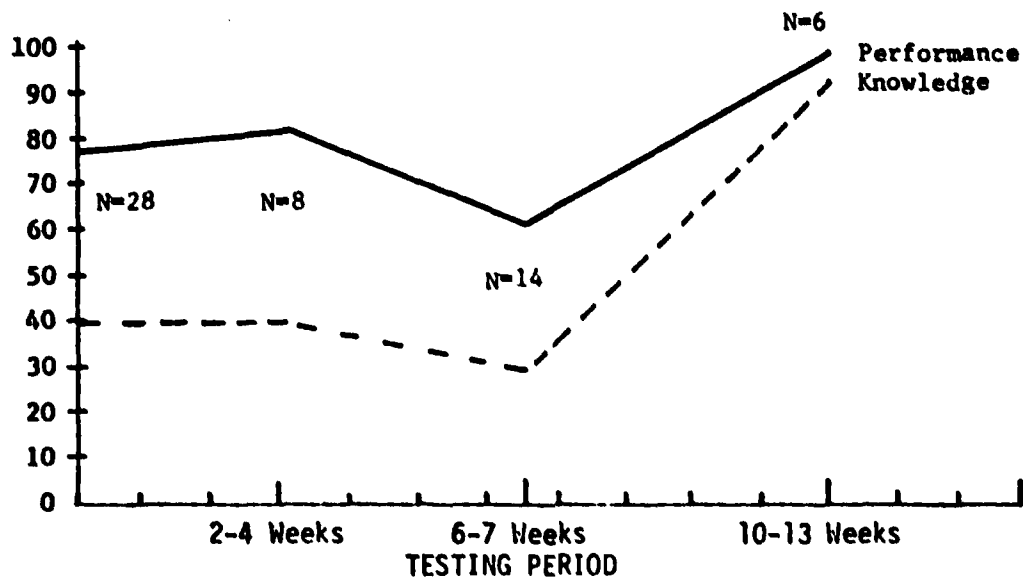
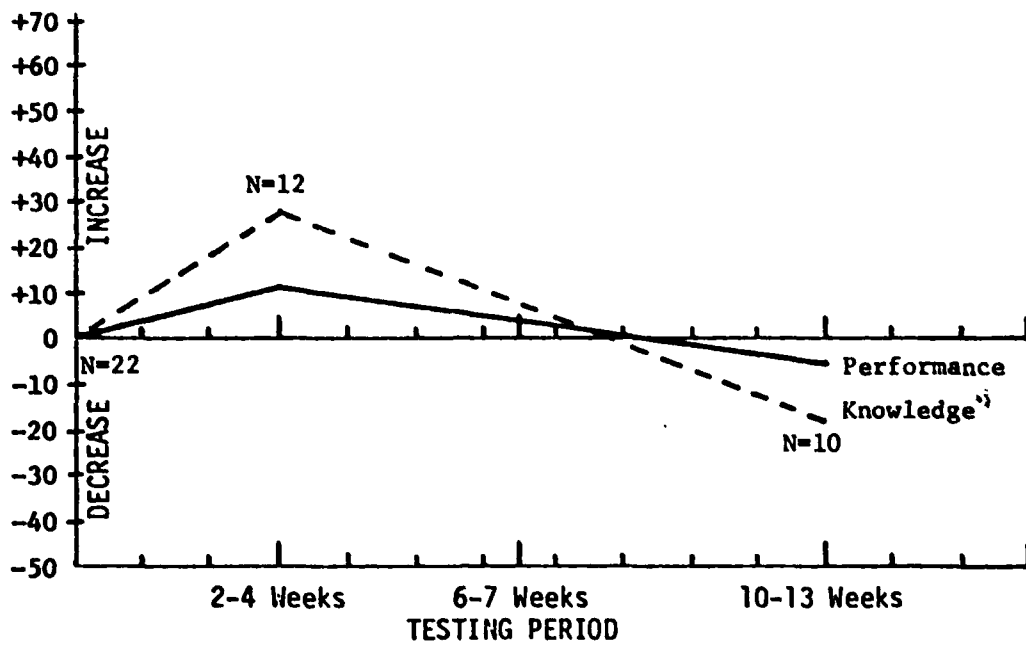


Figure 19. Task B4 - Apply the Four Life Saving Measures

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

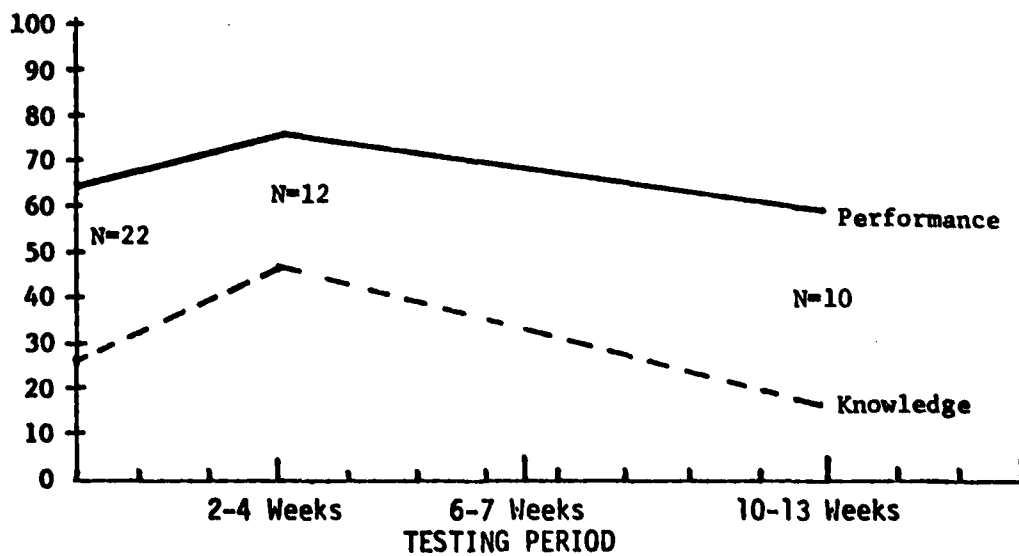
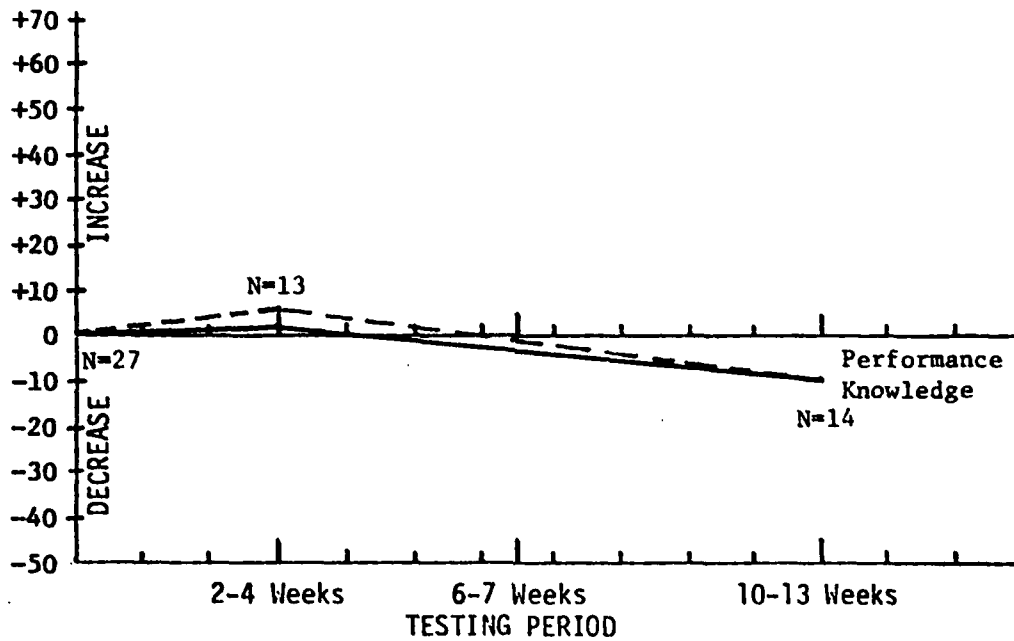


Figure 20. Task C1 - Operate an M60 Machinegun

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

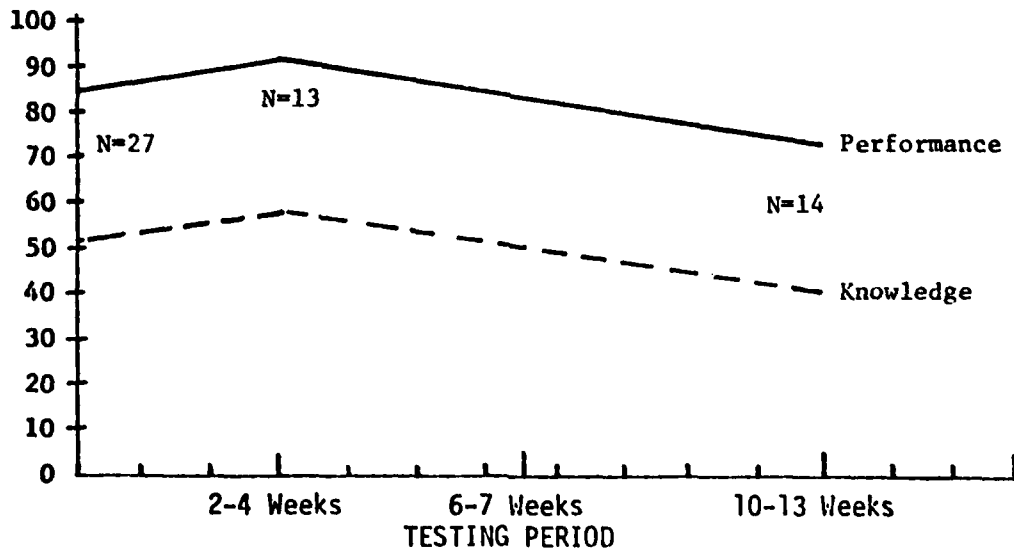
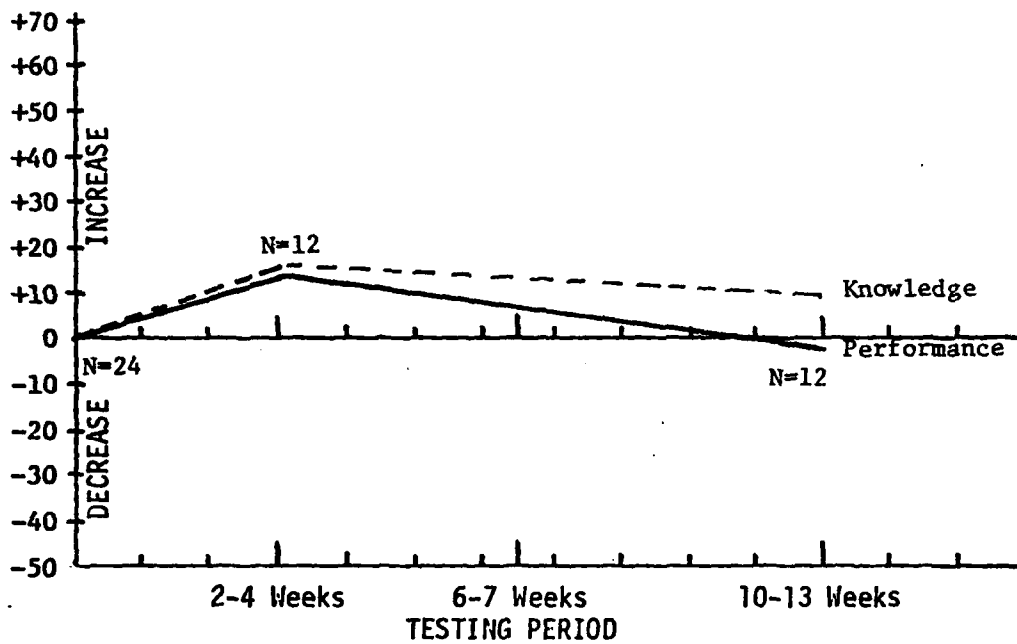


Figure 21. Task C3 - Install/Recover/Fire an Electrically Armed Claymore Mine

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

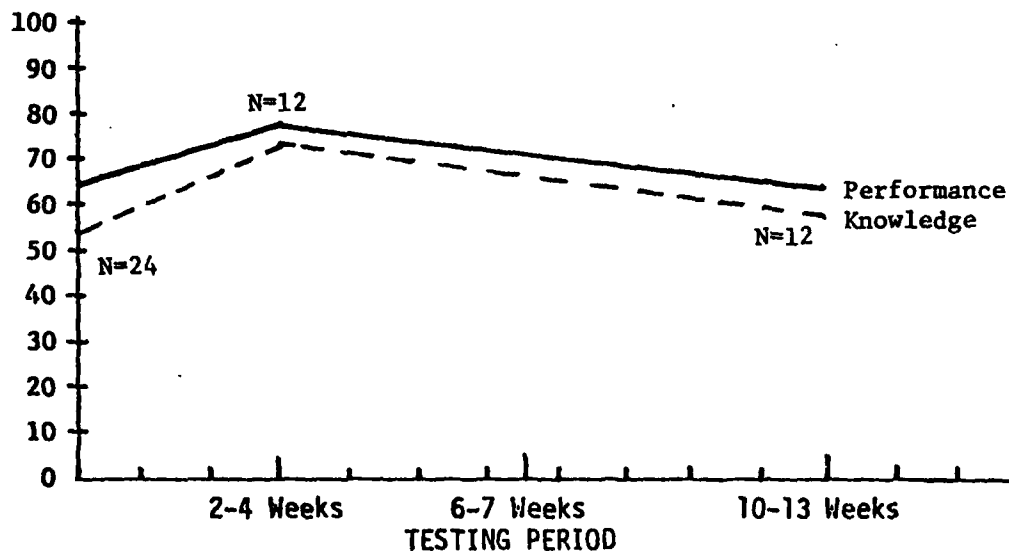
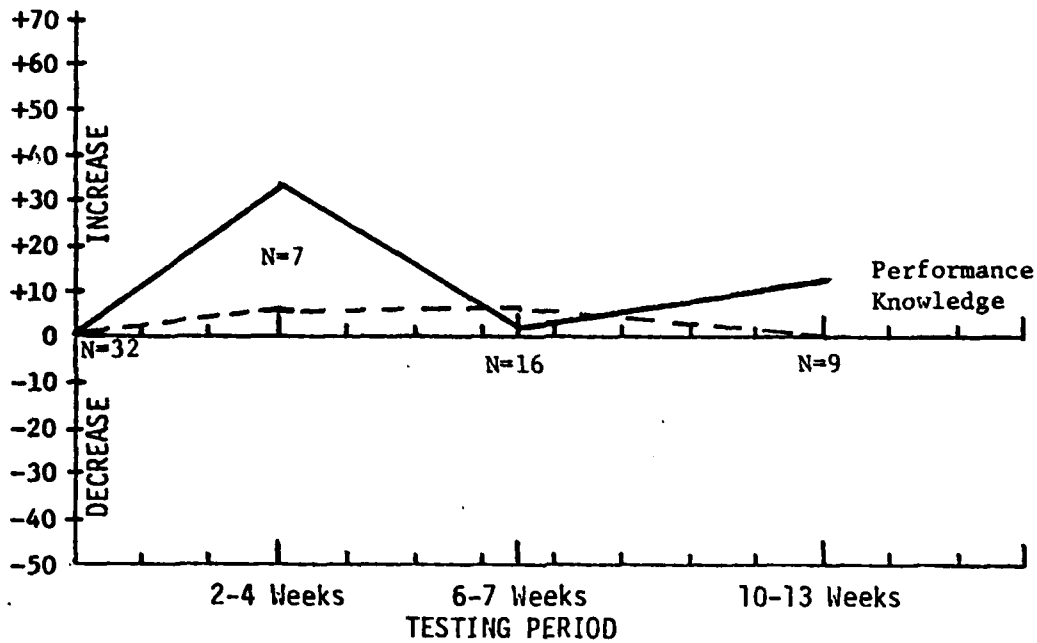


Figure 22. Task C4 - Apply First Aid Measures for Special Wounds

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

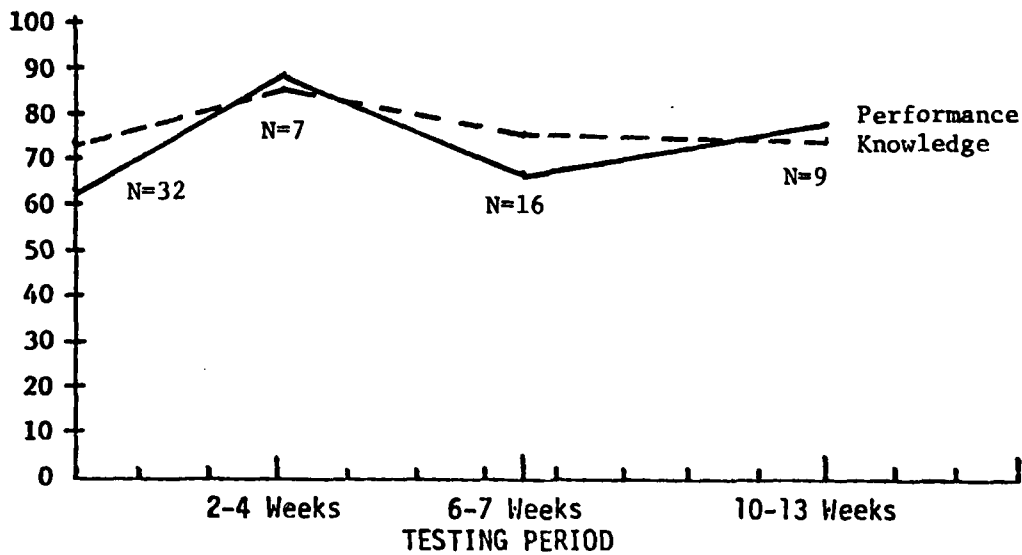
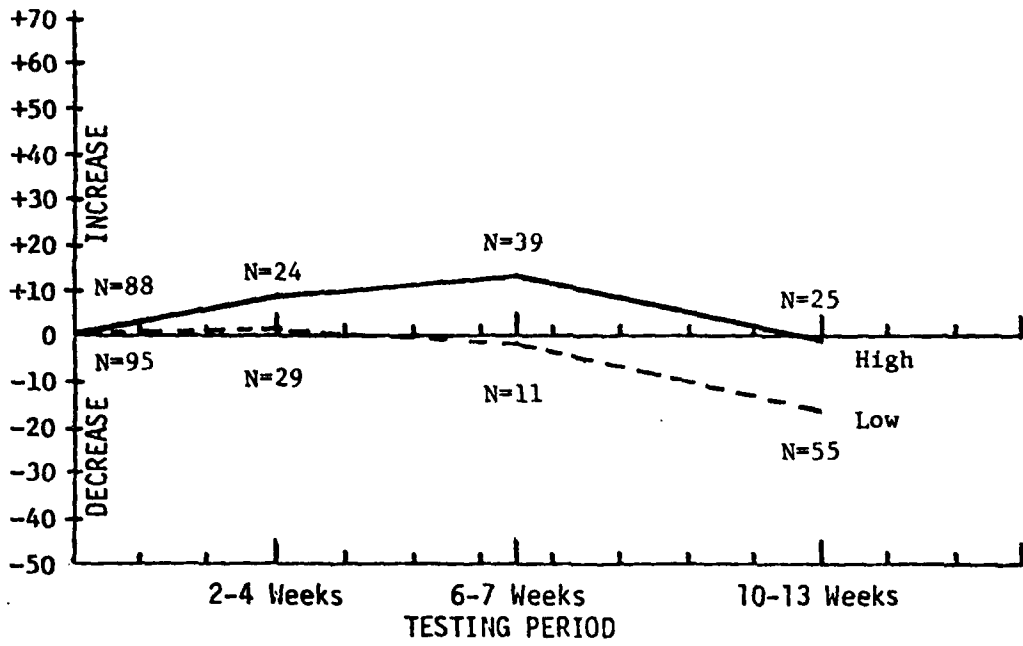


Figure 23. Task D2 - Maintain an M203 Grenade Launcher and Ammunition

As described previously, all sixteen tasks were rated and rank ordered on the dimensions of task performance guidance and task difficulty. For both variables considered separately, the four highest and four lowest ranking tasks were averaged and plotted over time. These graphs are shown in Figures 24-25. The only part of these curves that seems to be logical is that the high guidance curve is positioned above the low guidance curve.

In summary, the retention test data do not appear to provide a reliable data base from which to develop firm generalizations and conclusions about skill decay of the sixteen tasks. There were three major problems with the study which impose severe limitations on the data: (1) small sample sizes of trained soldiers, (2) lack of a sufficiently long retest interval to enable observation of decay in the criterion concerned with the percent of task steps correctly performed, and (3) possible learning effects of taking the posttest. These problems would have to be addressed in a thorough and systematic manner to provide the data base required to answer questions concerning skill decay of military tasks.

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

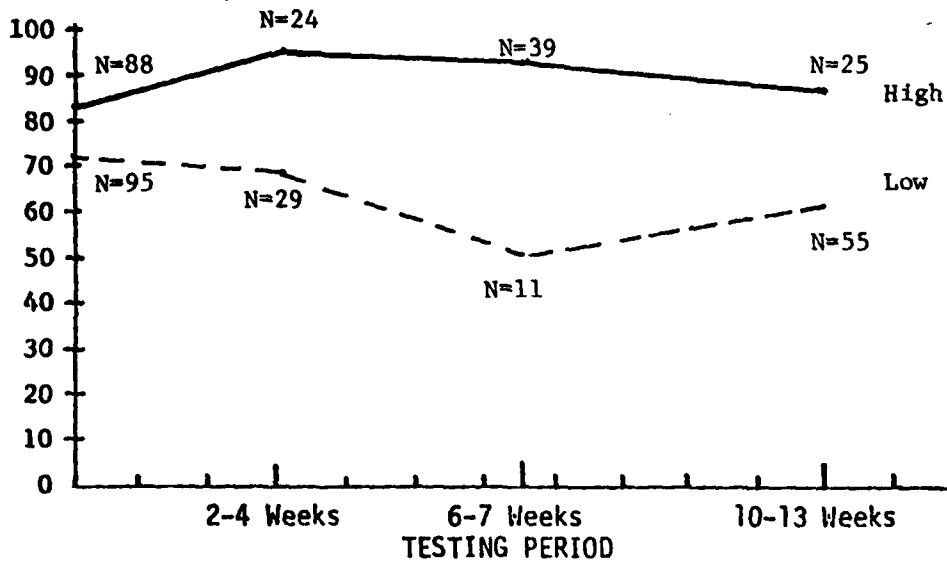
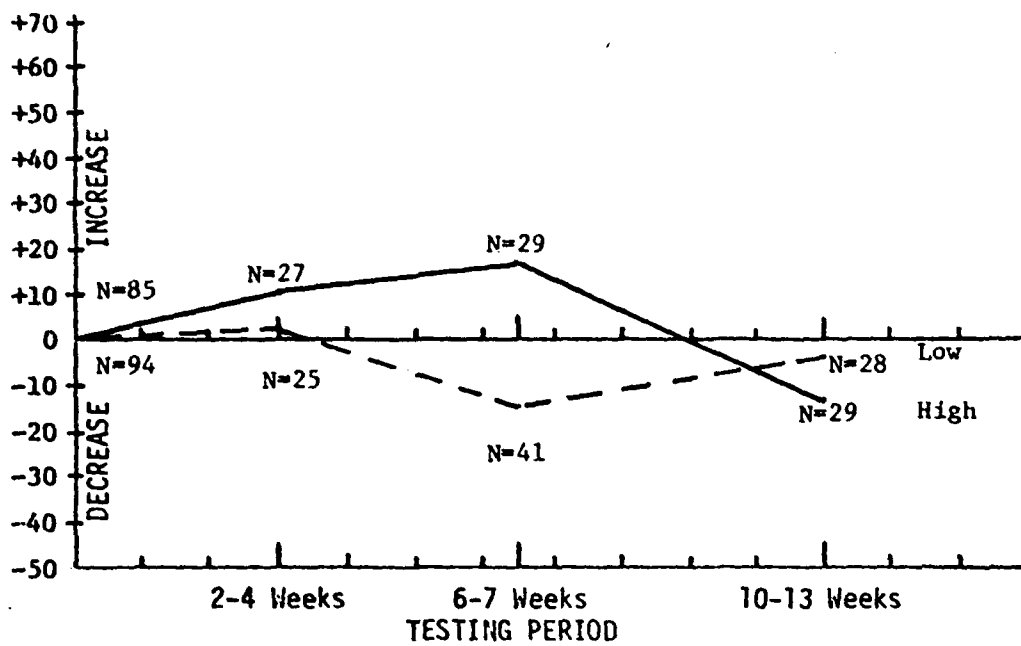


Figure 24. High and Low Task Performance Guidance

DIFFERENCE SCORE BETWEEN MEAN (% OF STEPS "GO") POSTTEST PERFORMANCE AND MEAN (% OF STEPS "GO") RETEST PERFORMANCE



MEAN PERCENT OF TASK STEPS "GO"

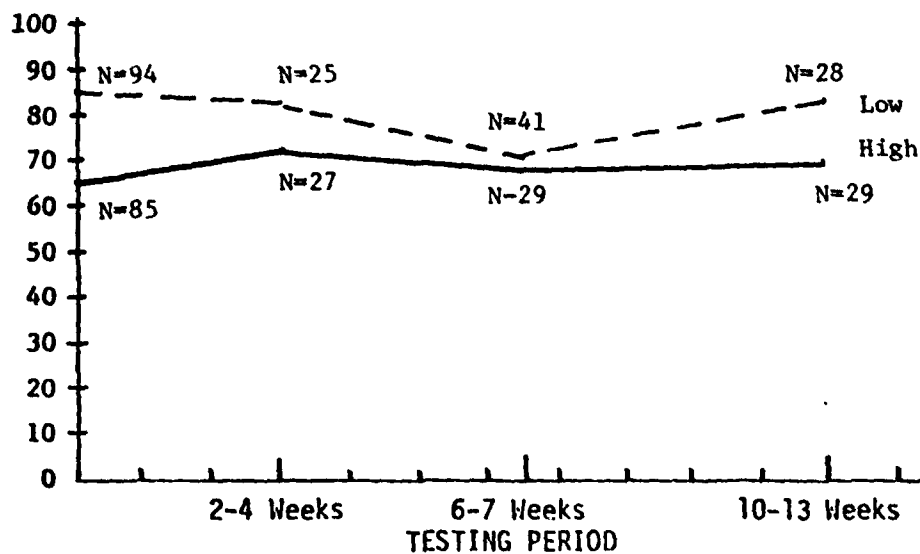


Figure 25. High and Low Task Difficulty

APPENDIX A

CHECKLISTS

Task A1
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____
BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____
TRAINER _____

TASK: SELECT TEMPORARY BATTLEFIELD POSITION NO: 071-11A-0704

NOTES TO TRAINER:

1. Steps in order. You should score each correctly done step GO even if the steps get out of order, but the task steps must be done as numbered before you can get a GO on the task. Notice that the last checklist item asks if all the steps were done in the correct order.
2. Do not let your men review the task standard since this will provide them with cues on how to perform the task during the checkout.
3. The TTP for the task, Temporary Battlefield Position, is being rewritten. In the meantime use this checkout as a guide for conducting your training on this task.
4. The term best battlefield position means the following priorities:
 - a. The first one is that the temporary battlefield position provides good observation and clear fields of fire.
 - b. The second one is that the position provides protection and concealment.
 - c. The third one is that if good cover can't be found then a position which provides the best concealment should be taken.
5. Revised conditions: As a preparation to test your men, select five sites that could serve as temporary battlefield positions. Choose the sites so that they vary in the degree to which they fit the definition of the best battlefield position stated above. One position must clearly be better than any of the others.

DIRECTIONS TO SOLDIER:

Your task is to select and occupy a temporary battlefield position in this area that fits the task standard. Go over to the best one of the five positions marked with stakes. Get into your firing position and prepare for action.

START TIME: _____

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|---|-----------|------------------------|
| 1. Selected the best battlefield position from the alternatives available | | |
| o Assumes a prone or low profile position | — | — |
| o Looks around, not over the objects which provides cover or concealment | — | — |
| 2. The soldier asks to have someone walk through his sector so he can check his observation and field of fire | — | — |
| 3. All steps performed in correct order | — | — |

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

Task A2
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____

BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____

TRAINER _____

TASK: USE CHALLENGE AND PASSWORD

NO: 071-11A-0801

NOTES TO TRAINER:

1. Some steps in order: Some of the task steps must be done as numbered in the checklist. The checklist will ask you to score for the correct order when it is important for getting a GO, and the steps will be numbered.
2. The checkout given here requires you to use only a single stranger and a group of strangers (2 soldiers) who don't know the password.
3. The need to disarm the strangers or group of strangers has been removed from this checkout.

DIRECTIONS TO SOLDIER:

Your task is to challenge personnel who may enter into your area and to determine if they should be allowed to pass.

STARTING TIME: _____

SITUATION I. ONE STRANGER WHO IS ENTERING AREA

| | <u>GO</u> | <u>NO GO</u> |
|---|-----------|------------------|
| 1. Commanded the stranger to "Halt", and covered the stranger with his weapon | --- | --- |
| 2. Asked, "Who is there?" | --- | --- |
| 3. After the person identified himself, he ordered the person to "Advance to be recognized" | --- | --- |
| 4. When the stranger was within two to three meters, again ordered him to "Halt" | --- | --- |
| 5. Issued the challenge | --- | --- |
| 6. Upon receiving an incorrect password, he detained the stranger | --- | --- |

- | | <u>GO</u> | <u>NO</u>
<u>GO</u> |
|---|-----------|------------------------|
| 7. After detaining the stranger, he notified immediate supervisor | — | — |
| ● He maintained his cover while he performed all the above steps. | — | — |
| ● All steps were performed in correct order. | — | — |

FINISH TIME: _____

DIRECTIONS TO SOLDIER:

Your task is to challenge personnel who may enter into your area and to determine if they should be allowed to pass.

STARTING TIME: _____

SITUATION II. A GROUP OF STRANGERS WHO ARE ENTERING AREA

- | | <u>GO</u> | <u>NO</u>
<u>GO</u> |
|---|-----------|------------------------|
| 1. Commanded the group to "Halt" and covered the strangers with his weapon | — | — |
| 2. Asked, "Who is there?" | — | — |
| 3. After the leader of the group identified the group as "Friendly Patrol", ordered "Advance <u>one</u> man to be recognized" | — | — |
| 4. After the leader advanced, issued the challenge | — | — |
| 5. Upon receiving an incorrect password, detained the leader and the group | — | — |
| 6. After detaining the leader and the group, he notified his immediate supervisor | — | — |
| ● He maintained his cover while he performed all the above steps. | — | — |

FINISH TIME: _____

- | | | |
|--|---|---|
| ● All steps were performed in correct order. | — | — |
|--|---|---|

FEEDBACK: Discuss with the soldier the result of his performance.

Task A3
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____
 BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____
 TRAINER _____

TASK: ESTIMATE RANGE NO: 071-11A-0512

NOTES TO TRAINER:

1. Steps in any order: The soldier may do the task steps in any order and still get a GO on the task.
2. Check the GO column if the recorded distance is within the low to high range limits that you wrote on your Scoring Guide.

DIRECTIONS TO SOLDIER:

Your task is to estimate the range or distance in meters for each object that I will show you. Any of your estimates that are more than 20% off will be scored NO GO.

Optional Direction: You should write your estimates on this sheet.

START TIME: _____

| <u>Object</u> | <u>Range Estimate (in meters)</u> | <u>GO</u> | <u>NO GO</u> |
|-------------------|---------------------------------------|-----------|------------------|
| a. Soldier, front | _____ | ___ | ___ |
| b. Soldier, front | _____ | ___ | ___ |
| c. Soldier, front | _____ | ___ | ___ |
| a. Soldier, side | _____ | ___ | ___ |
| b. Soldier, side | _____ | ___ | ___ |
| a. Jeep, front | _____ | ___ | ___ |
| b. Jeep, front | _____ | ___ | ___ |
| a. Jeep, side | _____ | ___ | ___ |
| b. Jeep, side | _____ | ___ | ___ |
| c. Jeep, side | _____ | ___ | ___ |

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

Task A4

CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____
BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____
TRAINER _____

TASK: PERFORM OPERATOR'S MAINTENANCE ON NO: 071-11A-0902
FIELD TELEPHONES TA-1 or TA-312

SUBTASK: PERFORM OPERATOR'S MAINTENANCE ON NO: C
THE TA-312

NOTES TO TRAINER:

1. Some steps in order: Some of the subtask steps must be done as numbered in the checklist. The checklist will ask you to score for the correct order when it is important for getting a GO.

2. Warning: Do not let the soldier see the standards because they will tell him what to do for his checkout.

3. Revised Standards: The standards for this checklist were changed after the TTP/TIO were printed. Here are the new standards:

Standards: (1) Clean for fungus or corrosion and record results of inspection on the DA Form 2404. (2) Operate all knobs and switches to insure proper operation. (3) Properly install the TA-312/PT to place in operating conditions. (4) Conduct an operational check with a distant operator.

4. Revised conditions: An installed operational TA-312/PT telephone set that is in need of cleaning, an assistant instructor to be the distant operator, with all knobs and switches placed on settings which are incorrect for operation, and the handset is placed off its cradle, have been added to the conditions.

DIRECTIONS TO SOLDIER:

Perform operator's maintenance on this telephone set

STARTING TIME: _____

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|---|-----------|------------------------|
| 1. Cleaned the telephone and filled out the DA DA Form 2404 | | |
| . case | — | — |
| . panel | — | — |
| . connector contacts | — | — |
| . H-60/PT handset and cord | — | — |
| . battery compartment (remove batteries) | — | — |
| . binding posts | — | — |
| . filled out DA Form 2404 as necessary here and later on during the operational checkout | — | — |
| 2. Turned the knobs and switches | | |
| . volume knob | — | — |
| . int-ext switch | — | — |
| . circuit selector switch | — | — |
| . handset "press-to-talk" switch | — | — |
| . handcrank | — | — |
| 3. Properly installed | | |
| . int-ext switch set at Int | — | — |
| . selector switch set at LB | — | — |
| . BA-30 batteries are in place | — | — |
| . H-60/PT handset seated in cradle | — | — |
| . volume knob to "loud" position | — | — |
| 4. Operationally checked | | |
| a. Turned handcrank | — | — |
| b. Removed handset from cradle and listened for operator | — | — |
| c. After the distant operator replies, he presses the "press-to-talk" switch and says, "I hear you loud and clear." | — | — |

GO NO
GO

QUESTIONS TO THE SOLDIER:

. How often do you fill out DA Form 2404?

ANSWER: Whenever the unit is inspected or used for the first time each day; or whenever it is found to need repairing.

— —

. How do you know when an operator is trying to contact you?

ANSWER: The buzzer on the telephone sounds off.

— —

FINISH TIME: _____

FEEDBACK: Discuss the results of this checkout with the soldier.

SUBTASK: PERFORM OPERATOR'S MAINTENANCE
ON THE TA-1

NO: D

NOTES TO TRAINER:

1. Some steps in order: Some of the subtask steps must be done as numbered in the checklist. The checklist will ask you to score for the correct order when it is important for getting a GO.
2. Warning: Do not let the soldier see the standards because they will tell him what to do for his checkout.
3. Revised standards: The standards for this checklist were changed after the TIP/TTO were printed. Here are the new standards:

Standards: (1) Clean for fungus or corrosion and record results of the inspection on the DA Form 2404. (2) Operate knob, switches, and line binding posts. (3) Properly install the TA-312/PT to place in operating condition. (4) Conduct an operational check with a distant operator.

4. Revised conditions: An installed operational TA-1 telephone set that is in need of cleaning, an assistant instructor to be the distant operator, volume knob in a position other than LOUD, and the binding posts disconnected from the telephone wire, have been added to the conditions.

DIRECTIONS TO SOLDIER:

Perform operator's maintenance on this telephone set.

START TIME: _____

| | <u>GO</u> | <u>NO GO</u> |
|--|-----------|------------------|
| 1. Cleaned the telephone and filled out the DA Form 2404 | | |
| . case | — | — |
| . line binding posts | — | — |
| . telephone cord | — | — |
| . visual signal indicator | — | — |
| . handset | — | — |
| . filled out DA Form 2404 as necessary here and later on during the operational checkout | — | — |

| | <u>GO</u> | <u>NO GO</u> |
|---|-----------|------------------|
| 2. Turned the knob and switches | | |
| . volume knob | — | — |
| . PRESS-TO-TALK switch | — | — |
| . generator switch | — | — |
| 3. Properly installed | | |
| . telephone wires connected to binding posts | — | — |
| . volume control set to LOUD position | — | — |
| . visual signal indicator reset | — | — |
| . PRESS-TO-TALK switch <u>not</u> pressed | — | — |
| 4. Operationally checked | | |
| . depressed generator switch | — | — |
| . listened for distant operator | — | — |
| . after distant operator replied, pressed the PRESS-TO-TALK switch and said, "I hear you loud and clear." | — | — |

QUESTIONS TO THE SOLDIER:

- . How often do you perform preventive maintenance on the TA-1?

ANSWER: daily

- . How do you know when an operator is trying to contact you?

ANSWER: The visual signal indicator shows white luminous markings and you can hear the buzzer

FINISH TIME: _____

FEEDBACK: Discuss with the soldier the results of this checkout.

Task B1
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____
BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____
TRAINER _____

TASK: DESCRIBE THE ENGAGEMENT OF ENEMY ARMORED VEHICLES BY INDIVIDUAL (M16A1, M203) AND CREW-SERVED (M60) WEAPONS NO: 071-11B-0805

NOTES TO TRAINER:

Steps in any order: The soldier may do the task steps in any order and still get a GO.

STARTING TIME: _____

PART I: General Techniques of Engaging Enemy Vehicles

DIRECTIONS TO SOLDIER:

What three techniques would you use to engage enemy armored vehicles?

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|--|-----------|------------------------|
| ● Fire at the vehicle to make it button up | — | — |
| ● Blind the enemy crew by: | | |
| . firing at the vision ports | — | — |
| . exploding smoke grenades | — | — |
| . throwing mud in the vision ports | — | — |
| ● Attack any of the vulnerable parts of an armored vehicle | — | — |

PART II: How to Attack the Vulnerable Points of Tanks

DIRECTIONS TO SOLDIER:

Tell me the parts of a tank that are most vulnerable to attack and how to attack them.

- | | <u>GO</u> | <u>NO</u>
<u>GO</u> |
|---|-----------|------------------------|
| ● The engine compartment. Place an incendiary device over engine air intake. | — | — |
| ● The suspension system. Use explosives to break the track or use a log between road-wheels or support rollers to slow or disable tank. | — | — |
| ● The Mounted Fuel Tanks. Fire M60 AP or M203 AT rounds at rear or side mounted fuel tanks. | — | — |
| ● The Underside. Fire M60 AP or M203 rounds at the underside of a tank. | — | — |

PART III: How to Attack the Vulnerable Points of an APC

DIRECTIONS TO SOLDIER:

Tell me the parts of an APC that are most vulnerable to attack and how to attack them.

- | | <u>GO</u> | <u>NO</u>
<u>GO</u> |
|--|-----------|------------------------|
| ● The Fuel Cells. Fire at the <u>rear</u> of the APC to rupture fuel cells; use M60AP or M203 AT rounds. | — | — |
| ● The Sides. Fire at the <u>sides</u> of APC with M60 AP or M203 AT rounds. | — | — |
| ● The Underside. Fire at the <u>underside</u> of an APC with M60 AP or M203 rounds. | — | — |

PART IV: Deadspaces

Ask the soldier the following two questions:

- What is meant by the visual deadspace of a tank or APC?

| <u>GO</u> | <u>NO</u> |
|-----------|-----------|
| — | — |

ANSWER--The area close to the enemy vehicle that the enemy crew can't see.

- What is meant by the weapons deadspace?

ANSWER--The area close to the vehicle that the enemy can't hit with their weapons.

| | |
|---|---|
| — | — |
|---|---|

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

Task B2
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____
 BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____
 TRAINER _____

TASK: OPERATE M203 GRENADE LAUNCHER NO: 071-11A-2102

NOTES TO TRAINER:

Steps in order: You should score each correctly done step GO, even if the task steps get out of order, but the task steps must be done as numbered before you can give the soldier a GO on the task. Notice that the last checkout item asks if all steps were done in the correct order.

DIRECTIONS TO SOLDIER:

Within two minutes: Properly load, unload, and clear the M203 Grenade Launcher.

START TIME: _____

| | <u>GO</u> | <u>NO GO</u> |
|---|-----------|------------------|
| 1. Load the launcher | | |
| a. Depress the barrel latch on the launcher | — | — |
| b. Slide the barrel forward all the way | — | — |
| c. Place the launcher on SAFE | — | — |
| d. Place the M16A1 rifle on SAFE | — | — |
| e. Insert a round into the barrel | — | — |
| f. Slide barrel rearward, locking it to the breech | — | — |
| g. Check to see if launcher is still on SAFE. If it is not on SAFE, place it on SAFE. | — | — |

| | <u>GO</u> | <u>NO GO</u> |
|--|-----------|------------------|
| 2. Unload the launcher | | |
| a. Place launcher on SAFE (M16 rifle is already on SAFE) | — | — |
| b. Depress the barrel latch on the launcher | — | — |
| c. Slide the barrel all the way forward. The round will automatically eject. | — | — |
| d. Catch the round as it falls out | — | — |
| e. Slide barrel rearward locking it to the breech | — | — |
| f. Check to see if launcher is on SAFE. If it is not on SAFE, place it on SAFE. | — | — |
| 3. Clear the launcher | | |
| a. Depress the barrel latch | — | — |
| b. Slide the barrel forward | — | — |
| c. While keeping the muzzle pointed down range, make sure that there is no cartridge or round in the barrel. | | |
| . If visibility is good, look into the breech | — | — |
| . If visibility is poor, feel the breech | — | — |
| d. Slide barrel rearward locking it to the breech | — | — |

FINISH TIME: _____

Were steps performed in order? — —

Was checkout completed within two minutes? — —

FEEDBACK: Discuss with the soldier the results of his performance.

Task B3
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____
BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____
TRAINER _____

TASK: IDENTIFY A VEHICLE AS BEING EITHER FRIENDLY OR THREAT NO: 071-11A-0806

NOTES TO TRAINER:

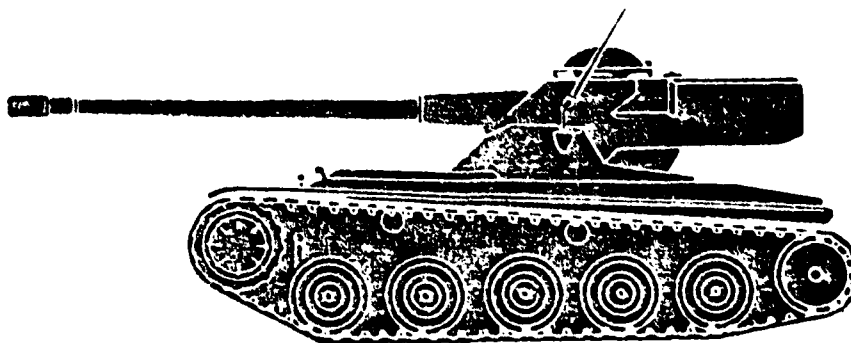
1. Steps in any order: The soldier may do the task steps in any order and still get a GO on the task.
2. Squad members may write their answers on their own checkout Scoring Guide. However, you may wish to give this checkout orally to the squad as a whole or to individual squad members.
3. An answer guide to help you score this checkout will be provided.

DIRECTIONS TO SOLDIER:

Look at each picture and then decide whether the picture shows a friendly or unfriendly vehicle or weapon. Use checkmarks (✓) to give your answers.

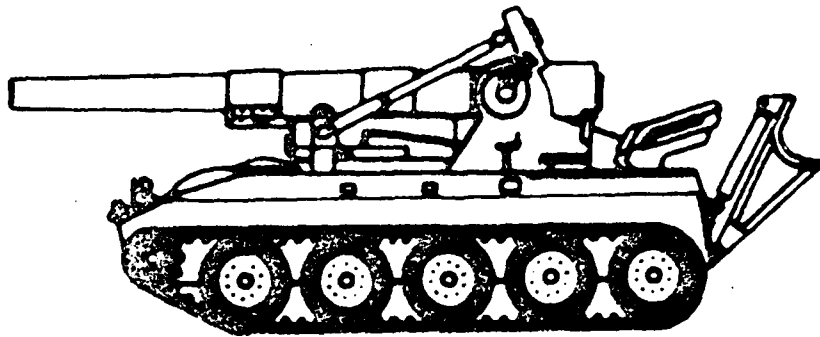
START TIME: _____

GO NO
GO GO



Friendly _____ Enemy _____

1.

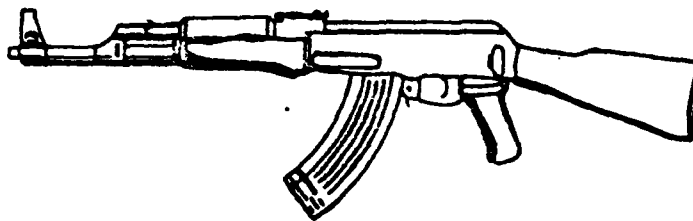


GO

NO
GO

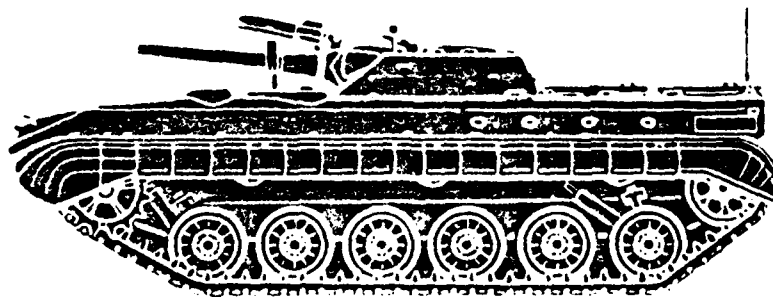
Friendly _____ Enemy _____

3.



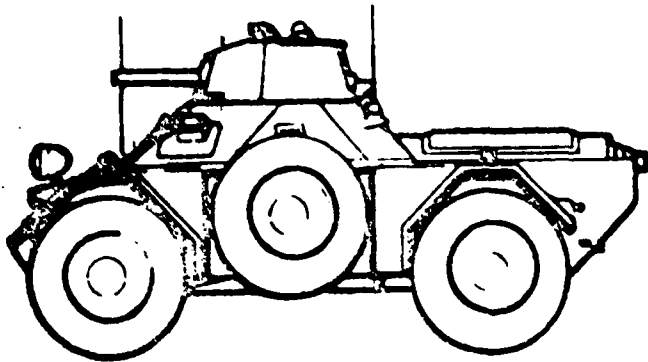
Friendly _____ Enemy _____

4.



Friendly _____ Enemy _____

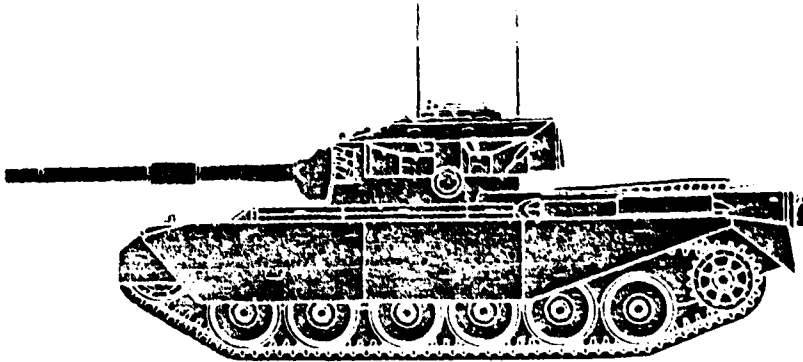
5.



Friendly _____ Enemy _____

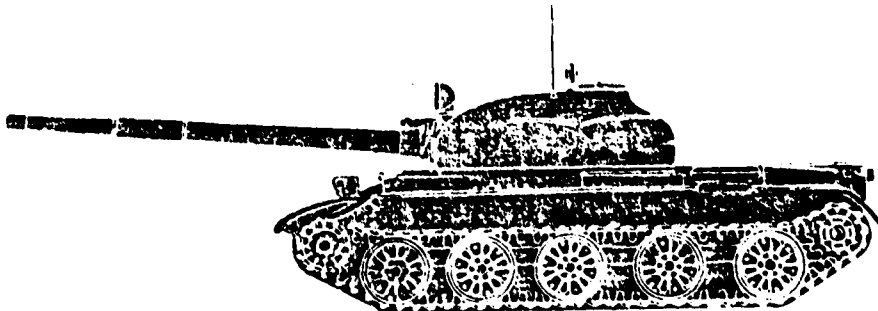
GO NO
GO

6.



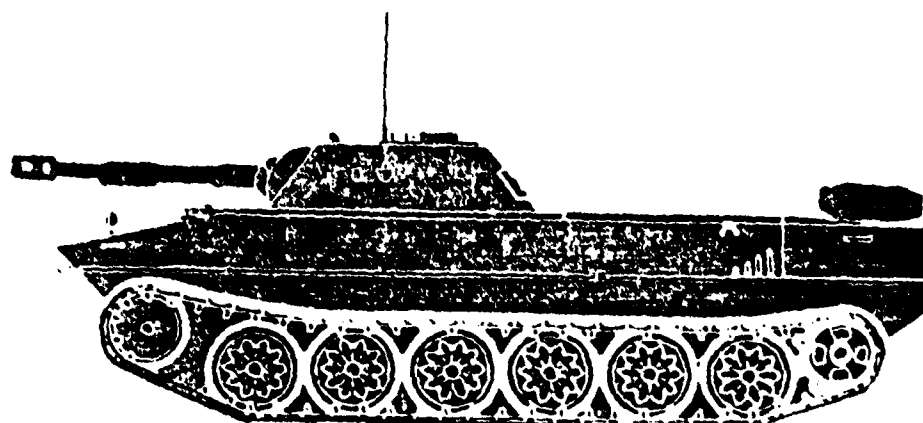
Friendly _____ Enemy _____

7



Friendly _____ Enemy _____

8.



Friendly _____ Enemy _____

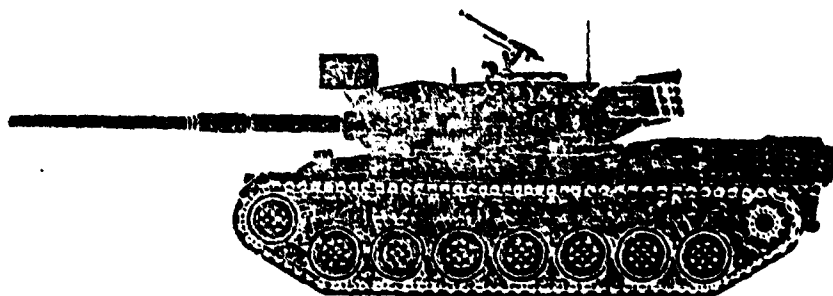
GO NO
GO

9.



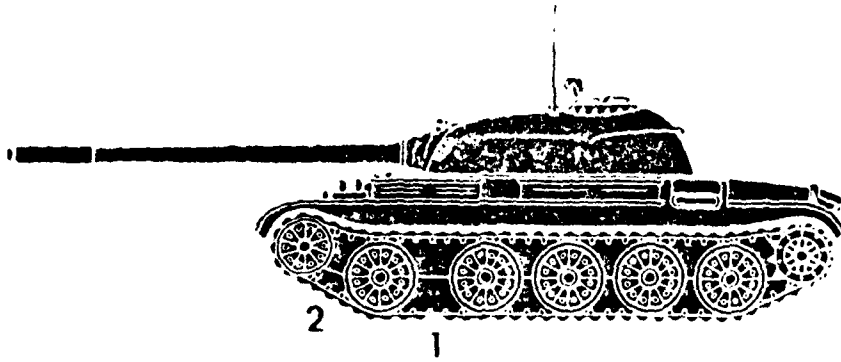
Friendly _____ Enemy _____

10.



Friendly _____ Enemy _____

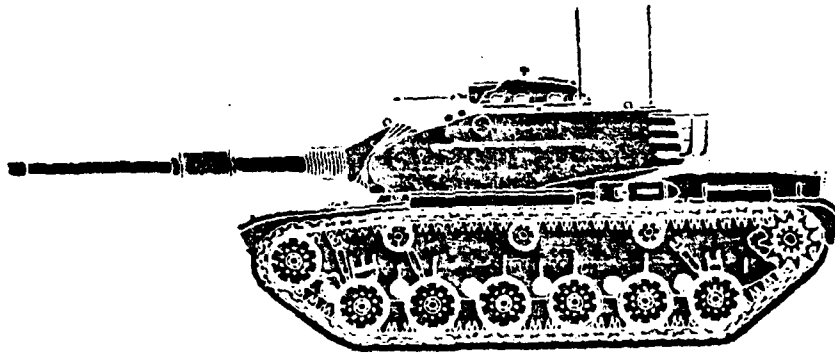
11.



GO NO
GO GO

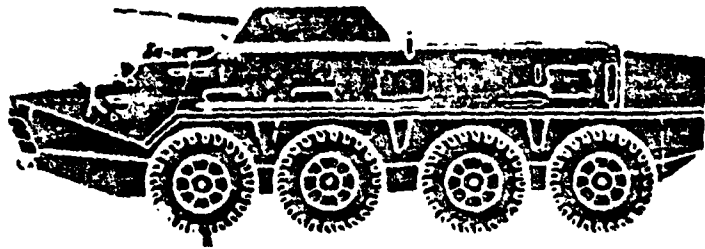
Friendly _____ Enemy _____

12.



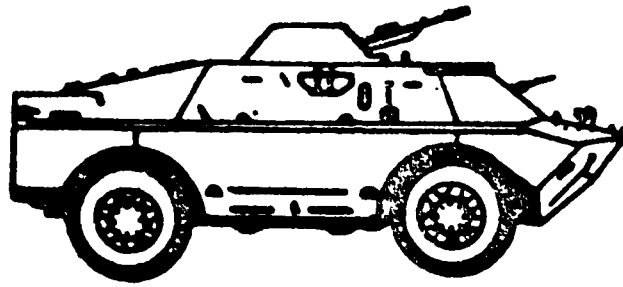
Friendly _____ Enemy _____

13.



Friendly _____ Enemy _____

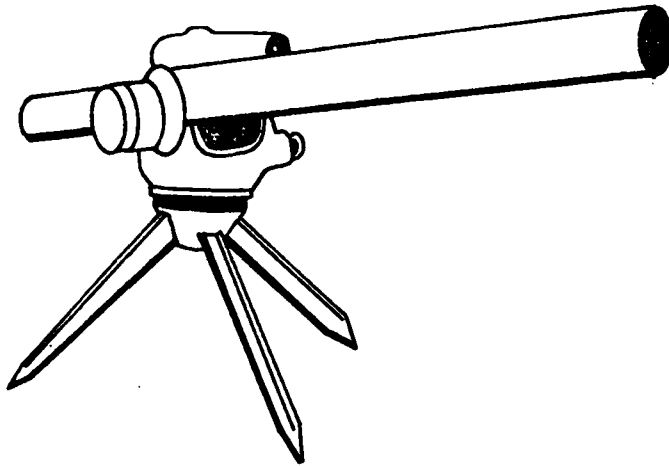
14.



Friendly _____ Enemy _____

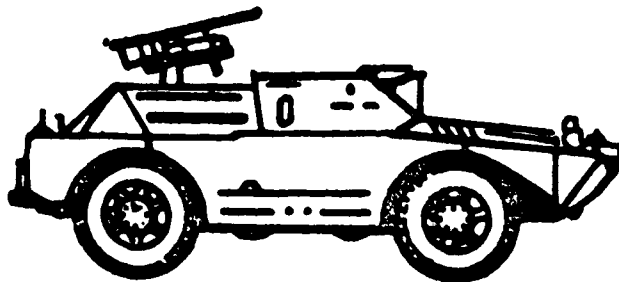
GO NO
GO

15.



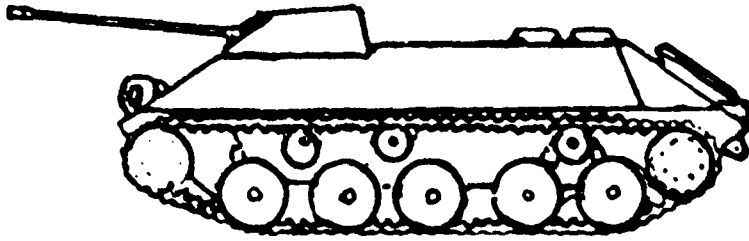
Friendly _____ Enemy _____

16.



Friendly _____ Enemy _____

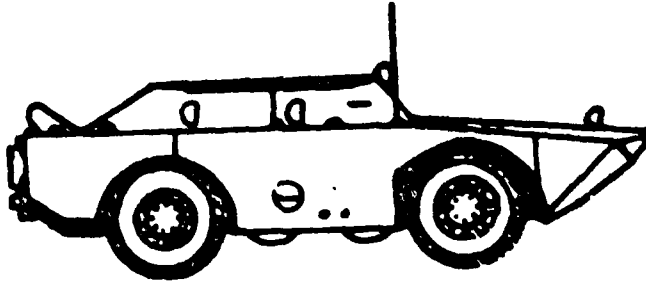
17.



GO NO
GO

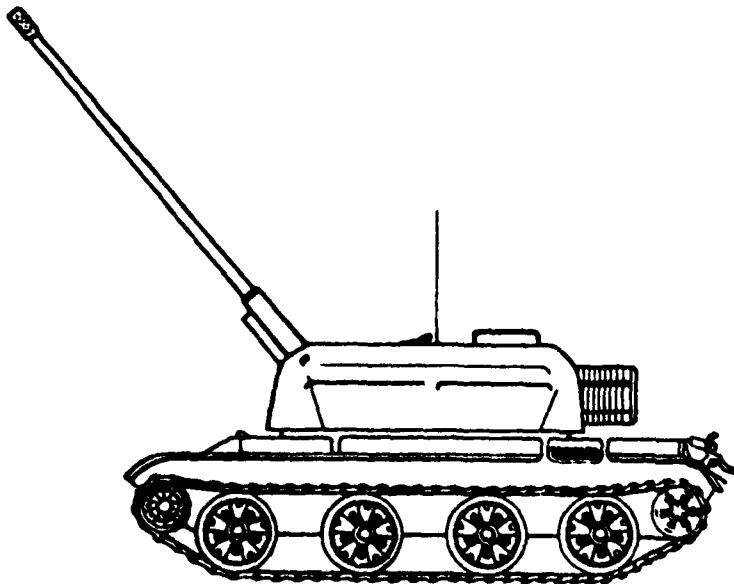
Friendly _____ Enemy _____

18.



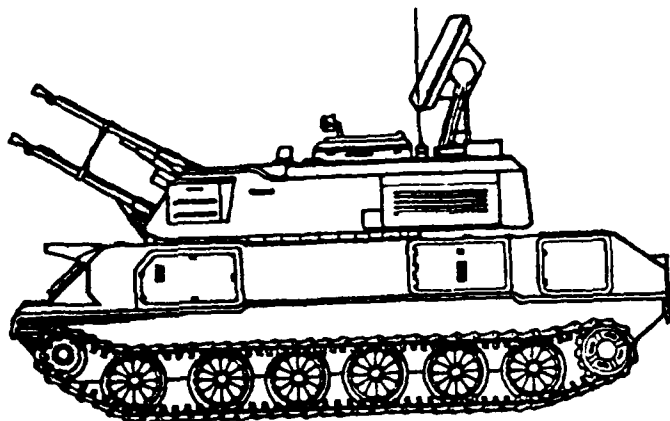
Friendly _____ Enemy _____

19.



Friendly _____ Enemy _____

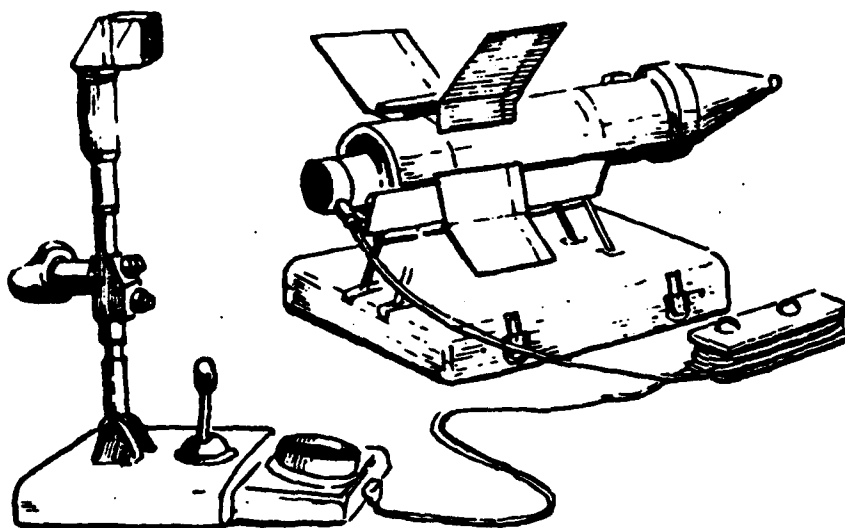
20



GO NO
GO

Friendly _____ Enemy _____

21.



Friendly _____ Enemy _____

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

Task B4
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____
 BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____
 TRAINER _____

TASK: APPLY FOUR LIFE SAVING MEASURES NO: 071-11A-0001

SUBTASK: APPLY LIFE SAVING MEASURE ONE - OPEN AIRWAY: RESTORE BREATHING AND HEARTBEAT NO: A

NOTES TO TRAINER:

1. Steps in order: You should score each correctly done step GO even if the steps get out of order, but the subtask steps must be done as numbered before you can give the soldier a GO on the subtask. Notice that the last checklist item asks if all steps were done in the correct order.

2. Warning: Do not let soldier see the standards because they give clues to the soldier's performance checkout.

DIRECTIONS TO SOLDIER:

This soldier (mannequin) is unconscious, not breathing, and has no heartbeat. Within 20 seconds, apply proper first aid to save his life.

START TIME: _____

STEPS TO BE SCORED:

| | <u>GO</u> | <u>NO GO</u> |
|---|-----------|------------------|
| 1. Place soldier on his back on a solid surface | --- | --- |
| 2. Lift jaw using thumb jaw lift or two-hand jaw lift | --- | --- |
| 3. Administer combined heart massage with artificial respiration | | |
| a. Administer 15 heart compressions (at rate of 80 compressions per minute) | --- | --- |
| b. Followed by two very quick but full lung inflations | --- | --- |

GO NO
GO GO

FINISH TIME: _____

Were task steps 1 and 2 completed and task
step 3 started within 20 seconds? ___ ___

Were all steps performed in the correct order? ___ ___

FEEDBACK: Discuss with the soldier the results of his performance checkout.

TASK: APPLY FOUR LIFE SAVING MEASURES

NO: 071-11A-0001

SUBTASK: APPLY LIFE SAVING MEASURES TWO AND THREE -
STOP THE BLEEDING: PROTECT THE WOUND

NO: B

NOTES TO TRAINER:

Steps in order: You should score each correctly done step GO even if the steps get out of order, but the subtask steps must be done as numbered before you can give the soldier a GO on the subtask. Notice that the last checklist item asks if all steps were done in the correct order.

DIRECTIONS TO SOLDIER:

This soldier (mannequin) has a leg wound around the knee and the blood is spurting out. Within four minutes, apply proper first aid.

START TIME: _____

STEPS TO BE SCORED:

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|---|-----------|------------------------|
| 1. Cut clothing away | — | — |
| 2. Cover wound with first aid dressing | — | — |
| 3. Apply pressure to the wound by using bandage strips attached to the dressing | — | — |
| 4. Elevate the wound | — | — |
| 5. Apply hand pressure to stop bleeding | — | — |

TRAINER PROMPT:

The wound is still bleeding. Apply additional first aid.

| | | |
|---|---|---|
| 6. Apply tourniquet around limb--between wound and body trunk--2 to 4 inches above injury | — | — |
| 7. Place tourniquet over trouser leg to prevent skin from being pinched | — | — |
| 8. Tighten tourniquet | — | — |
| 9. Check pulse of affected limb below tourniquet | — | — |
| 10. Make a "T" on the soldier's forehead | — | — |

GO NO
GO GO

FINISH TIME: _____

Was the task completed within four minutes? — —

Were all steps performed in the correct order? — —

FEEDBACK: Discuss with the soldier the results of his performance checkout.

TASK: APPLY FOUR LIFE SAVING MEASURES

NO: 071-11A-0001

SUBTASK: APPLY LIFE SAVING MEASURE FOUR -
PREVENT SHOCK

NO: C

NOTES TO TRAINER:

Steps in any order: The soldier may do the subtask steps in any order and still get a GO on the subtask.

DIRECTIONS TO SOLDIER:

This casualty is going into shock. Treat him with proper first aid. After you have treated the casualty I will ask you questions about shock.

START TIME: _____

| | <u>GO</u> | <u>NO GO</u> |
|--|-----------|------------------|
| ● Loosen tight clothing | — | — |
| ● Lay soldier on his back | — | — |
| ● Elevate feet 6 to 8 inches | — | — |
| ● Wrap soldier in poncho | — | — |
| ● Reassure soldier | — | — |
| ● Name seven early signs of shock. | | |
| ANSWER: Restlessness | — | — |
| Thirst | — | — |
| Pale skin | — | — |
| Rapid heartbeat | — | — |
| Excitedness | — | — |
| Calm, appearing very tired | — | — |
| Sweating though skin is cool and clammy | — | — |
| ● Name the three signs of advanced shock. | | |
| ANSWER Breathing in small, fast breaths or gasps | — | — |

GO NO
GO

Staring into space

— —

Skin appears blotchy or bluish,
especially around the lips and
mouth

— —

FINISH TIME: _____

→ FEEDBACK: Discuss with the soldier the results of his performance checkout.

Task C1
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____
 BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____
 TRAINER _____

TASK: OPERATE AN M60 MACHINEGUN NO: 071-11B-3001
 SUBTASK: LOAD AND FIRE AN M60 MACHINEGUN NO: A

NOTES TO TRAINER:

Steps in order: You should score each correctly done step GO, even if the steps get out of order, but the subtask steps must be done as numbered before you give the soldier a GO on the subtask. Notice that the last checklist item asks if all steps were done in the correct order.

DIRECTIONS TO SOLDIER:

Load your weapon within five seconds. Then fire it. I will tell you when to start.

START TIME: _____

| | <u>GO</u> | <u>NO GO</u> |
|---|-----------|------------------|
| 1. Place the safety on FIRE | — | — |
| 2. Put the bolt to the rear? (Palm of hand must be up on the cocking handle.) | — | — |
| 3. Return the cocking handle to the foremost position | — | — |
| 4. Place the safety on SAFE | — | — |
| 5. Raise the cover; place the first round in the feedtray groove, and close the cover | — | — |
| 6. Place the safety on FIRE | — | — |
| 7. Aim at the target and pull the trigger | — | — |

FINISH TIME: _____

o Ask the soldier, "After you place the safety on SAFE and raise the cover, what do you check and why?"

ANSWER: The feedtray, receiver, and chamber to make sure they are clear.

o All steps were performed in correct order. YES ___ NO ___

o Were task steps 1 through 6 performed within five seconds? YES ___ NO ___

FEEDBACK: Discuss the results of the checkout with the soldier.

SUBTASK: REDUCE A STOPPAGE ON AN M60 MACHINEGUN

NO: B

NOTES TO TRAINER:

1. Steps in order: You should score each correctly done step GO, even if the steps get out of order, but the subtask steps must be done as numbered before you give the soldier a GO on the subtask. Notice that the last checklist item asks if all steps were done in the correct order.
2. For this checkout include two dummy rounds, one after the other, in the linked, caliber 7.62 MM blank ammunition.
3. In step 4, Situation I, the soldier will not be able to fire due to the second dummy round. Give him a GO if he "aims and attempts to fire."
4. Trainer Prompt: Following step 2, Situation II, a prompt is given the soldier so that he can take the action necessary to clear the jam when nothing is ejected. What should happen is the dummy round will actually eject.
5. Trainer Prompt: Following step 5, Situation II, a prompt is given the soldier so that he can continue with the steps necessary to clear a jam when nothing is ejected. Remember that there is actually nothing in the chamber.
6. In step 8, Situation II, the soldier will not be able to fire due to the empty chamber. Give him a GO if he aims and attempts to fire.
7. Trainer Prompt: In step 4, Situation III, remember that the soldier is using blanks with a blank adapter and therefore the barrel will be clear.

DIRECTIONS TO SOLDIER:

Fire your M60 until it jams. Clear the jam and continue firing.

Situation I. If a round, brass, or link is ejected

START TIME: _____

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|--|-----------|------------------------|
| 1. Pull the cocking handle to the rear | ___ | ___ |
| 2. Observe the ejected round, brass, or link | ___ | ___ |
| 3. Return handle to forward position | ___ | ___ |
| 4. Aim at target and fire | ___ | ___ |

FINISH TIME: _____

Was the task performed within 10 seconds:

YES ___ NO ___

All steps were performed in correct order.

YES ___ NO ___

DIRECTIONS TO SOLDIER:

You have a second jam. Clear this jam and continue firing.

Situation II. If nothing is ejected

STARTING TIME: _____

- | | <u>GO</u> | <u>NO
GO</u> |
|---|-----------|------------------|
| 1. Pull the cocking handle to the rear | — | — |
| 2. Observe for ejected round, brass or link | — | — |

Trainer Prompt: Tell the soldier to simulate that nothing ejected.

- | | | |
|--|---|---|
| 3. Place the weapon on "SAFE," keeping the handle to the rear. | — | — |
| 4. Open the cover and remove the linked ammunition. | — | — |
| 5. Inspect the chamber (round should be in the chamber) | — | — |

Trainer Prompt: Tell the soldier to simulate that a round is in the chamber.

- | | | |
|------------------------------|---|---|
| 6. Close the cover. | — | — |
| 7. Move the safety to "FIRE" | — | — |
| 8. Aim and fire | — | — |

FINISH TIME: _____

All steps were performed in correct order. YES ___ NO ___

DIRECTIONS TO THE SOLDIER:

You have an unejected round in the chamber. Clear the jam and continue firing.

Situation III. If an unejected round or cartridge is in the chamber

START TIME: _____

NOTE: The soldier should be waiting for the barrel to cool (about 15 minutes). The trainer should ask the soldier, "What are you waiting for?" If the soldier says:

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|---|-----------|------------------------|
| 1. I am waiting for the barrel to cool | — | — |
| 2. How long do you wait for the barrel to cool? | | |
| ANSWER: 15 minutes | — | — |

Trainer Prompt: Tell the soldier to simulate that the 15 minutes have passed and to continue with clearing the jam.

| | | |
|----------------------------------|---|---|
| 3. Unload and clear the weapon | — | — |
| 4. Remove barrel | — | — |
| 5. Remove the cartridge or round | — | — |

Trainer Prompt: Tell the soldier to simulate removing cartridge or round.

| | | |
|----------------------|---|---|
| 6. Reload the weapon | — | — |
| 7. Aim and fire | — | — |

FINISH TIME: _____

o All steps were performed in correct order. YES ___ NO ___

FEEDBACK: Discuss the results of the checkout with the soldier.

SUBTASK: UNLOAD AND CLEAR AN M60 MACHINEGUN

NO: C

9

NOTES TO TRAINER:

Steps in order: You should score each correctly done step GO, even if the steps get out of order, but the subtask steps must be done as numbered before you can give the soldier a GO on the subtask. Notice that the last checklist item asks if all steps were done in the correct order.

DIRECTIONS TO SOLDIER:

Unload and clear your M60 machinegun. You have five seconds to do this. I will tell you when to start.

STARTING TIME: _____

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|---|-----------|------------------------|
| 1. Place safety on "FIRE" | — | — |
| 2. Put bolt to the rear; return cocking handle to foremost position | — | — |
| 3. Place safety on "SAFE" | — | — |
| 4. Unlock and raise cover; remove any ammunition or links from the feedtray | — | — |
| 5. Raise feedtray and inspect chamber to insure it is clear | — | — |
| 6. Close and lock cover | — | — |
| 7. Place safety on "FIRE" | — | — |
| 8. Pull cocking handle to the rear, then pull trigger and ease bolt forward with the cocking handle | — | — |
| 9. Place safety on "SAFE" | — | — |

FINISH TIME: _____

Was task performed within five seconds? YES ___ NO ___

All steps were performed in correct order. YES ___ NO ___

FEEDBACK: Discuss results of the checkout with the soldier.

SUBTASK: MOUNT AND DISMOUNT AN M60 MACHINEGUN

NO: D

NOTES TO TRAINER:

1. Steps in order: You should score each correctly done step GO, even if the steps get out of order, but the subtask steps must be done as numbered before you can give the soldier a GO on the subtask. Notice that the last checklist item asks if all steps were done in the correct order.

2. This checkoff will be divided into Situation I: Mount the M60 Machinegun and Situation II: Dismount the M60 Machinegun.

DIRECTIONS TO SOLDIER:

Mount your M60 machinegun onto your M122 tripod. Then, dismount all that you mounted.

Situation I: Mount the M60 Machinegun

START TIME: _____

| | <u>GO</u> | <u>NO GO</u> |
|---------------------------------------|-----------|------------------|
| 1. Rest rear tripod shoes on ground | — | — |
| 2. Raise front leg of tripod | — | — |
| 3. Separate two rear tripod legs | — | — |
| 4. Place tripod on ground | — | — |
| 5. Insure sleeve latch engages sleeve | — | — |
| 6. Mount M60 machinegun to the tripod | — | — |

GO NO
GO GO

7. Attach traversing and elevation mechanism by:

- . Placing the mounting plate recess on the rear of the mounting plate and pushing it forward
- . Lowering the gun and placing the traversing slide on the traversing bar and locking it into position

— —
— —

FINISH TIME: _____

o All steps were performed in correct order.

YES ___ NO ___

DIRECTIONS TO SOLDIER:

Dismount all that you mounted

Situation II: Dismount the M60 Machinegun

START TIME: _____

1. Detach traversing and elevating mechanism by:

- . Unlocking the traversing slide from the traversing bar and raising gun
- . Moving the mounting plate recess back to the rear of the mounting plate

— —
— —

2. Release platform latch and raise rear of gun

— —

3. Release front locating pin in forearm assembly of the gun from the front mounting lug of the gun platform

— —

- | | <u>GO</u> | <u>NO</u>
<u>GO</u> |
|---|-----------|------------------------|
| 4. Unlock pintle and platform group from pintle bushing | — | — |
| 5. Disengage sleeve latch from sleeve | — | — |
| 6. Collapse two rear tripod legs | — | — |
| 7. Raise front leg of tripod | — | — |
| 8. Remove rear tripod shoes from ground | — | — |

FINISH TIME: _____

All steps were done in correct order. YES ___ NO ___

FEEDBACK: Discuss the results of the checkout with the soldier.

SUBTASK: CHANGE BARREL OF AN M60 MACHINEGUN

NO: E

NOTES TO TRAINER:

1. Some steps in order: Some of the subtask steps must be done as numbered in the checklist. The checklist will ask you to score for the correct order when it is important for getting a "GO".
2. Have a training assistant do the job of the assistant gunner.
3. The soldier who is getting checked out will do the gunner's job. He should be scored, GO, or NO GO on both Part I and Part II.
4. For this checkout there will be no loading and firing of the M60 machinegun.

Part I. Gunner's Role in Changing the Barrel

DIRECTIONS TO SOLDIER:

You are the gunner and need to help change the barrel. I will tell you when to start.

STARTING TIME: _____

| | <u>GO</u> | <u>NO GO</u> |
|---|-----------|------------------|
| 1. Gunner lowers the stock and places the safety on "SAFE" | — | — |
| 2. Gunner raises the barrel lock level with his right hand | — | — |
| 3. Gunner moves right hand to rear and places it on top of stock | — | — |
| 4. Gunner places left hand under rear of forearm assembly and raises muzzle of gun | — | — |
| . Assistant gunner grabs barrel by the gas system and removes it | | |
| . Assistant gunner places barrel with barrel socket down on the spare barrel | | |
| . Assistant gunner grabs replacement barrel by the gas system and inserts into forearm assembly | | |

GO NO
GO GO

5. Gunner lowers barrel lock level, moves safety to "FIRE" position, and assumes correct firing position

— —

FINISH TIME: _____

- o All Steps were performed in correct order.

— —

Part II. Questions to the Gunners

DIRECTIONS TO SOLDIER:

I am now going to ask you some questions about firing rates and when you need to change the barrel.

STARTING TIME: _____

GO NO
GO GO

- o How often do you change the barrel when you fire at the:

. sustained rate
ANSWER: Every 10 minutes

— —

. rapid rate
ANSWER: Every two minutes

— —

. cyclic rate
ANSWER: Every minute

— —

- o What is the definition of:

. "sustained rate of fire"
ANSWER: 100 rounds per minute in bursts of 6 to 9 rounds at 4 to 5 second groups

— —

. "rapid rate of fire"
ANSWER: 200 rounds per minute in bursts of 6 to 9 rounds at 2 to 3 second groups

— —

AD-A080 843

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SKILL DECAY OF SIXTEEN COMMON TASKS FOR MOS 11B AND 11C.(U)
NOV 78 M R MCCLUSKEY; S A SCHMIDT

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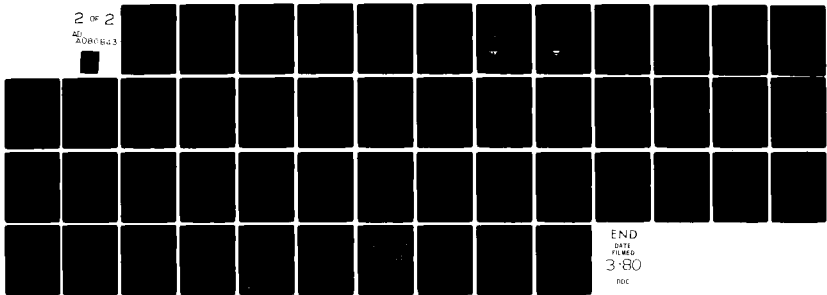
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GO NO
GO GO

. "cyclic rate of fire"
ANSWER: The maximum amount of ammunition
which can be expended by continuously
firing the weapon for 1 minute -
approximately 550 rounds per minute

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

Task C2
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____

BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____

TRAINER _____

TASK: IDENTIFY NBC HAZARDS

NO: 071-11A-0153

SUBTASK: IDENTIFY NBC ALARMS

NO: A

NOTES TO TRAINER:

1. Steps in any order: The soldier may do the subtask steps in any order and still get a GO on the subtask.
2. This checkout is in the form of a written test. However, if you wish, you can give this test orally to your entire squad or to individual squad members.
3. An answer guide to help you score this checkout will be provided.

DIRECTIONS TO SOLDIER:

I will give you a list of NBC alarms. Each alarm signals a type of attack (nuclear, chemical, or biological). You will write down (tell me) the type of attack.

STARTING TIME: _____

| | <u>GO</u> | <u>NO GO</u> |
|---|-----------|------------------|
| 1. You hear the words "Gas" or "Spray" | | |
| ANSWER: _____ | --- | --- |
| 2. You hear the word "Fallout" | | |
| ANSWER: _____ | --- | --- |
| 3. You hear the words "Bio" or "Insects" | | |
| ANSWER: _____ | --- | --- |
| 4. You hear a loud clanging of metal against metal. | | |
| ANSWER: _____ | --- | --- |

FINISH TIME: _____

FEEDBACK: Discuss the results of this checkout with the soldier.

SUBTASK: IDENTIFY NBC SYMPTOMS

NO: B

NOTES TO TRAINER:

1. Steps in any order: The soldier may do the subtask steps in any order and still get a GO on the subtask.

2. This checkout is in the form of a written test. However, if you wish, you can give this test orally to your entire squad or to individual squad members.

DIRECTIONS TO SOLDIER:

Here is a list of symptoms of NBC agents. You are to state the agent that goes with each symptom.

STARTING TIME: _____

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|---|-----------|------------------------|
| 1. Pupils of eyes pinpointed ANSWER: _____ | — | — |
| 2. Blindness (temporary) ANSWER: _____ | — | — |
| 3. Slowing of mental and physical activity ANSWER: _____ | — | — |
| 4. Loose bowel movement (diarrhea) ANSWER: _____ | — | — |
| 5. Throat irritation ANSWER: _____ | — | — |
| 6. Inflamed eyes ANSWER: _____ | — | — |
| 7. Painful coughing ANSWER: _____ | — | — |

I.

8. Heavy sweating

GO NO
GO

ANSWER: _____

— —

9. Pale, cold, clammy skin

ANSWER: _____

— —

10. Pink colored skin

ANSWER: _____

— —

11. Involuntary urination and defecation

ANSWER: _____

— —

12. Drowsiness

ANSWER: _____

— —

13. Skin twitches

ANSWER: _____

— —

FINISH TIME: _____

FEEDBACK; Discuss the results of this checkout with the soldier.

SUBTASK: IDENTIFY NBC ATTACKS

NO: C

NOTES TO TRAINER:

1. Steps in any order: The soldier may do the subtask steps in any order and still get a GO on the subtask.

2. This checkout is in the form of a written test. However, if you wish, you can give this test orally to your entire squad or to individual squad members.

DIRECTIONS TO SOLDIER:

Here is a list of NBC attack situations. You are to write down (tell me) the type of attack, (nuclear, chemical, biological) that goes with each attack situation.

STARTING TIME: _____

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|--|-----------|------------------------|
| 1. Threat aircraft spraying | | |
| ANSWER: _____ | — | — |
| 2. See people who are acting confused or ill | | |
| ANSWER: _____ | — | — |
| 3. Not sure as to where food and water came from | | |
| ANSWER: _____ | — | — |
| 4. A mushroom-shaped cloud or a very tall, thick column of smoke rising suddenly | | |
| ANSWER: _____ | — | — |
| 5. A low cloud of smoke, gas, mist or droplets | | |
| ANSWER: _____ | — | — |

| | <u>GO</u> | <u>NO GO</u> |
|---|-----------|------------------|
| 6. A very bright blast ANSWER: _____ | --- | --- |
| 7. See unusual oily substance in plants, equipment, and on the ground ANSWER: _____ | --- | --- |
| 8. See people wearing or putting on masks ANSWER: _____ | --- | --- |
| 9. See soldiers suddenly seeking overhead cover without masking ANSWER: _____ | --- | --- |
| 10. Munition landing nearby, the explosion causing a cloud of smoke ANSWER: _____ | --- | --- |
| 11. A "rain" of dusty or sooty material ANSWER: _____ | --- | --- |
| 12. Swarm of insects ANSWER: _____ | --- | --- |
| 13. See a low cloud of smoke, gas, mist or droplets. ANSWER: _____ | --- | --- |

FINISH TIME: _____

FEEDBACK: Discuss results of checkout with soldier.

SUBTASK: IDENTIFY NATO NBC MARKERS

NO: D

NOTES TO TRAINER:

1. Steps in any order: The soldier may do the subtask steps in any order and still get a GO on the subtask.
2. This checkout is in the form of a written test. However, if you wish, you can give this test orally to your entire squad or to individual squad members.

DIRECTIONS TO SOLDIER:

Here are pictures of NATO NBC markers. You are to write (tell me) the type of attack indicated by each marker.

STARTING TIME: _____

GO NO
GO GO

1.



ANSWER: _____

2.



ANSWER: _____

GO NO
GO GO

3.



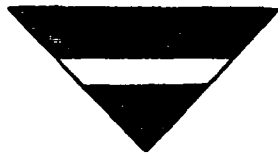
ANSWER: _____

4.



ANSWER: _____

5.



ANSWER: _____

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

Task C3
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____
BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____
TRAINER _____

TASK: INSTALL/RECOVER/FIRE AN ELECTRICALLY ARMED
CLAYMORE MINE

NO: 071-11A-4502

SUBTASK: INSTALL CLAYMORE MINE

NO: A

NOTES TO TRAINER:

1. Steps in order: You should score each correctly done step GO even if the steps get out of order, but the subtask steps must be done as numbered before you can give the soldier a GO on the subtask. Notice that the last checklist item asks if all steps were done in the correct order.

2. Warning: Do not let the soldier see the standards because they give clues to his performance.

DIRECTIONS TO SOLDIER:

Within seven minutes install the Claymore here (trainer points out the spot) and use that (trainer names the target, Example: tree, bush, pole) as the aiming point.

START TIME: _____

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|---|-----------|------------------------|
| 1. Removed the M57 firing device and the M40 test set from the bandoleer | — | — |
| 2. Removed the dust covers from the firing device and the test set | — | — |
| 3. Plugged the test set into the firing device | — | — |
| 4. Moved the firing device safety bail up into the FIRE position | — | — |
| 5. Cupped his hand over the window of the test set and held it near his eye | — | — |

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|---|-----------|------------------------|
| 6. Squeezed the firing device | --- | --- |
| 7. Removed the dust cover from the other end of the test set | --- | --- |
| 8. Removed the dust cover-shorting plug from the connector of the firing wire | --- | --- |
| 9. Plugged the connector of the firing wire into the test set | --- | --- |
| 10. Moved the safety bail of the firing device up to the FIRE position | --- | --- |
| 11. Cupped his hand over the window of the test set and held it near his eye | --- | --- |
| 12. Squeezed the firing device, and observed a flash | --- | --- |
| 13. Placed the safety bail back in the SAFE position | --- | --- |
| 14. Disconnected the firing device and firing wire from the test set and replaced the dust cover shorting plugs | --- | --- |
| 15. Placed the firing device in his pocket | --- | --- |
| 16. Secured the firing wire at the firing position and laid it between the firing position and the installation site and secured the other end at the installation site | --- | --- |
| 17. Opened and spread the legs of the claymore mine and sat it on the ground at the installation site; the words "Front Toward Enemy" were facing the target | --- | --- |
| 18. Aimed the Claymore | --- | --- |
| 19. Unscrewed the plug from either detonator well on the top of the mine | --- | --- |

- | | <u>GO</u> | <u>NO</u>
<u>GO</u> |
|--|-----------|------------------------|
| 20. Slid the slotted end of the plug onto the wire above the blasting cap. Pulled on the wire until the top of the blasting cap was firmly seated in the bottom portion of the priming adapter end of the plug | — | — |
| 21. Screwed the priming adapter and blasting cap into the detonator well | — | — |
| 22. Rechecked the aim and adjusted as necessary | — | — |
| 23. Arranged the sand bags directly behind the mine | — | — |
| 24. Camouflaged the mine | — | — |
| 25. Returned to the firing position and checked to see that the safety bail of the firing device was on SAFE | — | — |
| 26. Removed the dust cover from the firing device and removed the shorting plug from the firing wire. Connected the firing device to the firing wire | — | — |

KNOWLEDGE QUESTIONS

- | | <u>GO</u> | <u>NO</u>
<u>GO</u> |
|--|-----------|------------------------|
| ● How far in front of the Claymore is the aiming point? ANSWER: 50 meters | — | — |
| ● What is the distance in front of the Claymore that you check for unprotected friendly personnel? ANSWER: 250 meters | — | — |
| ● What is the distance in back of the Claymore that you check for unprotected friendly personnel? ANSWER: 100 meters | — | — |

FINISH TIME: _____

- | | | |
|--|---|---|
| ● All steps were completed within 7 minutes. | — | — |
| ● All steps performed in order. | — | — |

FEEDBACK: Discuss the results of the checkout with the soldier.

SUBTASK: FIRE CLAYMORE MINE

NO: B

NOTES TO TRAINER:

1. Steps in order: You should score each correctly done step GO even if the steps get out of order, but the subtask steps must be done as numbered before you can give the soldier a GO on the subtask. Notice that the last checklist item asks if all steps were done in the correct order.

2. Warning: Do not let the soldier see the standards because they clue him to his performance.

DIRECTIONS TO SOLDIER:

Perform the steps to fire the Claymore mine.

START TIME: _____

Did the soldier:

| | <u>GO</u> | <u>NO GO</u> |
|---|-----------|------------------|
| 1. Position the safety bail on the firing device in the FIRE position | ___ | ___ |
| 2. Sharply squeeze the firing device | ___ | ___ |

KNOWLEDGE QUESTION

| | <u>GO</u> | <u>NO GO</u> |
|--|-----------|------------------|
| ● How close should the enemy be before you fire the Claymore? ANSWER: 20 to 30 meters | ___ | ___ |

FINISH TIME: _____

| | | |
|--|-----|-----|
| ● All steps were performed in correct order. | ___ | ___ |
|--|-----|-----|

FEEDBACK: Discuss the results of the checkoff with the soldier.

SUBTASK: RECOVER CLAYMORE MINE

NO: C

NOTES TO TRAINER:

1. Steps in order: You should score each correctly done step GO even if the steps get out of order, but the subtask steps must be done as numbered before you can give the soldier a GO on the subtask. Notice that the last checklist item asks if all steps were done in the correct order.

2. Warning: Do not let the soldier see the standards because they clue him to his performance.

DIRECTIONS TO SOLDIER:

Within five minutes disarm and recover the Claymore mine.

START TIME: _____

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|--|-----------|------------------------|
| 1. Checked safety bail of the M57 firing device on SAFE | ___ | ___ |
| 2. Disconnected the firing device from the blasting cap assembly | ___ | ___ |
| 3. Replaced dust covers | ___ | ___ |
| 4. Placed firing device in pocket | ___ | ___ |
| 5. Unscrewed and removed adaptor | ___ | ___ |
| 6. Removed blasting cap | ___ | ___ |
| 7. Screwed shipping plug back into mine well | ___ | ___ |
| 8. Unscrewed the firing wire and rolled it up | ___ | ___ |
| 9. Stored the equipment in the bandoleer | ___ | ___ |

FINISH TIME: _____

- All steps completed within 7 minutes. ___ ___
- All steps performed in order. ___ ___

FEEDBACK: Give feedback to soldier on the results of this checkout.

Task C4
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____

BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____

TRAINER _____

TASK: APPLY FIRST AID MEASURES FOR SPECIAL WOUNDS NO: 071-11A-0002

SUBTASK: FIRST AID - SUCKING CHEST WOUNDS NO: A

NOTES TO TRAINER:

1. Some steps in order: Some of the subtask steps must be done as numbered in the checklist. The checklist will ask you to score for the correct order when it is important for getting a GO.
2. Warning: Do not let soldier see the standards because they may help him to perform the task.
3. Revised standards: The standards for this checklist were changed after the TTP/TTO were printed. Here are the new standards:
Standards: (1) Open airway and restore breathing and heart-beat, if necessary (Subtask A of Task 071-11A-0001). (2) Stop the bleeding and protect the wound, if necessary (Subtask B of Task 071-11A-0001). (3) Describe the characteristics of a sucking chest wound. (4) Locate both wounds. (5) Apply a sterile dressing that creates an airtight seal over the wound(s). (6) Prevent shock (Subtask C of Task 071-11A-0001).
4. Revised conditions: A mannequin on its back with a sucking chest wound and an exit wound in the back; a blanket; a sterile dressing; a piece of plastic or foil; a poncho or bandaging material; and belts or tent ropes.
5. For this experimental checkout you do not have to score the soldier for preventing shock, restoring breathing, or stopping arterial bleeding (Task 071-11A-0001).

DIRECTIONS TO SOLDIER:

This soldier has a clear airway, is breathing, and has a heartbeat. He doesn't have arterial bleeding. For this experimental checkout you won't have to treat for shock. Use proper first aid to treat this soldier.

START TIME:

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|--|-----------|------------------------|
| 1. Located both chest and exit wounds | --- | --- |
| 2. Sealed the wounds airtight | | |
| . chest | --- | --- |
| . exit | --- | --- |
| 3. Applied sterile dressings over airtight seals | | |
| . chest | --- | --- |
| . exit | --- | --- |
| 4. Completely covered sterile dressings | --- | --- |

KNOWLEDGE QUESTIONS:

- . What would your first action have been if this injured soldier had stopped breathing and was unconscious?
ANSWER: Apply mouth-to-mouth resuscitation and closed-chest heart massage. ---
- . Which do you treat first: a sucking chest wound or a cut artery?
ANSWER: a cut artery ---
- . What should the injured soldier do prior to your sealing his chest wound?
ANSWER: Forcibly exhale and hold breath ---
- . After the injured soldier is treated, which side should the injured soldier lie on?
ANSWER: He should lie on his back or front side (not on either of his sides) ---

GO NO
GO GO

. State the three characteristics of the sucking chest wound

ANSWER:

- . deep or puncture wound to the chest in the area of the rib cage
- . sound of air moving in the wound as the soldier breathes
- . blood bubbling as soldier breathes

— —
— —
— —

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

NOTES TO TRAINER:

1. Some steps in order: Some of the subtask steps must be done as numbered in the checklist. The checklist will ask you to score for the correct order when it is important for getting a GO.
2. Warning: Do not let the soldier see the standards because they may help him to perform the task.
3. Revised standards: The standards for this checklist were changed after the TTP/TTO were printed. Here are the new standards:

Standards: (1) Open airway and restore breathing and heart-beat, if necessary (Subtask A of Task 071-11A-0001). (2) Stop the bleeding and protect the wound, if necessary (Subtask B of Task 071-11A-0001). (3) Prevent choking. (4) Do not touch protruding organs unless necessary. (5) Apply sterile dressing. (6) Secure dressing without using pressure. (7) Prevent shock (Subtask C of Task 071-11A-0001). (8) Do not provide drink but moisten lips.

4. Revised conditions: A blanket and the mannequin placed on its side have been added to the conditions.
5. For this experimental checkout you do not have to score the soldier for preventing shock.

DIRECTIONS TO SOLDIER:

Use proper first aid to treat this soldier. This soldier has a clear airway and is breathing and has a heartbeat. He doesn't have arterial bleeding. For this experimental checkout you won't have to treat for shock.

STARTING TIME: _____

| | <u>GO</u> | <u>NO GO</u> |
|---|-----------|------------------|
| 1. Placed wounded soldier (mannequin) on his back | — | — |
| 2. Turned his head to one side. | — | — |
| . He did not touch protruding organs (unless necessary) | — | — |

- | | <u>GO</u> | <u>NO</u>
<u>GO</u> |
|---|-----------|------------------------|
| 3. Applied sterile dressing | — | — |
| 4. Secured dressing without using pressure | — | — |
| . Subtask steps were done in correct order. | — | — |

KNOWLEDGE QUESTIONS:

- . What do you do if the wounded soldier is thirsty?

ANSWER: Moisten his lips (but do not let him drink)

— —

- . When bandaging the abdominal wound, should the bandage be applied with pressure or without pressure?

ANSWER: without pressure

— —

- . Why don't we allow the soldier with the abdominal wound to take anything by mouth?

ANSWER: It will spread through the injured intestines and spread contamination in the abdomen.

— —

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

SUBTASK: FIRST AID BURNS

NO: C

NOTES TO TRAINER:

1. Some steps in order: Some of the subtask steps must be done as numbered in the checklist. The checklist will ask you to score for the correct order when it is important for getting a GO.
2. Warning: Do not let the soldier see the standards because they may help him to perform the task.
3. Revised standards: The standards for this checklist were changed after the TTP/TTO were printed. Here are the new standards.

Standards:

1. Open airway and restore breathing and heartbeat, if necessary. (Subtask A of Task 071-11A-0001).
2. Stop the bleeding and protect the wound, if necessary. (Subtask B of Task 071-11A-0001).
3. Describe differences between a minor and severe burn.
4. Prepare the burn area for dressing.
5. Apply a sterile dressing over burn.
6. Secure dressing with bandages.
7. Prevent shock. (Subtask C of Task 071-11A-0001)
8. Administer the sodium chloride bicarbonate drink.
4. Revised conditions: The wounded soldier or mannequin is on his back, and has a severe burn simulated on the chest. Clothing is stuck to the burned skin. Available for treatment are: a blanket, sodium chloride-sodium bicarbonate mixture (salt packet), a canteen of water, and sterile dressings.

DIRECTIONS TO SOLDIER:

Use proper first aid to treat this severe burn on the soldier's chest. This soldier has a clear airway and is breathing and has a heartbeat. He doesn't have arterial bleeding. The clothing is stuck to the burned skin.

START TIME: _____

- | | <u>GO</u> | <u>NO</u>
<u>GO</u> |
|---|-----------|------------------------|
| 1. Prepared the burned area | | |
| . Did not try to remove cloth stuck to burn | — | — |
| . Did not try to clean the burn | — | — |
| . Did not pull clothes over the burned area | — | — |
| . Did not break blisters | — | — |
| 2. Applied a sterile bandage over the burned area | — | — |
| 3. Secured dressing with bandages | — | — |
| 4. Loosened clothing | | |

TRAINER: If step 4 wasn't performed, ask the soldier whether the clothing on the wounded soldier should be loose or tight.

ANSWER: Loose

- | | | |
|--|---|---|
| 5. Placed injured soldier on back (if necessary) and elevated feet about 6 to 8 inches | — | — |
| 6. Covered the soldier with blanket (to warm him) | — | — |

ADDITIONAL DIRECTIONS TO SOLDIER:

Tell the soldier that the injured soldier is conscious, is not vomiting; has no stomach or neck wounds. Ask the soldier the following questions:

- | | | |
|--|---|---|
| . What additional first aid should you give? | — | — |
|--|---|---|

ANSWER: He should give the injured soldier a mixture of one envelope of sodium chloride bicarbonate (the soldier need not state the chemical label of the envelope) and one canteen or quart of cool water.

- | | | |
|--|--|--|
| . If the only water available is warm water, can you use it? | | |
|--|--|--|

ANSWER: No

GO NO
GO

- . How long should it take for the burned soldier to drink the quart of sodium chloride bicarbonate?

ANSWER: One hour

— —

- . Name four conditions in which you would not give the burned soldier the sodium chloride bicarbonate drink.

ANSWER: When the soldier is:

- . Unconscious
- . Vomiting
- . Has a stomach wound
- . Has a neck wound

— —
— —
— —
— —

- . Name the characteristics of a minor burn.

ANSWER: . Reddening of skin

— —

- . No blistering of skin
- . No charring of skin
- . No breaking of skin

— —
— —
— —

- . Name the two characteristics of a severe burn.

ANSWER: . Blistered skin

— —

- . Charred skin

— —

- . What can be used if you have no sterile dressings?

ANSWER: A sheet

— —

FINISH TIME: _____

FEEDBACK: Discuss with the soldier the results of the checkout.

Task D1
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____
BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____
TRAINER _____

TASK: COLLECT/REPORT INFORMATION - SALUTE

NO: 071-11A-0803

NOTES TO TRAINER:

Steps in any order: The soldier may do the task steps in any order and still get a GO on the task.

DIRECTIONS TO SOLDIERS:

Your task is to observe from this location any OPFOR and their activities, and to orally report this information to me. Your report should include each point of interest expressed by the key word "SALUTE."

STARTING TIME: _____

Score the soldier's performance to show if he reports each item of information.

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|---|-----------|------------------------|
| . <u>Size</u> :reports number of personnel | — | — |
| . <u>Activity</u> :describes what the OPFOR is doing | — | — |
| . <u>Location</u> :describes the OPFOR location | — | — |
| . <u>Unit</u> :describes any patches, clothing, features, special signs, symbols, or ID numbers on vehicles | — | — |
| . <u>Time</u> :reports the time | — | — |
| . <u>Equipment</u> :describes the number and types of equipment and vehicles | — | — |

FINISH TIME: _____

FEEDBACK: Discuss with the soldier the results of his checkout.

Task D2
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____
BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____
TRAINER _____

TASK: MAINTAIN AN M203 GRENADE LAUNCHER
AND AMMUNITION

NO: 071-11A-2101

NOTES TO TRAINER:

1. Some steps in order: Some of the task steps must be done as numbered the checklist. The checklist will ask you to score for the correct order when it is important for getting a GO.
2. Warning: Do not let the soldier see the standards prior to checkout on this task because it tells him the performance steps that are on the checkout.
3. Do not allow the soldier to oil the launcher without taking it apart. A question that follows his performance asks about oiling the launcher without taking it apart.

DIRECTIONS TO SOLDIER:

You have 20 minutes to perform the maintenance on the M203 Grenade Launcher and the practice ammunition rounds. After you have performed the maintenance I will ask you some questions about the maintenance.

START TIME: _____

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|--|-----------|------------------------|
| 1. Clear the Grenade Launcher | — | — |
| 2. Inspect the breech | — | — |
| 3. Clear the M16/M16A rifle | — | — |
| 4. Remove the quadrant sight assembly | — | — |
| 5. Remove the barrel assembly | — | — |
| 6. Inspect, clean and oil the: . Bore | — | — |

- | | <u>GO</u> | <u>NO
GO</u> |
|---|-----------|------------------|
| . Breech insert | — | — |
| . All other parts | — | — |
| . Exterior of the launcher | — | — |
| 7. Assemble Grenade Launcher | — | — |
| 8. Inspect and clean ammunition | — | — |
| 9. Perform a function check of the launcher for: | | |
| . Proper operation of sears | — | — |
| . Safety in both "safe" and "fire" positions with trigger | — | — |
| . Proper operation of leaf sight windage adjustment screw | — | — |
| . Functioning of barrel stop | — | — |
| . Functioning of barrel latch | — | — |

FINISH TIME: _____

- | | | |
|--|---|---|
| o Was task performed within 20 minutes? | — | — |
| o All steps were performed in correct order. | — | — |

KNOWLEDGE QUESTIONS

- | | <u>GO</u> | <u>NO
GO</u> |
|---|-----------|------------------|
| . What action do you take if you find a launcher part that you think should be replaced? ANSWER: Take the part to the armorer. | — | — |
| . What action do you take if you find an ammunition round that is corroded and/or defective? ANSWER: Turn in the corroded and/or defective ammunition to the ammunition point. | — | — |

GO NO
GO GO

. How do you know whether a launcher round is defective when you look at the primer?
ANSWER: The round is defective if the primer is dented.

— —

. Show me on the M203 Grenade Launcher where you apply the oil when oiling the launcher without taking it apart?
ANSWER: The soldier points to:

— —

. The barrel tracks and all metal surfaces

— —

. The firing pin hole

— —

. The safety detent

— —

FINISH TIME: _____

o Was task performed within 20 minutes?

— —

o All steps were performed in correct order.

— —

FEEDBACK: Discuss the results of his performance with the soldier.

Task D3
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____
 BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____
 TRAINER _____

TASK: PROCESS KNOWN OR SUSPECTED ENEMY PERSONNEL NO: 071-11A-0802

NOTES TO TRAINER:

Steps in any order: The Soldier may do the task steps in any order and still get a GO on the task.

DIRECTIONS TO SOLDIER:

Two OPFORs, one officer and one enlisted man, have just surrendered to you. You must process them.

STARTING TIME: _____

| | <u>GO</u> | <u>NO GO</u> |
|--|-----------|------------------|
| ● He <u>searches</u> each prisoner by following the steps shown below. | | |
| 1. Used this three step safety procedure: | | |
| First, asked the other friendly soldier to cover him before he searches. | — | — |
| Second, removes his own weapon(s) before reaching the prisoner. | — | — |
| Third, removes any obvious weapons from prisoner. | — | — |
| 2. Conducts a thorough pat search | — | — |
| 3. Removes all items from prisoner including weapons, documents, etc. | — | — |
| 4. Tags all items removed from prisoner with the following information: | | |
| . Prisoner name | — | — |
| . Date | — | — |

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|--|-----------|------------------------|
| . Place captured | — | — |
| . Unit making capture | — | — |
| . How the prisoner was captured | — | — |
| ● He <u>segregates</u> prisoners, officers from enlisted man | — | — |
| ● He <u>silences</u> prisoners | — | — |
| ● He <u>speeds</u> prisoners to the rear | — | — |
| ● He <u>safeguards</u> the prisoners | — | — |

FINISH TIME: _____

FEEDBACK: Discuss the results of the checkout with the soldier.

Task D4
CHECKOUT SCORING DIRECTIONS

NAME _____ DATE _____
 BATTALION _____ COMPANY _____ PLATOON _____ SQUAD _____
 TRAINER _____

TASK: PREPARE AN M72A2 LAW FOR FIRING; NO: 071-11A-2201
 RESTORE M72A2 LAW TO CARRYING CONFIGURATION

SUBTASK: PREPARE AN M72A2 LAW FOR FIRING NO: A

NOTES TO TRAINER:

1. Some steps in order: Some of the subtask steps must be done as numbered in the checklist. The checklist will ask you to score for the correct order when it is important for getting a GO, and the step will be numbered.
2. Warning: Do not let the soldier see the standards in the TTP (TTO) because they will tip him off on how to correctly perform the task.
3. You must have a stopwatch/wristwatch with a sweep second hand.

DIRECTIONS TO SOLDIER:

Within 30 seconds, conduct a visual safety check on your M72A2 LAW. I will tell you when to start and when to stop. If your LAW passes the inspection, you will have 30 seconds to prepare it for firing. Again, I will tell you when to start and when to stop. During this inspection, tell me what parts you are inspecting and what things you are looking for.

PART I: Performing the Visual Safety Inspection

STARTING TIME: _____

| | <u>GO</u> | <u>NO GO</u> |
|----------------------------------|-----------|------------------|
| ● Inspecting the launcher | | |
| . Tube undamaged | — | — |
| . Seals intact | — | — |
| . Pullpin in place | — | — |
| . Trigger safety handle in place | — | — |
| . W/coupler on tube | — | — |

FINISH TIME: _____

- Was the visual inspection performed within 30 seconds? YES ___ NO ___

After visual inspection, tell the soldier to continue

PART II: Preparation for Firing

STARTING TIME: _____

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|--|-----------|------------------------|
| 1. Remove pullpin and rotate rear cover downward | — | — |
| 2. Extend launcher | — | — |
| 3. Insure launcher is locked? | — | — |
| 4. Check backblast area | — | — |
| 5. Position LAW on shoulder | — | — |
| 6. Pull safety handle to "arm" position | — | — |

FINISH TIME: _____

- Was the task performed within 30 seconds? YES ___ NO ___
- All steps were performed in correct order. YES ___ NO ___

FEEDBACK: Discuss the results of the checkout with the soldier.

SUBTASK: Restore M72A2 LAW to Carrying Configuration NO: B

NOTES TO TRAINER:

1. Steps in order: You should score each correctly done step. But the subtask steps must be done as numbered before you can give the soldier a GO on the subtask. Notice that the last checklist item asks if all steps were done in the correct order.

2. The order of the task steps corrects the order used in the TTP/TT0.

DIRECTIONS TO SOLDIER:

Return your M72A2 LAW to the carrying position.

START TIME: _____

| | <u>GO</u> | <u>NO</u> <u>GO</u> |
|--|-----------|------------------------|
| 1. Place trigger safety handle on SAFE | — | — |
| 2. Depress detent and collapse launcher tube | — | — |
| 3. Guide front and rear sights into position | — | — |
| 4. Attach front cover | — | — |
| 5. Replace sling assembly | — | — |
| 6. Close rear cover | — | — |
| 7. Replace pullpin | — | — |

FINISH TIME: _____

o All steps were performed in correct order. YES ___ NO ___

FEEDBACK: Discuss with the soldier the results of the checkout.

APPENDIX B
RETENTION STUDY INTERVIEW

NAME _____

LAST

FIRST

BN

CO

PLT

RETEST INTERVAL _____

RETENTION STUDY INTERVIEW

About ____ weeks ago and again today you were tested on the four Soldier's Manual tasks listed on the paper I've just given you.

It is important for us to know whether you've had any training on these four tasks between the last test and this test today.

I am going to ask you a few questions about your recent training experience with each task. Try to give me accurate answers as these will help the Army do a better job of training in the future.

1. For task _____, in the last three weeks:

No. Name

a. Have you received any training on this task?

YES NO

b. What kind of training was it?

(1) LECTURE HANDS-ON BOTH

(2) SQT ARTEP OTHER (specify) _____

(3) Any additional information on kind of training: _____

c. What kinds of materials were used?

TTP TTO TRAINING AIDS TEC OTHER _____

d. Did you help train other soldiers to perform this task?

YES NO

e. Did you watch other soldiers training on this task?

YES NO

f. About how much total time did you spend on this task during the last three weeks, including training, watching training, or helping to train?

DAYS _____ HOURS _____

1. For task _____, in the last three weeks:

No. Name

a. Have you received any training on this task?

YES NO

b. What kind of training was it?

(1) LECTURE HANDS-ON BOTH

(2) SQT ARTEP OTHER (specify) _____

(3) Any additional information on kind of training? _____

c. What kinds of materials were used?

TTP TTO TRAINING AIDS TEC OTHER _____

d. Did you help train other soldiers to perform this task?

YES NO

e. Did you watch other soldiers training on this task?

YES NO

f. About how much total time did you spend on this task during the last three weeks, including training, watching training, or helping to train?

DAYS _____ HOURS _____

1. For task _____, in the last three weeks:

No. Name

a. Have you received any training on this task?

YES

NO

b. What kind of training was it?

(1) LECTURE

HANDS-ON

BOTH

(2) SQT

ARTEP

OTHER (specify) _____

(3) Any additional information on kind of training: _____

c. What kinds of materials were used?

TTP

TTO

TRAINING AIDS

TBC

OTHER _____

d. Did you help train other soldiers to perform this task?

YES

NO

e. Did you watch other soldiers training on this task?

YES

NO

f. About how much total time did you spend on this task during the last three weeks, including training, watching training, or helping to train?

DAYS _____

HOURS _____

1. For task _____, in the last three weeks:

No. Name

a. Have you received any training on this task?

YES NO

b. What kind of training was it?

(1) LECTURE HANDS-ON BOTH

(2) SQT ARTEP OTHER (specify) _____

(3) Any additional information on kind of training: _____

c. What kinds of materials were used?

TTP TTO TRAINING AIDS TEC OTHER _____

d. Did you help train other soldiers to perform this task?

YES NO

e. Did you watch other soldiers training on this task?

YES NO

f. About how much total time did you spend on this task during the last three weeks, including training, watching training, or helping to train?

DAYS _____ HOURS _____

APPENDIX C
OBSERVER'S CHECKLISTS

| | | | | | | | | | | | | | | | |
|-------------|----|----|---|--|----|----|---|--|----|----|---|--|----|----|---|
| Name: | | | | | | | | | | | | | | | |
| Start Time: | | | | | | | | | | | | | | | |
| | NG | PG | G | | NG | PG | G | | NG | PG | G | | NG | PG | G |

TASK: APPLY FOUR LIFE SAVING MEASURES

SUBTASK C: APPLY LIFE SAVING MEASURE FOUR - PREVENT SHOCK

- Loosen tight clothing
- Lay soldier on his back
- Elevate feet 6 to 8 inches
- Wrap soldier in poncho
- Reassure soldier
- Name seven early signs of shock.

ANSWER: Restlessness

Thirst

Pale skin

Rapid heartbeat

Excitedness

Calm, appearing very tired

Sweating though skin is cool and clammy

- Name the three signs of advanced shock.

ANSWER: Breathing in small, fast breaths or gasps

Staring into space

Skin appears blotchy or bluish, especially around the lips and mouth

FINISH TIME:

Name: _____

Start Time: _____

TASK: IDENTIFY NBC HAZARDS

SUBTASK A: IDENTIFY NBC ALARMS

| | NG | PG | G | NG | PG | G | NG | PG | G | NG | PG | G |
|--|----|----|---|----|----|---|----|----|---|----|----|---|
| 1. You hear the words "Gas" or "Spray" ANSWER: _____ | | | | | | | | | | | | |
| 2. You hear the word "Fallout" ANSWER: _____ | | | | | | | | | | | | |
| 3. You hear the words "Bio" or "Insects" ANSWER: _____ | | | | | | | | | | | | |
| 4. You hear a loud clanging of metal against metal. ANSWER: _____ | | | | | | | | | | | | |
| FINISH TIME: _____ | | | | | | | | | | | | |

Start Time: _____

| | NG | PG | G | NG | PG | G | NG | PG | G | NG | PG | G |
|---|----|----|---|----|----|---|----|----|---|----|----|---|
| 1. Pupils of eyes pinpointed ANSWER: _____ | | | | | | | | | | | | |
| 2. Blindness (temporary) ANSWER: _____ | | | | | | | | | | | | |
| 3. Slowing of mental and physical activity ANSWER: _____ | | | | | | | | | | | | |
| 4. Loose bowel movement (diarrhea) ANSWER: _____ | | | | | | | | | | | | |

SUBTASK B: IDENTIFY NBC SYMPTOMS

| | NG | PG | G | NG | PG | G | NG | PG | G | NG | PG | G |
|--|----|----|---|----|----|---|----|----|---|----|----|---|
|--|----|----|---|----|----|---|----|----|---|----|----|---|

5. Throat irritation

ANSWER: _____

6. Inflamed eyes

ANSWER: _____

7. Painful coughing

ANSWER: _____

8. Heavy sweating

ANSWER: _____

9. Pale, cold, clammy skin

ANSWER: _____

10. Pink colored skin

ANSWER: _____

11. Involuntary urination and defecation

ANSWER: _____

12. Drowsiness

ANSWER: _____

13. Skin twitches

ANSWER: _____

FINISH TIME: _____

| | | | | | | | | | | | | |
|-------------|----|----|---|----|----|---|----|----|---|----|----|---|
| Name: | | | | | | | | | | | | |
| Start Time: | | | | | | | | | | | | |
| | NG | PG | G | NG | PG | G | NG | PG | G | NG | PG | G |

SUBTASK C: IDENTIFY NBC ATTACKS

1. Threat aircraft spraying

ANSWER: _____

2. See people who are acting disoriented or ill

ANSWER: _____

3. Not sure as to where food and water came from

ANSWER: _____

4. A mushroom-shaped cloud or a very tall, thick column of smoke rising suddenly

ANSWER: _____

5. A low cloud of smoke, gas, mist or droplets

ANSWER: _____

6. A very bright blast

ANSWER: _____

7. See unusual oily substance in plants, equipment, and on the ground

ANSWER: _____

8. See people wearing or putting on masks

ANSWER: _____

9. See soldiers suddenly seeking overhead cover without masking

ANSWER: _____

| | NG | PG | C | NG | PG | G | NG | PG | G | NG | PG | G |
|--|----|----|---|----|----|---|----|----|---|----|----|---|
| 10. Munition landing nearby, the explosion causing a cloud of smoke ANSWER: _____ | | | | | | | | | | | | |
| 11. A "rain" of dusty or sooty material ANSWER: _____ | | | | | | | | | | | | |
| 12. Swarm of insects ANSWER: _____ | | | | | | | | | | | | |
| 13. See a low cloud of smoke, gas, mist or droplets. ANSWER: _____ | | | | | | | | | | | | |
| FINISH TIME: _____ | | | | | | | | | | | | |

10. Munition landing nearby, the explosion causing a cloud of smoke

ANSWER: _____

11. A "rain" of dusty or sooty material

ANSWER: _____

12. Swarm of insects

ANSWER: _____

13. See a low cloud of smoke, gas, mist or droplets.

ANSWER: _____

FINISH TIME: _____

| | | | | | | | | | | | | |
|-------------|----|----|---|----|----|---|----|----|---|----|----|---|
| Name: | | | | | | | | | | | | |
| Start Time: | | | | | | | | | | | | |
| | NG | PG | G | NG | PG | G | NG | PG | G | NG | PG | G |

TASK: OPERATE M203 GRENADE LAUNCHER

1. Load the launcher

- a. Depress the barrel latch on the launcher
- b. Slide the barrel forward all the way
- c. Place the launcher on SAFE
- d. Place the M16A1 rifle on SAFE
- e. Insert a round into the barrel
- f. Slide barrel rearward, locking it to the breech
- g. Check to see if launcher is still on SAFE. If it is not on SAFE, place it on SAFE.

2. Unload the launcher

- a. Place launcher on SAFE (M16 rifle is already on SAFE)
- b. Depress the barrel latch on the launcher
- c. Slide the barrel all the way forward. The round will automatically eject.
- d. Catch the round as it falls out
- e. Slide barrel rearward locking it to the breech
- f. Check to see if launcher is on SAFE. If it is not on SAFE, place it on SAFE.

| | NG | PG | G | NG | PG | G | NG | PG | G | NG | PG | G |
|--|----|----|---|----|----|---|----|----|---|----|----|---|
| 3. Clear the launcher | | | | | | | | | | | | |
| a. Depress the barrel latch | | | | | | | | | | | | |
| b. Slide the barrel forward | | | | | | | | | | | | |
| c. While keeping the muzzle pointed down range, make sure that there is no cartridge or round in the barrel. | | | | | | | | | | | | |
| . If visibility is good, look into the breech | | | | | | | | | | | | |
| . If visibility is poor, feel the breech | | | | | | | | | | | | |
| d. Slide barrel rearward locking it to the breech | | | | | | | | | | | | |
| FINISH TIME: | | | | | | | | | | | | |
| Are steps performed in order? | | | | | | | | | | | | |
| Was checkout completed within two minutes? | | | | | | | | | | | | |

3. Clear the launcher

- a. Depress the barrel latch
- b. Slide the barrel forward
- c. While keeping the muzzle pointed down range, make sure that there is no cartridge or round in the barrel.
 - . If visibility is good, look into the breech
 - . If visibility is poor, feel the breech
- d. Slide barrel rearward locking it to the breech

FINISH TIME:

Are steps performed in order?
 Was checkout completed within two minutes?

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APPENDIX D
TRAINING CHECKLIST

DATE _____ OBSERVER _____ Bn _____ Co _____ Plt _____ Sqd _____

Task Title _____ Time: Start _____ End _____ Total _____

Task No _____ A B C D E F

| | | | | | | |
|---|-------------|---------|----------|------------|---------|----|
| 1. Training on Schedule | Yes | No | | | | |
| 2. Listing on Schedule | Topic | SM Task | Not on S | | | |
| 3. Class Taught | Yes | No | | | | |
| 4. Class Site | Same as S | Other | Not on S | | | |
| 5. Class Instructor | Same as S | Other | Not on S | | | |
| 6. Number of students | 1-5 | 6-10 | 11-20 | 21-40 | Over 40 | |
| 7. Students from same | Team | Squad | Platoon | Company | Bn | DA |
| 8. Instructor's Duty Pn | TL | SL | PS/PL | Other | | DA |
| 9. Instructor at workshop | Yes | No | | | | DA |
| 10. Instructor alerted | Under 1 hr. | 1-4 hrs | 4-8 hrs | Over 8 hrs | | DA |
| 11. TIP used in prep | Yes | No | | | | DA |
| 12. ITD used in prep | Yes | No | | | | DA |
| 13. TEC used in prep | Yes | No | | | | DA |
| 14. CMP's Training Tips used in prep | Yes | No | | | | DA |
| 15. CMP's Self Study Guide used in prep | Yes | No | | | | DA |
| 16. CMP's Resource List used in prep | Yes | No | | | | DA |
| 17. Instructor checked-out | Yes | No | | | | DA |
| 18. Who decided content of class | TL/SL | PS/PL | CC | Bn | Inf DK | DA |
| 19. Was ARTEP/SM Interface used | Yes | No | | | Inf DK | DA |
| 20. Was CMP's Road Map used | Yes | No | | | Inf DK | DA |
| 21. Was Trainer's Notebook used | Yes | No | | | | DA |

| | | | | | | |
|---|-----------|-------------|---------------|------------|--|-------|
| 22. Adequacy of equipment | 1 per man | 1 per 2 men | 1 per 3-4 men | Inst. Only | | DK/NA |
| 23. Pre-prepared problems | All | Some | None | | | DK/NA |
| 24. Followed TIP/TTO equipment specs | Yes | Partly | No | | | DK/NA |
| 25. Followed TIP/TTO procedures specs | Yes | Partly | No | | | DK/NA |
| 26. Time on demonstration | Too Much | OK | Too Litt | None | | DK/NA |
| 27. Time on explain-show | Too Much | OK | Too Litt | None | | DK/NA |
| 28. Time on talk-through | Too Much | OK | Too Litt | None | | DK/NA |
| 29. Time on Skill Practice | Too Much | OK | Too Litt | None | | DK/NA |
| 30. Pre checkout content | Task | Subtask | Other | | | DK/NA |
| 31. Training content | Task | Subtask | Other | | | DK/NA |
| 32. Checkout content Quality Control | Task | Subtask | Other | | | DK/NA |

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