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|---|---|
| <p style="text-align: center;">How to Learn?</p> <ul style="list-style-type: none"> • Discovery <ul style="list-style-type: none"> • Internalization <ul style="list-style-type: none"> • Adaptation <ul style="list-style-type: none"> • Performance | <p style="text-align: center;">Training Strategies</p> <ul style="list-style-type: none"> • Criterion Referencing <ul style="list-style-type: none"> • Individualization <ul style="list-style-type: none"> • Experiential Learning <ul style="list-style-type: none"> • Exploit Technology |
| <p style="text-align: center;">Individualization</p> <ul style="list-style-type: none"> • Physical Training • Training Extension Course <ul style="list-style-type: none"> • Integral Tng & Tech Docs • Self-Pacing • Soldier' Manual | <p style="text-align: center;">What Soldier Must Know</p> <ul style="list-style-type: none"> • Tasks, conditions, standards <ul style="list-style-type: none"> • How to get tng support <ul style="list-style-type: none"> • Roadmap to success <p style="text-align: center;">What Leader Must Know</p> <ul style="list-style-type: none"> • MOS tasks <ul style="list-style-type: none"> • Training support required <ul style="list-style-type: none"> • How best taught <p style="text-align: right;">1</p> |

Thirty years ago TRADOC confronted tough problems: its resources were constrained [*the Democratic Party Platform on which Jimmy Carter had successfully run for President called for a significant reduction in expenditures for military training*]. Its courses for Professional Military Education were criticized for high-instructor student ratios, and for lengthy, and expensive, resident courses. Its initial entry training for soldiers was under heavy pressure, generated by recruiting shortfalls, and by comparatively low standards for recruits. Compared with today's recruits, fewer of the men and women entering MOS-producing courses were high school graduates, and many had genuine learning disabilities. There were also expressed concerns that initial entry training for soldiers was so rigorous that it would deter enlistments, or that it was so accommodating to soldiers that they emerged from TRADOC soft and incompetent.

General William E. DePuy, commander of TRADOC, expended much energy in finding ways to ameliorate training, especially initial entry training, and he incorporated the concepts listed above in his strategy, committing his command to producing the requisite analyses, publications, and advanced communications.

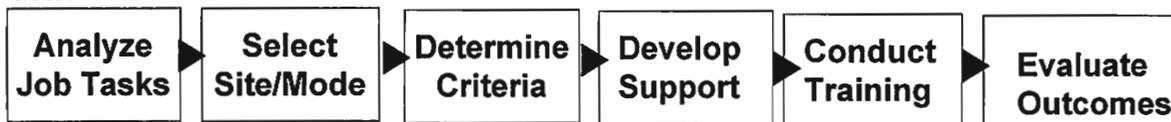
Instructional Alternatives

| Mode | Constant | Variable | Orientation |
|--------------------------------------|----------------------------|----------------------------|--|
| Lock-step; conventional class | Learning time allocated | Learner performance | Instructor centered (Instructor as presenter) |
| Self-pacing, systems developed | Learner performance | Learning time allocated | Learner centered (Instructor as mentor) |

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In 1977, TRADOC also had to contend with the fact, then as now, that Army personnel policy gave priority to manning the fighting Army — keeping at strength units with prescribed Tables of Organization and Equipment — and then as now, sought to reduce manpower allocated to the training base by urging TRADOC to perform its mission with less overhead.

TRADOC's response was to examine alternatives systematically in a process it termed Training Developments that corresponded with Combat Developments, its search for better materiel.

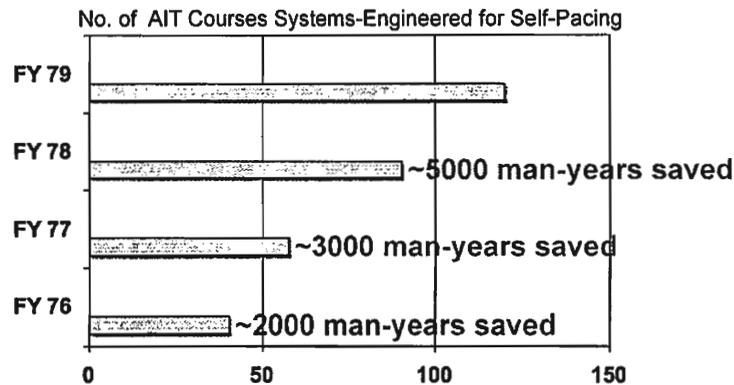


TRADOC MOS-producing courses for new soldiers, conducted in Advanced Individual Training (AIT) in its Training Centers and Schools, were little changed from what they had been through the wars in Korea and Vietnam: learners were organized into a group under Drill Sergeants, and trained didactically as a group through a fixed curriculum by a series of subject matter experts.

In 1975 TRADOC undertook, as an experiment, to individualize selected AIT courses, preparing instructional materials for mentored self-study with provisions for assessing learner progress through periodic performance tests. Learners were allowed to take whatever amount of time (within reasonable limits) they felt they needed, and could thus move through the course at their own pace.

TRADOC PROGRAM FOR SELF-PACED AIT

As of January 1977, of a Total of 775 MOS-producing Courses



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By the end of Fiscal Year 1976, despite much initial resistance within TRADOC, and through recourse to outside contractors, 38 AIT courses had been converted to self-pacing, and a resourced plan had been developed to expand that number to 116 over the next three years.

During 1976, because of the greater efficiency of self-paced courses, significant savings in manpower had been realized. Lt. Gen. Paul Funk, USA (Ret), then a Major, was assigned to the Armor School as the Director of Evaluation, tasked to oversee conversion of the Turret Mechanic Course to self-pacing. He remembers the experience thus:

"The principles of Systems Approach to Training of Dr. Bob Mager [outside consultant] and Dr. Charlie Jackson [Armor School's Educational Advisor] led us very well thru the Turret Mechanic's Course. TMC was, in my opinion, a huge success!

Charlie Jackson who spent considerable time 'mentoring' me, was the architect and driver of the program — and he never received enough credit at Knox. When I returned, years later as the Assistant Commandant of the Armor School, the TMC had been cashiered by the same bureaucrats who had opposed it in the first place. Anyhow, it worked then, and it would work now, and the Army could have 'near continuous flow' of soldiers from many such courses."

Indicators of Discipline

| Self-paced AIT Program | Wheel Vehicle Mechanic MOS 63B10 | Cook MOS 94B10 |
|------------------------------|--|-------------------|
| Δ Attrition | -60% | -40% |
| Δ AWOL | -33% | -52% |
| Δ Article 15 | -42% | No change |

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In the mid-'70s, TRADOC, like other Army commands, was troubled with fractious soldiers, and plagued with necessity to discharge for cause from its courses expensively recruited men and women. There were many within TRADOC, some with relatively high rank, who predicted that self-paced instruction would occasion chaotic behavior by students unconstrained by the conventional regimentation.

The experience with self-paced AIT in FY 76 proved, to the contrary, that such a mode of instruction fostered better discipline and noticeably better job-satisfaction among students and mentors alike. As importantly, attrition declined markedly.

The Defense Language Institute, a TRADOC institution, charged with training intercept linguists at Goodfellow Air Force Base, was tasked to convert to self-pacing in 4Q FY75. The USAF administrators there used the standard language proficiency test to assess effectiveness, and reported that percent of students achieving ratings of "excellent" improved quarter by quarter:

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| 3/75 | 4/75 | 1/76 | 2/76 | 3/76 |
| 6% | 13% | 24% | 25% | 46% |

USAF also reported that student incidents were down 50%, and student morale was appreciably better.

TRADOC's Deputy Chief of Staff for Training stated in 1977 that:

"Where we put in self-pacing, we have seen almost immediately dramatic changes in the behavior of students, That alone would tell us that we are on the right track in using individualization as a training strategy."

Experience at Fort Dix as of December 1976

Self-paced versus Lock-step AIT

| | Wheel Vehicle Mechanic MOS 63B10 | Wheel Vehicle Operator MOS 64C10 |
|----------------------------------|--|--|
| Length of Lock-step AIT | 8 weeks | 7 weeks |
| Self-pacing: Avg time to MOS | 7.3 weeks | 5.5 weeks |
| MOS award to fastest graduate | 2 weeks | 4 weeks |
| MOS award to slowest graduate | 12 weeks | 11 weeks |
| Percent earning MOS earlier | 59.5 weeks | 47.5 % |

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Some of the Armor School's AIT courses were conducted at the Training Center at Fort Dix. Redesigned by Dr, Jackson, one of these actually awarded an MOS to a mechanic after only two weeks — a soldier who had been a mechanic in civil life, and who needed only time to take the required proficiency tests.

There were however, much slower learners, typically individuals with deficient reading ability, but who nonetheless were awarded the MOS because their mentors judged them as well-motivated, and capable of handling the job in a unit.