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Implementation and Field Verification of an Individualized Performance-Oriented Military Police Basic Law Enforcement Course (MOS 95B20)

by

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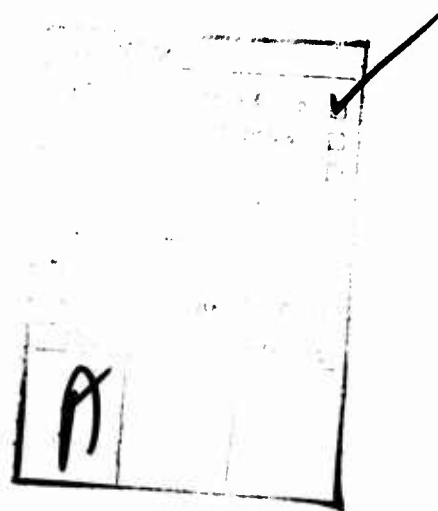
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Quality Control	Module	

20. ABSTRACT *(Continue on reverse side if necessary and identify by block number)*
In accordance with the Army's emphasis on performance-oriented instruction, this project was undertaken to (1) continue the conversion of the Basic Law Enforcement Course (BLEC) offered by the US Military Police School at Fort McClellan, Alabama, to a performance-oriented, self paced mode; (2) to develop an internal course monitoring system; and (3) to conduct a field validation study of the preparedness of BLEC graduates to perform entry level tasks at their first duty assignments.

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20. The study demonstrated that the graduates of the new BLEC were rated by their first-line supervisors and by themselves as "prepared" or "well prepared" to perform 41 of 43 subtasks at this level; (2)

Also, "soft" skill subtasks were found to be more difficult than "hard" skill subtasks with respect to achieving job preparedness; and (3)

Performance-oriented, self paced training produced more effective "hard" skill learning than traditional group-paced instruction.

Greater emphasis on repeated task level performance training and testing interspersed with subtask training was recommended.

SUMMARY AND CONCLUSIONS

PURPOSE

The main purpose of this project was to further develop, implement and validate the new performance oriented/self paced Basic Law Enforcement Course (BLEC) for the U.S. Army Military Police School (USAMPS). This included:

1. Providing technical assistance to the Department of Basic Law Enforcement Training (DBLET) in the implementation process.

2. Developing a course monitoring system for quality control.

3. Assisting the DBLET administrators, supervisors, and instructors in solving managerial problems inherent in the new course design.

4. Working cooperatively with the USAMPS Evaluation Branch in designing, administering and analyzing a field validation survey of the job preparedness of BLEC graduates on their first duty assignments.

APPROACH

The approach to this project was to work through and in close cooperation with the supervisory and instructional staff members of USAMPS. Coordination was achieved through the chief of the Performance Testing Group of DBLET who served as overall course monitor.

HumRRO staff members performed the following functions:

1. Reviewing course implementation plans and making recommendations.

2. Designing and developing a course monitoring system.

3. Observing training operations, interviewing instructors and students, identifying problems, and making recommendations.

4. Working cooperatively with the USAMPS Evaluation Branch and DBLET in designing and administering the field validation study.

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5. Analyzing the data from the field validation study and making recommendations for improving cost effectiveness of BLEC.

FINDINGS

1. This project resulted in the first complete implementation of the new performance oriented Basic Law Enforcement Course. It was clearly demonstrated that the open-access, self paced, continuous flow model is feasible from a training and managerial point of view.

2. BLEC graduates were adequately prepared to perform entry level subtasks at their first duty assignments. Ratings of subtask preparedness were made by supervisors and by the job incumbents. The mean ratings on all but two out of 43 subtasks fell into the "prepared" to "well prepared" range. This was regarded by DBLET as an acceptable level of performance.

3. Subtasks having high mean preparedness ratings were compared with those having low ratings. Two factors appeared to influence the effectiveness of subtask training: (a) The extent to which the skill to be learned was "hard" or "soft." Higher preparedness ratings were achieved with hard skills than soft skills. (b) The extent to which the following instructional principles were employed:

      (1) Performance Orientation

      (2) Individualization

      (3) Mastery

      (4) Self Pacing

Where these principles were employed in training hard skills the subtask preparedness ratings were high. There was no evidence that the same was true for soft skills.

CONCLUSIONS

1. The Basic Law Enforcement Course at USAMPS provides acceptable preparation for entry level military policemen.

2. Hard skill subtasks are better trained in BLEC than soft skills.

3. The use of performance-oriented training and self pacing have a positive effect on the level of job preparedness.

4. Performance-oriented training and self pacing should be extended to the entire BLEC.

5. Soft-skill subtasks should be given more practice and evaluation throughout BLEC.

6. Task-level training and evaluation should be introduced throughout BLEC.

PREFACE

HumRRO Project AMPLE is an outgrowth of a prior research effort conducted at USAMPS, Fort Gordon, Georgia as part of Work Unit ATC-PERFORM.[1,2] That project, which began in Se₋tember 1973, and ended in June 1975 developed and tested a prototypic performance-oriented training program for one task selected from the Basic Law Enforcement Course (BLEC). Following the successful trial run of this course segment, the project shifted its efforts to providing technical assistance to instructors and supervisors in the Department of Basic Law Enforcement Training in extending the new performance-oriented course model to most of the tasks that comprise the total course. The objective was to have all new methods and media and an overall course management model ready to implement at Fort McClellan in July 1975 coincidental with USAMPS' move from Fort Gordon.

The present project served to implement the new BLEC, develop a course monitoring system, and validate the course through a field survey of job readiness on the part of course graduates at their first duty stations.

Project AMPLE has been conducted by HumRRO, Western Division, at the Presidio of Monterey, California, with Dr. Howard H. McFann as Director. Dr. J. Richard Suchman was Project Director; Ms Jacklyn Hungerland and Ms Wendy McGuire were members of the project staff.

Administrative and logistical support for the study was provided by the US Army Research Institute Field Unit, Presidio of Monterey, California. MAJ J. Stephenson is R&D Coordinator for this field unit.

HumRRO research on Project AMPLE was conducted under contract DAHC-19-76-C-0006 under the sponsorship of the US Army Research

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[1]Suchman, J.R., Kubala, Albert and Taylor, K.E. *The Development of an Open Access, Performance Oriented Curriculum for Training the Military Policeman (MOS 95B20)*, HumRRO Final Report WD-CA-75-9, June 1975.

[2]Taylor, John E. and Staff, ATC-PERFORM. *Establishing the Concepts and Techniques of Performance-Oriented Training in Army Training Centers: A Summary Report*, HumRRO Technical Report 75-21, June 1975.

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Institute for the Behavioral and Social Sciences, with Dr. Otto Kahn serving as Contracting Officers' Technical Representative.

This project could not have been successful without the full cooperation of the US Army Military Police School at Fort McClellan, Alabama.

It should be noted here that the evolution of BLEC over the past three years from a traditional lecture platform course to a model of instructional technology and management could not have been achieved without the leadership of MAJ James Duncan whose vision of what "could be" made the new BLEC a reality.

In addition the efforts of the following officers and NCOs deserve special mention.

LTC James J. Hallihan	Director, DBLET
	(November 75 to present)
MAJ David F. Prim	Former Chief, Evaluations Branch
CAPT William C. Eakin	Group Chief, Performance Test Group
CAPT Carl C. Sutherland	Directorate of Evaluation

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INTRODUCTION

The research described in this report represents the continued development, evaluation, and field validation of a new, performance-oriented, self paced Basic Law Enforcement Course (BLEC) by the Department of Basic Law Enforcement Training (DBLET) of the U.S. Army Military Police School (USAMPS) in cooperation with the Army Research Institute for the Behavioral and Social Sciences (ARI) and the Human Resources Research Organization (HumRRO). Redevelopment of this course was initiated and evaluated in prototype form as part of HumRRO Work Unit ATC-PERFORM[1]. The results of the prototype evaluation indicated that extension of the revised instructional techniques and format to encompass the entire course was both feasible and desirable from the standpoint of favorable cadre and student attitudes and significantly improved student performance.[2]

Consequently, the objectives of this research as stated in the original proposal were: (1) to bring together into full operation the previously developed components of the revised BLEC; (2) to design and conduct an ongoing program of course analysis and evaluation; (3) to provide technical support to USAMPS for the design and implementation of a world-wide field validation of the new BLEC as it is reflected in the level of preparedness experienced by recent BLEC graduates at their first duty assignments and by their immediate superiors, and (4) to complete the systems engineering cycle by analysis of the validation study to identify course deficiencies for the purpose of quality control and continued course improvement.

The research was conducted during the period 1 July 75 through 30 June 76 at Fort McClellan, Alabama.

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[1] John E. Taylor and Staff, *Establishing the Concepts and Techniques of Performance-Oriented Training in Army Training Centers: A Summary Report,* HumRRO Technical Report 75-21, June 1975.

[2] J. Richard Suchman, Albert L. Kubala, and John E. Taylor, *The Development of an Open-Access, Performance Oriented Curriculum for Training the Military Policemen (MOS 95B20),* HumRRO Final Report FR-WD(CA)-75-9, June 1975.

BACKGROUND

Development of the new design for BLEC was based upon certain assumptions about the nature of human learning and upon a particular blending of established instructional principles. Since the continuation of course development was founded on the same base, a review of these assumptions and principles is provided here as background information. A brief review of the prototype study (which was conducted at Fort Gordon, Georgia) and the subsequent redesign of the remainder of the course are also provided.

REVIEW OF ASSUMPTIONS AND INSTRUCTIONAL PRINCIPLES

The following assumptions underlie the approach used in developing the new BLEC.

Learning is an active process - people learn by doing.

Learning is an interactive process. The learner takes action in the context of an environment. He acts upon the environment and the environment reacts. The action and the reaction are experienced by the learner as a total process.

Learning is an individualistic process. Each person has a unique style or strategy of learning. Each responds in his own way to the environment. Each has prior experiences, concepts, and beliefs that influence what and how he learns.

Learning is fundamentally a self-directed process. If the learner has a clear goal, well-defined boundaries, and access to needed resources, learning will be more efficient and effective to the degree that the process is under the control of the learner himself and protected from excessive intervention by others.

Under appropriate conditions, learning can be self-motivated; that is, the process of learning can be sufficiently rewarding in itself to make other forms of motivation less necessary. Learning that is learner-directed tends also to be learner-motivated.

The learning process tends to move most effectively from the concrete toward the abstract and from the particular toward the general.

These assumptions are inherent in the following instructional principles, the first six of which had been previously identified by

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HumRRO and implemented by the Army in performance-based programs.[1,2]
The seventh principle was added for the prototype study to incorporate
and emphasize learner autonomy and permit the student to adapt the
learning environment to his own way of learning.

1. Performance-Based Instruction: An action is best learned
through performance. Instruction is best applied in relation to
performance. Learning goals and objectives are best expressed in
terms of performance.

2. Absolute Criterion: Performance goals and standards are
best expressed in absolute terms. The performance of a task is
either correct or not. Test performance is either "Go" or "No-Go."

3. Functional Context: The student best learns to perform a
task in a job-relevant situation. Theoretical/technical materials
are most effectively presented at the time they are needed in learn-
ing to perform job skills.

4. Individualization: Learning is most effective when it is
adapted to the individual learner. Learning is best if it is
individually paced.

5. Feedback: Performance is improved when the learner gains
immediate knowledge of the effects of his actions. Training is
improved when the instructor gains immediate knowledge of the effects
of the training on student performance.

6. Quality Control: The use of a performance test is a check
both on individual learning and on the effectiveness of an instruc-
tional system. It prevents the erosion of quality in an instructional
system and inadequate terminal performance by a student.

7. Open-Access to Learning Resources: Learning resources are
autonomously selected and used by the student. The student is
encouraged to adapt the use of learning resources to suit his own
needs and style of learning.

Other relevant research has made use of these principles effec-
tively with greater emphasis on individualized pacing of instruction

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[1]Kenneth Weingarten, Jacklyn E. Hungerland, and Mark F. Brennan,
*Development and Implementation of a Quality-Assured, Peer-Instructional
Model,* HumRRO Technical Report 72-35, November 1972.

[2]*Guidelines for the Conduct of Performance Oriented Training,*
TRADOC Pamphlet No. 600-11, 22 October 1973.

(open access, open egress).[1,2,3] The emphasis on individualized pacing has resulted in positive effects on learners, instructors, the instructional system, and instructional system costs.

DEFINITIONS OF KEY TERMS

Tasks: Main segments of the MP's job such as "Investigate an Incident." BLEC is composed of 10 tasks in all, some larger and more complex than others.

Subtasks: Clusters of actions, knowledge and skills that are combined to form a task. "Protect the Crime Scene" is a subtask of "Investigate an Incident." BLEC is organized to train subtask proficiency to the point of mastery in one subtask at a time and then to train task level performance incorporating subtasks in realistic combinations that are required on the job.

Modules: Subtasks are learned in specially designed instructional units called "modules." A module combines appropriate learning resources under optimal learning conditions. A student remains in a module until he has mastered the subtask which is usually demonstrated by passing a performance test.

REVIEW OF THE PILOT STUDY

The main purpose of the pilot study was to convert one task of BLEC systematically to a performance-oriented program of instruction. In that process, performance objectives, learning conditions, and evaluation procedures were standardized. An effort was also made--successfully--to gain staff acceptance of the program and assure continued course improvement through staff training in systems engineering. Because of the complex pattern of soft and hard skills inherent in the job of the MP, the feasibility of the application of performance-oriented training in BLEC was a major concern.

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[1] Jacklyn E. Hungerland, Eugene R. Michaels, and John E. Taylor, *Development and Pilot Test of a Career-Oriented, Peer-Instructional Model in the Office Cluster of Business Occupations,* HumRRO Technical Report 72-28, October 1972.

[2] Jacklyn E. Hungerland and John E. Taylor, *Self-Paced Instruction in a Cognitively Oriented Skills Course: Supplyman, MOS 76Y10,* HumRRO Technical Report 75-?, June 1975.

[3] Mark F. Brennan and John E. Taylor, *Self-Pacing a Gross Motor Skills Course: Crawler Tractor Operator, MOS 62E20,* HumRRO Technical Report 75-19, June 1975.

The method of course development employed was a synthesis of three approaches.

1. Systems Engineering: Following prescribed procedures, job analysis and identification of tasks to be trained in the course were accomplished by the USAMPS Curriculum Branch.[1]

The training analysis, the development of performance-based tests and instructional systems, and a trial run evaluation of one of the major BLEC units were conducted under HumRRO's guidance and constituted the remainder of the systems engineering activities for the pilot study.

2. Group Problem Solving: Working groups composed of military personnel and HumRRO staff combined their diverse knowledge and skills to generate solutions to problems of task analysis and course development. The application of this particular strategy to systems engineering replaced the traditional system by which course development decisions are made exclusively by curriculum specialists to be implemented by instructors.

3. Informal Peer Instruction: Instructors and supervisors with special aptitude for systems engineering were given the responsibility to help other instructors learn how to use this approach in course development.

Figure 1 shows the open access model introduced as a guide to the use of methods and media in accordance with the instructional principles outlined previously. The model consists of three primary elements: (1) Demonstration, (2) Practical Exercise (PE), and (3) Quality Control (QC), [supported by (4) Peer Instruction (PI)].

Demonstration. The student is given a clear and realistic picture of the actions to be learned, usually through television recordings (TVR). This medium provides a flexible use of audiovisual treatment. The student is free to regulate his own access to a correct representation of the actions he must learn to perform. He may view the TVR when and as often as he wishes.

Practical Exercise (PE). At any time following the demonstration, the student may try out and practice the desired performance. He is free to do this when and as often as he wishes. A peer instructor

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[1]*Systems Engineering of Training*, TRADOC Reg. 350-100-1, July 1973

To Next Module

Start Module

1
DEMONSTRATION

TVR Cassette(s) Sub-Task is Pictured and Narrated

2
PRACTICAL EXERCISE

Performance Tryout and Practice plus Peer Instruction

3
QUALITY CONTROL

Absolute Criterion Performance Test

GO

NO GO

4
PEER INSTRUCTION

Perform Peer Instructor Role For Another Student Until Replaced

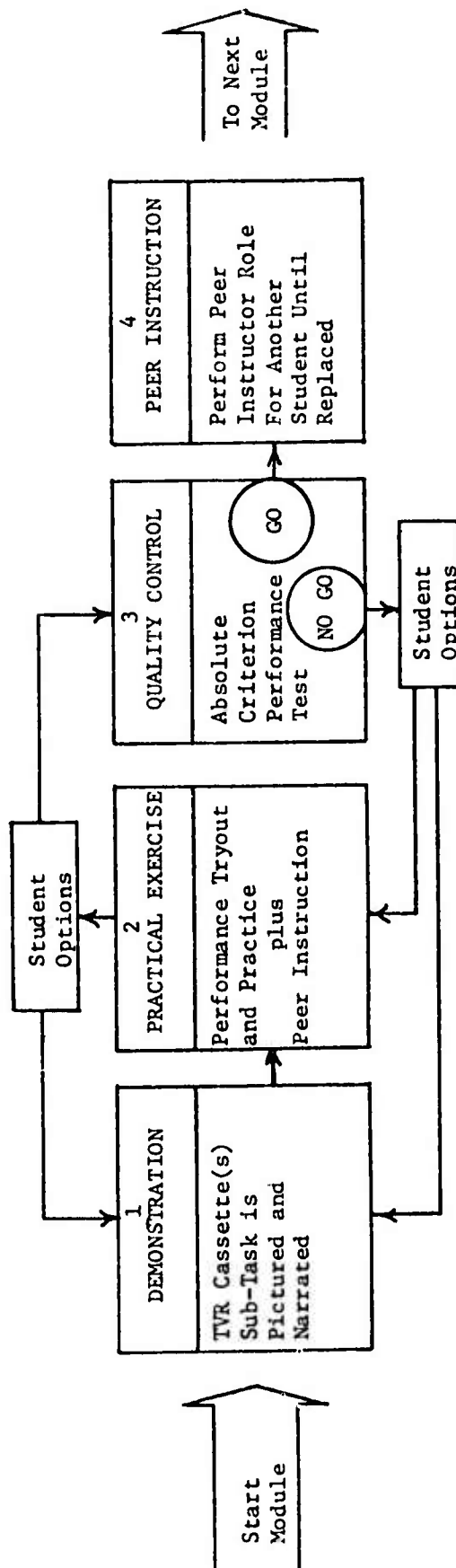Student Options

Student Options

Figure 1. Open-Access Learning Model.

(PI), a student who has already completed the module and passed the quality control performance test, may act as a coach, providing encouragement, feedback, and informal testing to prepare his peer student for the subtask quality control test.

Quality Control (QC). The evaluation instruments used for this purpose are performance checklists administered by fully qualified instructors who rate the student's performance as a "Go" or "No-Go." "Go" signifies subtask qualification. "No-Go" calls for continued training.

How the Open Access Model Works.[1] Step One is usually the TVR demonstration. The student enters a room or area identified as the TVR station for a particular subtask: *e.g.*, "Apprehend and Search Subjects." The student watches the TVR as long as he needs to before moving on. Step Two may be one of two options. He may go directly to quality control if he feels able to pass the subtask performance test without practice or coaching. The more frequently selected option is the practical exercise (PE) where the student works with a partner and/or a peer instructor (PI).

At any time during the PE, the student may, at his own discretion, return to the TVR for review, or he may proceed to quality control for evaluation and feedback.

Figure 2 depicts the design of the training system. The open access design in Figure 1 is built into each subtask module shown in Figure 2. The flow of entering students is distributed by a training manager to Modules 1 through 4. These four modules can be completed in any order, but all four modules must be completed before a student can enter Module 5. When a student enters a subtask module he remains there until he masters the quality control test. In subtask 3, "Collect and Process Evidence," slide-tape programs (STP) for learning to complete the property identification tag are available in addition to the other learning resources mentioned previously (TVRs, PEs, PIs).

Upon successful completion of all modules, the student proceeds to the task level performance test, a practical problem under simulated field conditions. A "No-Go" on any one of the critical performance checks requires the student to return to the appropriate subtask module for additional training prior to retesting on another

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[1] See Kubala, A.L., Suchman, J.R., Goodchild, CPT R., and Weaber, MSG J. "Performance Oriented Self-Paced Instructional in Basic Law Enforcement," *M.P. Law Enforcement Journal*, Vol I, No. 5 (1975).

Figure 2. Open-Access Flow Diagram for "Investigate an Incident".

practical problem. If necessary, recycling and retesting continued until performance standards are reached or the student is dropped from the course.

The major findings of the pilot study were as follows:

1. With some help and guidance, the instructors and supervisors of BLEC were able to design, develop and operate a complex and effective performance-oriented instructional system.

2. The trial run demonstrated that an individualized open access model is workable, even with a curriculum composed of a mixture of hard and soft skills.

3. The attitudes of the instructor cadre prior to their involvement in systems engineering the new version of BLEC were generally neutral or negative. Once involved in developmental or operational activities, their attitudes shifted markedly in the positive direction. At the time of the trial run, all instructors involved were strongly favorable to the new course.

4. The attitudes of the students who had participated in the trial run of the new course were consistently favorable to the course.

5. The comparison in performance between the students who participated in the trial run and those who received the equivalent training by the conventional classroom method favored the former significantly. Both groups were evaluated on the practical problem, the task performance test for "Investigate an Incident." [1]

REVIEW OF TOTAL COURSE DEVELOPMENT

The prototype developed for the pilot study was used as the model for redesign of most of the remainder of the course.[2] A full time

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[1] The two measures used in the comparison were (a) the number of students passing the test on the first try, and (b) the average number of errors made by each group.

[2] The following tasks were not converted initially to the open access design: "Qualify/Familiarize with Individual Weapon," "Identify Drugs and Drug Offenders," "Law Subjects" and "Unarmed Self Defense." Since the advent of between-task self pacing in BLEC the "Drugs" task has been converted to an open-access, self paced format. (See Figure 4, page 27)

task force of BLEC personnel was established to guide and monitor subject area committees in the development of performance-oriented training and evaluation materials. Prior to the move of USAMPS from Fort Gordon to Fort McClellan (in July of 1975) most materials for the new BLEC were completed. Facilities at Fort McClellan were adapted to support the new course design and a new building complex was on the drawing boards to maximize the gains to be made in performance-oriented and self-paced, open-access training.

The experiences gained in the "Investigate an Incident" trial run resulted in the following recommended changes in the design and procedures for the rest of BLEC.

The Adoption of a System for Making Maximal Use of Instructional Staff. PEs require more staff time than was given them in the trial run. When an open-access system is first put into operation, there are usually no PIs available. Staff instructors are needed to "prime the pump." Later, after some students have completed each subtask module and are available as PIs, the instructors can shift to quality control (QC) where the load becomes heavier as students become ready for evaluation. No additional instructional staff may be needed. A flexible system for shifting instructors from PEs to QCs as the student load shifts may suffice.

The Elimination of "MP City." The Task level practical problems do not all require the same physical facilities or the same group of evaluators. Furthermore, there is an advantage, in having the practical problems administered near the subtask training facility so that remedial training poses no hardship in the movement of students. The elimination of "MP City" as a separate entity was expected to accomplish this. In its place, each task could have its own practical problem area and staff of evaluators.

Improved Techniques in the Use of Television Recordings (TVR). Student reactions to demonstration TVRs, as expressed in group interviews, indicated that the following changes needed to be made.

1. Instructors lecturing on camera are boring. The picture distracts from the words. The TVR should show what is to be performed and the narration should point out and explain.

2. Captions and narrations should reinforce the point being made and not distract from it.

3. TVRs should be short, with a number of varied examples of the action being demonstrated.

4. Color should be used with all TVRs.

Development of remaining segments of the course was not without problems. Instructors, who were responsible for developing course materials, were--simultaneously--carrying their full responsibilities as instructors in the ongoing course. Since the instructors were not adequately trained or experienced in designing materials or evaluation instruments, they had to rely heavily on the new BLEC task force for guidance.

Training management was not modified to accommodate the transitional periods when some students were being taught in a conventional way and others in the new model. More imaginative use of drill sergeants may have alleviated management problems. As it was, the drill sergeants had no official role in relation to the course.

Student motivation and morale were adversely affected by the lack of totally individualized pacing of instruction. Early advancement and/or graduation were not possible, since only part of the course was self-paced. There was also the problem of getting orders for and processing early graduates--the prospect of "graduate early and go on details" was not appealing to the students.

There was also an undercurrent of unrest and uncertainty connected with the impending move to Fort McClellan. There were many unanswered questions about facilities, staff assignments, logistical problems (space, equipment, student control) and--especially disturbing--changes in department organization.

There were, however, important gains during this transitional period. Materials and procedures were completed and ready for immediate implementation at Fort McClellan, and instructors gained valuable experience with the development and operational requirements of the new training system.

THE NEW BASIC LAW ENFORCEMENT COURSE

FUNCTION OF THE COURSE

This course serves to provide entry level training for military policemen (MOS 95B). The graduates are generally assigned to routine MP duties including patrols, guarding senstive areas, performing administrative and clerical duties related to law enforcement, etc. In their initial assignments, military policemen usually work under the supervision of a squad leader or senior patrol partner. The MP on patrol usually works through the desk sergeant who makes decisions based on information provided by the MPs on patrol. BLEC therefore stresses very basic knowledge and skills which are most likely to be needed in performing entry level duties. Ordinarily the new graduate is not required to take critical action or to make critical decisions without help or consultation from senior and more experienced personnel. Whether this is the result of traditional MP training or the cause of it is not clear.

Training on the job is typically informal. Rarely is there time for formal training. Therefore BLEC is likely to be the only source of formal instruction for an MP until he returns to USAMPS for an advanced NCO course.

In evaluating the design, structure, content, methods, and results of this course, the reader should bear in mind the foregoing require-ments and constraints. The course is not intended to produce a finished MP, but rather one who can perform a wide range of MP duties under supervision and have a sufficient wealth of basic knowledge and skill to learn rapidly on the job without immediate additional formal training.

BASIC COURSE DESIGN

The new BLEC incorporates the basic elements of the design of the pilot model. It consists of ten tasks, each containing two-to-several subtasks. Although the instructional process in the various subtasks is not uniform, the following basic principles are generally followed in the design and operation of each subtask module.

1. Before starting work on a new task each student is given a student outline which provides an overview of what is to be learned, the learning resources available, the suggested sequence of learning activities, specification of skills or actions to be mastered and the approximate amount of time needed for each task and subtask. The principle here is to keep the student fully informed as to what will happen and what is expected of him. There is no hidden agenda. This alleviates anxiety and supports student autonomy.

2. Introduction to a new skill or performance is generally accomplished by means of a demonstration, usually on TV tape. A narration focuses attention on critical aspects of the action. The tapes are usually short and presented continuously or on demand in an area set aside for TV viewing. Ordinarily students may remain to see the TV segment as long as they feel the need and may return later if they wish. This further contributes to student autonomy adding to morale and enhancing the quality of learning.

3. Practical exercises permit the student to try out the new action that has been demonstrated and must be mastered. An instructor, assistant instructor, or peer instructor is available to provide corrective feedback, make suggestions, and generally play a coaching role. This is crucial if the learner is to achieve specific standards of performance.

4. A qualified evaluator is available at all times to give a performance test to determine whether the student's newly learned skill or action has met the absolute criterion standard.

These four elements—orientation, demonstration, practice with feedback, and performance evaluation—constitute the basic framework of the instructional system. The adaptation of each subject area to the new instructional model has varied in accordance with the nature of what is to be learned. For example, in the "LAW" modules lectures replace demonstrations and discussions replace practical exercises. All modules are subject to revision in response to feedback from the course monitoring system.

COURSE CONTENT AND ORGANIZATION

Figure 3 contains to content outline for BLEC.

Figure 4 shows the most advanced level of task structure and sequence achieved in the first year with the advent of self pacing between tasks. This structuring emerged in response to problems that were encountered and revealed through the monitoring process. Improvements were generated empirically and evaluated in terms of time saved and subsequent improvements in the training outcome.

The course presently begins with an orientation lecture which introduces the students to a wide range of topics relevant to the nature of the course and what is expected of the students. There is a special need for the orientation because for most students the design of the course is unfamiliar and could be disconcerting, particularly for those who have come to rely heavily on highly structured and authoritarian education and training.

I.   WEAPONS TRAINING   24 hours

    1. Assemble and disassemble the .45 caliber pistol
    2. Familiarize with characteristics of the .45 caliber
          pistol (.38 for women)
    3. Familiarize with 12 guage shotgun
    4. Qualify with .45 caliber pistol (.38 for women)

II. IDENTIFY DRUGS AND DRUG OFFENDERS   7 hours

    1. Identify drugs
    2. Identify drug offenders

III. INVESTIGATE AN INCIDENT   36 hours

    1. Protect the crime scene
    2. Collect and process evidence
    3. Interview and question witnesses and question suspects
    4. Apprehend and search subjects
    5. Prepare a military police report

IV. UNARMED DEFENSE   16 hours

    1. Basic throws and escapes
    2. Club techniques
    3. Personal encounters
    4. Come-alongs
    5. Choke defenses

V.   LAW   20 hours

    1. Authority and jurisdiction
    2. Laws of apprehension and restraints
    3. Court testimony
    4. Elements of a crime
    5. Laws of search and seizure
    6. Individual rights

VI. PHYSICAL SECURITY   20 hours

    1. Issue and exchange badges and prepare personal register
    2. Check property passes
    3. Conduct vehicle search and prepare vehicle register
    4. Perform gate duties
    5. Control security alarm panels

Figure 3.   Subject Matter Outline of the Basic Law
              Enforcement Course (BLEC) MOS 95B20

VII. CONDUCT PATROL OPERATIONS   48 hours

       1. Perform point control of traffic
       2. Implement crime prevention measures
       3. React to emergency situations
       4. Enforce traffic regulations

VIII. TRAFFIC ACCIDENT INVESTIGATION   32 hours

       1. Respond to a traffic accident
       2. Secure a traffic accident scene
       3. Gather and record traffic accident facts
       4. Clear the accident scene

  IX. OPERATE A LAW ENFORCEMENT VEHICLE   40 hours

       1. Prepare operator accident forms
       2. Prepare operator maintenance forms
       3. Operate a tactical radio
       4. Perform precision driving maneuvers

   X. M.P. OPERATIONS IN A COMBAT ENVIRONMENT

       1. React to an enemy threat
       2. Process prisoners of war
       3. Conduct tactical traffic control, convoy and VIP escorts

Figure 3.   Subject Matter Outline of the Basic Law
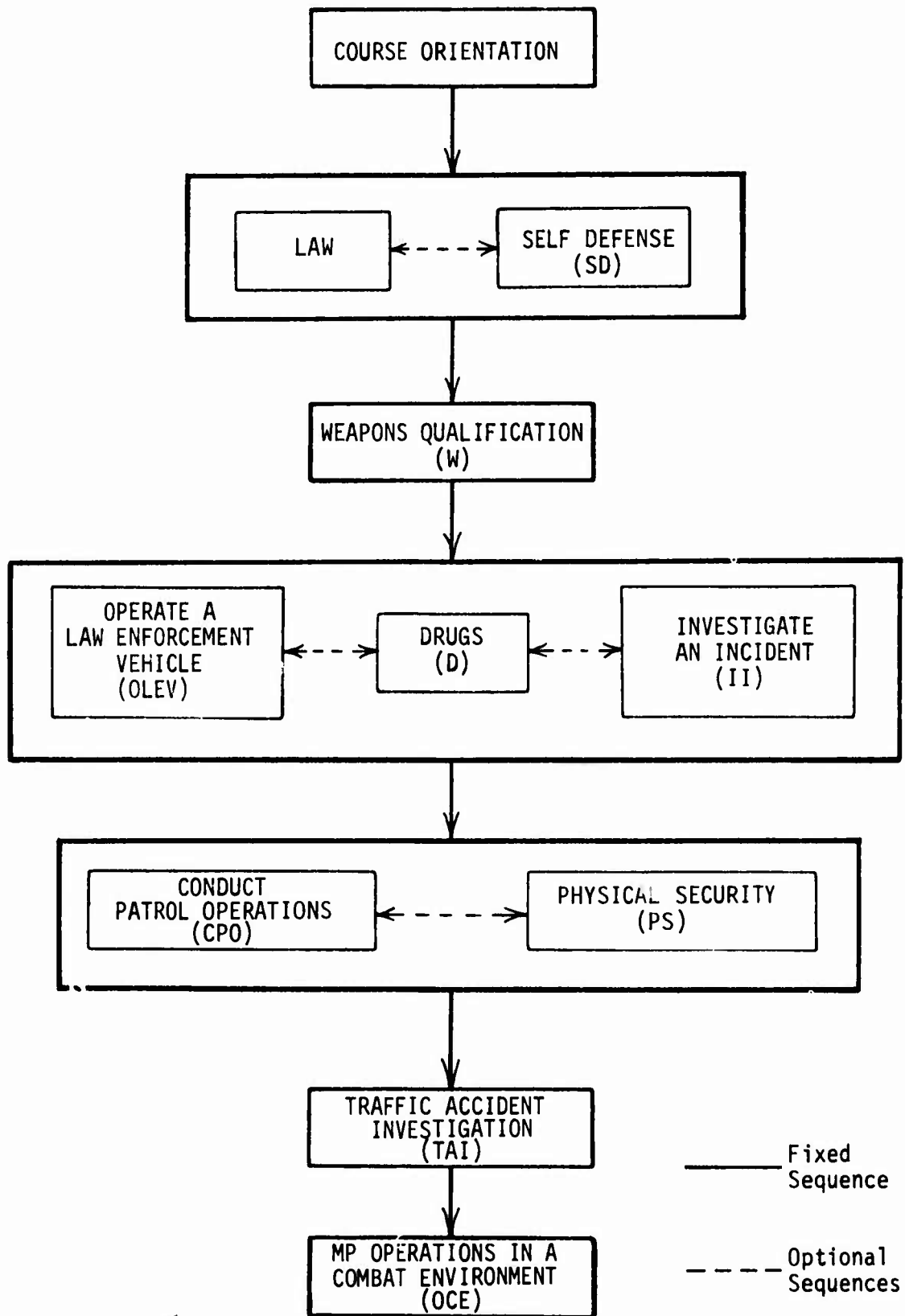   Enforcement Course (BLEC) MOS 95B20 (Continued)

Figure 4. Task Structure & Sequence of the Basic Law Enforcement Course Since 11 September 1975 at USAMPS, Fort McClellan, Alabama

"The "LAW" module (until recently) and the "Unarmed Self Defense" module have been group paced. Students enter and leave as a group. These modules were lock-stepped and not individualized.

Students are next assigned to the range for weapons training. They enter this task as groups and complete it as individuals at the time they qualify on the .45 automatic (or the .38 revolver f..r women). Self pacing is introduced in this module for the first time. When student qualify, they move on and until they do qualify they continue to receive increasingly individualized instruction.

The next training assignment is one of a set of three tasks ("Operate a Law Enforcement Vehicle," "Identify Drugs and Drug Offenders," or "Investigate an Incident"). Students completing weapons training must move to one of the three but the designation of which one is generally at the option of the training manager. This provides a measure of flexibility of student distribution which is useful in maintaining a balance among modules and avoiding the operational bottlenecks and delays that occur when a learning site is overcrowded beyond its working capacity.

Each of these three tasks is performance-oriented and self paced. As students complete one of the three, they are assigned to another until all three have been completed.

The next set of tasks is "Conduct Patrol Operations," and "Physical Security." Here again, the assignment of sequence is at the training manager's option.

The last two tasks are "Investigate a Traffic Accident," followed by the final task "MP Operations in a Combat Environment."

This particular course organization has several advantages:

1. The training sequence is maintained even though flexibility is built into the system. "LAW Subjects" is basic to every one of the other tasks in the course. Many of the actions required of an MP or prescribed for him are dictated by the Uniform Code of Military Justice (UCMJ). It is therefore essential that those principles of military law that pertain to the common duties of entry-level MPs should be learned early in the course and applied in subsequent modules.

2. "Operate a Law Enforcement Vehicle" must precede "Conduct Patrol Operations," since patrols are most frequently conducted in a vehicle.

COURSE IMPLEMENTATION

Implementation required appropriate space, adapted to BLEC's requirements and certain necessary equipment (*e.g.*, TVRs, slide-tape projectors, etc.). Most important, instructors had to be trained and become proficient in performing their new functions.

There was no time for a trial run prior to the arrival of the first company of students at Fort McClellan. On July 15, 1975 the first group of students entered the training pipeline which has remained in continuous operation ever since. During this first year of operation the course evolved into its present form through a continuous process of problem-solving. This required a system of monitoring and management to keep the course running efficiently and in accordance with its design and objectives.

Training management, always critical in high-density courses, became especially so with students functioning in most of the course as individuals rather than in groups--in their use of learning resources, their movement from one learning site to another, and their distribution throughout the training facility to make the most effective use of all resources.

The implementation of BLEC can be divided into four stages:

Stage 1 took place at Fort Gordon. It began when the trial run of the pilot study was complete and ended when the new BLEC began operating at Fort McClellan. During this time, under the direction of a three-man task force, a large amount of preliminary work was being done by the DBLET instructors and supervisors. The instructors in each task area formed a work team, or committee, responsible for designing their segment of the new course--the performance tests, the methods and media, and managerial procedures. With the cooperation of the Army Signal School's facilities, a substantial number of video tapes and slide/tape programs was produced.

Early in this period, the HumRRO consultants conducted a workshop for instructors who were involved in designing methods and materials for the new BLEC. New DBLET staff members who had had no experience with performance-oriented training needed a short course so that they could participate in designing the methods and media required for the changeover.

HumRRO consultants also worked with individual subject area committees helping them conceptualize the design of their particular version of the instructional system. Most of the instructors had very little knowledge of or experience with performance testing. Technical assistance was required in this area as well. Stage 1 could be considered a "tooling up" stage in which the materials required by the

BLEC instructional system were produced for all of the modules in sufficient quantity to enable the course to get underway in July 1975.

A gradual transition from the old course design to the new one was virtually impossible. The two are not compatible. The goal during the time between the completion of the pilot study and the full implementation of the new BLEC at Fort McClellan was to have methods, media and evaluation instruments ready to be put into operation immediately in the new BLEC at Fort McClellan.

The chief problems in this stage were: first, that the committee members were conducting course development activities in addition to carrying a full teaching load; second, none of the instructors, even the members of the task force, was trained in test development and the evaluation branch was unable to give more than periodic consulting help. Many of the instructors working on the development of performance checklists for quality control found it difficult to achieve a balance between overly specific items on one hand and overly vague items on the other. In an effort to create a checklist that any evaluator could use, many instructors used such highly detailed items that the tests were excessively difficult to administer or to pass.

There was considerable resistance by instructors at that time against criterion-referenced testing of any kind. Many instructors found it difficult to give up the idea of percentage scores and replace them with absolute criteria (Go/No-Go). It was only later in the larger perspective when it was possible to see students recycled through remedial instruction that the absolute criterion approach seemed workable to the skeptical instructors.

Stage 2 commenced with the beginning of the new BLEC and continued for several months until the course had become stabilized. Implementation in this stage was focused primarily on making the system work immediately. Learning stations had to be operative, students had to move from one site to another without delay, records had to be kept of student performance and progression through the course, and instructional media had to be in place and operating. In short, the many parts of the course that had been created in Stage 1 now had to be fitted together into a total operating system.

Actually it was possible for this to be accomplished over a period of approximately eight weeks, since students were fed into the pipeline one class at a time (at the rate of about 200 students per week). At first only the early modules of the course were operative and then, gradually, the entire course moved into full operation.

The chief problem at this stage was the move itself, which

produced considerable personnel turbulence. Experienced instructors were replaced by others who knew nothing of performance-oriented instruction. Equipment and material were short in supply. Spaces designated as training sites were not fully adapted to the needs of BLEC in many instances.

An equally serious problem was the inadequacy of the electrical power in all of the buildings to be used by BLEC. Most of the training modules relied heavily on audio-visual equipment requiring large amounts of power. In addition, the constant use of the video tapes caused them to stretch and break or produce distorted images on the screen.

These initial problems were eventually eliminated as the instructors gained experience with the technical equipment and as more equipment became available.

The main objective at this point was to eliminate the obstacles that were preventing the course from operating smoothly. At first it appeared that most of these were related to equipment shortage or malfunctions, but it was only after these problems were solved that the problems in management, morale, and overall cost/effectiveness became evident. The course-monitoring system helped to identify difficulties so that the necessary adjustments could be made to eliminate them.

Stage 3. There is no clearly identified date on which this stage began. Roughly speaking, it started when the technical problems of space, equipment and electrical power were resolved and attention was shifted to problems of student and instructor morale and course management.

Student morale was strained by bottlenecks in the system which produced long waiting lines, especially for subtask testing. The peer instruction system had difficulties as well. The faster students, completing a module early, were kept very busy as peer instructors, a duty they found to be extremely boring after a while. Peer instructors assigned to slow learners began to lose patience and give less or poorer assistance.

A limit of three subtask test trials was imposed to establish an administrative basis for dropping or recycling poor students. This made many students reluctant to be tested at all until they were absolutely confident of passing. A TRADOC requirement that class standing be used as a basis for individual awards led DBLET to adopt a point system based on the number of test trials required by a student in completing the course. This resulted in further reluctance by students to being tested any sooner than absolutely necessary, which interfered with the use of early and frequent testing as a learning strategy. The result was an additional slowdown in the system and further damage to morale.

A drop-off in instructor morale seemed to be related to their lack of thorough understanding and acceptance of the new course design. This problem showed up most clearly in the area of evaluation. Long lines at the testing station kept instructor/evaluators constantly busy throughout the day, something they were not accustomed to as lecturers. They would be required to give "No-Go" scores to students who missed only one item on a performance test. They would see the students go back for remedial training and once again stand in the long lines to be tested. As a result some of the evaluators/instructors were tempted to let students pass with less than criterion performance. Without a full appreciation of the concept of absolute criteria, many instructors let the performance standards slip under the pressure of numbers, and by so doing weakened the safeguards of quality control.

Most of the above problems were brought to light and eliminated through internal course monitoring by the evaluation group in consultation with HumRRO staff on a periodic and emergency basis.

Stage 4. It became obvious in Stage 3 that self-pacing offered no economical advantage when it was contained strictly within task modules. Faster students had to wait for the slower ones until the class as a whole was scheduled to move ahead to the next task in sequence.

Total self pacing for the entire course was the obvious solution, and once this approach had TRADOC approval, USAMPS determined that BLEC as a whole would become self paced early in the course and permit students to progress and graduate at their own rates. (Students who moved too slowly were urged to speed up or drop out.)

Self pacing was initially implemented in BLEC on November 17, 1975 and has been further developed since that time. Although the main problem of delayed student progress and wasted waiting time was minimized, other problems emerged that had not been anticipated.

Peer instruction was still necessary to support practical exercises and a constant supply of students was needed to "role play" parts in certain training simulations. But once a student recognized that he was free to move ahead at his own speed, he usually expected that this would be more rapid than average and he therefore resented anything that threatened to slow him down. Consequently, peer instruction and role playing were seen by many as negative, something to be avoided as much as possible. This affected the attitudes of many PIs toward their instructional responsibilities, and also affected the quality of their instruction. Some students complained that their PIs rushed them through incorrect training procedures to hasten an early "wash out" by the student rather than take the time and patience to see his peer student through mastery.

This problem was solved by setting limits on the amount of time role playing and/or peer instructing could be assigned to a student. The positive values of peer instruction and role playing as learning reinforcement experiences were given much greater stress in the course orientation.

Anticipated problems prior to the implementation of self pacing included concern about the individual movement of students between learning sites (sometimes several miles apart) and the complex process of record keeping on individual students progressing at different rates and in varying sequences.

A regular bus route was established linking all training sites on a scheduled loop. The Brigade drill sergeants were given the responsibility of monitoring their students' progress through the course. The responsibility of the student to reach his scheduled training site at the proper time was interpreted as a measure of his ability to handle the comparable responsibilities of an MP.

All of the initial concerns about the management of self pacing were proven to be unwarranted as self pacing was developed, implemented and refined in BLEC.

Taken as a whole, the implementation of BLEC followed a problem-solving model which took as its point of departure a set of learning principles built into an instructional system. The fundamental premise was that under ideal learning conditions the individual student could develop required performance competencies through observation, practice, feedback and evaluation.

With performance tests as the mastery criteria it was possible to develop and implement the course at the same time. A monitoring team focused on maintaining optimal learning conditions and identifying and eliminating problems. The net result was a course that evolved to an effective and stable level of operation through the efforts of its own implementation. (See Discussion section for proposed revised model.)

COURSE MONITORING AND ANALYSIS

The purpose of this activity was to provide DBLET with guidance and technical assistance in developing and using an internal course monitoring system. Any instructional program that relies heavily on a systems approach must have the means to determine whether the system is working as it should.

The responsibility for course monitoring belongs to the OIC of the DBLET performance testing group. HumRRO's function was to help the course monitor and his staff develop and use instruments and procedures that provide periodic feedback on the operation of the course. This was not intended to be a research activity. The data collected through the monitoring system was used internally for formative evaluation, to provide feedback and information on the course functioning to support quality control and course improvement.

The information sources for monitoring purposes were:

1. A periodic survey of student attitudes toward various BLEC characteristics.

2. A periodic tabulation of the mean number of testing trials required for the students to reach mastery.

3. A periodic sampling of academic time required for the students to reach mastery.

4. On-site observations of the instructional system by the BLEC training monitor.

STUDENT ATTITUDE SURVEY

The initial student attitude survey form to be used in this study (see Appendix A, p.57) had been developed and used by USAMPS before this project began. It was broadly drawn to be used with almost any course. The selection of items was not based on any analytical framework or specific course content. The only generalization that could be drawn from the results other than the specific item response means was the general attitude of students toward BLEC as a whole.

This instrument was used in the early months of the course because it was already in existence, familiar to the instructors, and easily hand scored. Since its main purpose was to alert the course

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monitor to possible problem areas requiring investigation and adjust-
ment, the course monitor did not feel any initial urgency about refin-
ing the instrument.

In April 1976, the USAMPS Evaluations Branch combined a survey
instrument designed by HumRRO with one of its own design to produce
a new attitude survey scale (see Appendix B, p.59). It was focused
more specifically than the previous instrument on critical dimensions
of BLEC that are vital to the course and had been in a number of
cases, problem areas. The students are asked to rate on a five-point
scale each of the BLEC task modules on 24 items that cluster to form
a six-dimensional profile. The dimensions are:

> 1. Self pacing
> 2. Student management
> 3. Peer instruction
> 4. Testing
> 5. Media
> 6. Retraining.

This instrument has the flexibility to provide a record of chang-
ing attitudes as students move through a self paced system. It also
provides each task committee with its own attitudinal profile. The
course manager has an improved means to identify problem areas or
predict them.

TRIALS TO MASTERY

From subtask test records it was possible to compute for each
subtask module the mean number of test trials used by students to
achieve mastery.

Monthly trials-to-mastery means were reported by the evaluation
group to all task unit chiefs and the DBLET Director and his staff.
It was regarded as a crude measure of training effectiveness although
its significance was ambiguous since some students would take tests
early in a module as a learning device and consequently use up more
test trials than others who delayed their testing and found they
could complete the module with fewer test trials.

TIME TO MASTERY

This variable was of particular interest because it was directly
related to cost effectiveness. Furthermore it was important to know
how much time was being spent learning to master each subtask.

These data were not automatically kept. Therefore, a special time recording system was developed; first, for students to use (which was not reliable) and finally for use by the subtask module evaluator who randomly selected incoming students, recorded the time and made a second notation when the student passed the mastery test.

ON-SITE OBSERVATIONS

The course monitor in his capacity as OIC of the performance testing group was able to oversee the performance of the students as well as the course. His staff consisted of the instructors assigned to performance testing in all of the modules, which gave him access to regular and direct assessment of training effectiveness.

When the monitor became aware of a problem, which might be revealed in the form of negative student attitudes on the survey (excessive time to mastery, excessive trials to mastery or low instructor morale), he would take the matter up with the appropriate OIC for training (Common Base or Advanced MP Subjects), talk to the instructors and visit training sites to locate the cause and make recommendations for appropriate remedial action.

The data collected for course monitoring are not presented in this report because they were collected strictly to serve ongoing management needs. The sampling of time-to-mastery and trials-to-mastery was used to establish a set of norms to serve as a baseline for identifying changes that might signal a problem or a trend, such as a slowdown or improvement in training proficiency.

FIELD VALIDATION STUDY

The purpose of the field validation study was to determine how well BLEC was training basic MP students to perform the required entry level tasks in their initial duty assignments. To measure this, a rating scale was administered to a sample of graduates from the new BLEC and their supervisors in the field to obtain their judgments as to how well prepared the graduates were to perform their jobs at the beginning of their first duty assignments. The supervisors were asked to rate the initial readiness of job incumbents to perform the BLEC subtasks in accordance with local standards. The job incumbents were asked to rate their own preparedness to perform the same set of subtasks.

The criterion for the validation of BLEC was the acceptability of the level of readiness of the BLEC graduates in the judgment of their supervisors and of the job incumbents themselves.

The rating scales (Appendices C and D, pp. 61 and 63, respectively) consisted of 43 subtask statements (Items 1-43 comprising all ten of the BLEC tasks) and two statements defining more general behavioral dimensions. A five-point scale was used to indicate how well prepared a given incumbent was to perform each subtask. Levels of subtask readiness were expressed in terms of the amount of help needed to perform the subtask. The levels were labeled and weighted as follows:

A. Very well prepared (4)
B. Well prepared (3)
C. Prepared (2)
D. Somewhat prepared (1)
E. Not prepared (0)

ASSUMPTIONS REGARDING THE INTERPRETATION OF THE RATING SCALE

It was necessary to make certain assumptions in order to interpret the ratings assigned to the levels of job preparedness. The midpoint of the rating scale was labeled "PREPARED" and was further described as a state of preparedness in which "some help" is needed. This was the lowest positive descriptor in the series and was assumed to represent acceptance by the supervisor and the incumbent of the quality of training provided by BLEC. The next lower step on the scale was "SOMEWHAT PREPARED" which was further described as a level of preparation requiring "lots of help." It was assumed that this level would be regarded by raters as somewhat negative, and therefore less than acceptable.

ITEM SELECTION

The 45 items constitute virtually all of the ten BLEC tasks plus two general MP performance attributes (*i.e.*, #44 and #45). The initial formulation of subtask statements was made by members of the USAMPS Evaluation Branch who attempted to obtain a clear identification of subtasks actually taught in each task. The final version was a consensus also involving DBLET instructors and HumRRO staff members. The instrument was pretested and revised using a sample of nine BLEC students just prior to graduation.

Since the development of BLEC was based on systems engineering, subtasks built into the course were assumed to reflect the actual subtask requirements of the entry level MP as determined by the USAMPS world-wide survey and job analysis completed in 1973. It was therefore further assumed that subtask items drawn from the course itself would constitute a valid sampling of preparedness to perform the entry level MP duties.

SAMPLE POPULATION

A total of 499 job incumbents, graduating between 11 September and 3 November 1975 completed the rating scale. This was 52% of the target population. Four hundred eighty six supervisors also participated in the survey. Of the job incumbents 404 were male and 95 female. There was no deliberate attempt to select incumbents for the sample. Factors such as location, limited TDY funds, etc. prevented about half the incumbents from the designated population from participating in the survey. Supervisors were included only when one or more of their supervisees were in the target population of job incumbents. This assured that the supervisor and incumbent ratings pertained to the same group of incumbents.

Administration. The survey instruments were administered between one week and five months following graduation. The mean was 3 months, 7 days. Whenever possible, the supervisors were separated from the incumbents during the administration of the survey to prevent contamination.

RESULTS

Table 1 presents the subtask preparedness ratings of BLEC graduates at job entry. The 45 survey items are grouped according to the ten respective tasks to which they belong. The mean rating and standard deviations for each item are tabulated under two headings:

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TABLE 1. SUBTASK PREPAREDNESS OF BLEC GRADUATES AT JOB ENTRY:
SUPERVISOR RATINGS AND JOB INCUMBENT SELF-RATINGS

TASK	Subtask Item #	Supervisors (N=486)		Incumbents (N=499)	
		Mean	S.D.	Mean	S.D.
I. WEAPONS (W)		3.09*		3.38	
	1. Handle weapon safely	3.21	.89	3.54	.81
	2. Handle weapon skillfully	2.97	.91	3.21	.97
II. DRUGS (D)		2.22*		2.32	
	3. Identify drugs	2.22	.97	2.28	1.07
	4. Identify drug offenders	2.23	.97	2.37	1.11
III. INVESTIGATE AN INCIDENT (II)		2.56*		2.90	
	5. Protect crime scene	2.41	.96	2.81	.96
	6. Collect/process evidence	2.22	.93	2.47	.97
	7. Interview/question witnesses	2.29	.96	2.78	.96
	8. Apprehend subjects	2.74	.97	3.01	.94
	9. Search subjects	2.92	.91	3.51	.76
	10. Warn subjects of rights	3.10	.87	3.42	.84
	11. Question subject	2.45	.93	2.84	.95
	12. Move subject from scene	2.70	.87	2.80	1.02
	15. Prepare MP reports/ statements	2.19	.94	2.46	1.01
	16. Take notes for use in preparing MP reports	2.50	.95	2.90	.94
IV. SELF-DEFENSE (SD)		2.38*		2.62	
	13. Use unarmed defense	2.32	1.00	2.35	1.26
	14. Use MP club	2.45	.95	2.90	1.11
V. LAW (LAW)		2.38*		1.89	
	17. Testify in court	2.18	1.02	1.54	1.36
	33. Conduct MP patrols off post	2.50	1.06	2.04	1.39
	34. Detain/process civilian offenders on post	2.45	.95	2.08	1.28
VI. PHYSICAL SECURITY (PS)		2.91*		2.95	
	18. Control movement of vehicles, personnel and cargo	2.61	.99	2.88	1.08
	19. Conduct currency/VIP escort	2.75	.94	3.03	1.03

*Task Mean

TASK	Subtask Item #	Supervisors (N=486) Mean	S.D.	Incumbents (N=499) Mean	S.D.
VII. CONDUCT PATROL OPERATIONS (CPO)		2.64*		2.82	
	20. Direct traffic	2.92	.91	3.3	.84
	21. Establish emergency TCP	2.65	.94	2.97	1.10
	25. Perform routine patrols	2.95	.85	2.98	1.08
	27. Stop and approach traffic violators	2.75	.91	3.10	.95
	28. Issue traffic citations	2.69	.93	2.95	1.01
	29. React to an angry crowd	2.28	1.00	2.28	1.14
	30. React to a bomb threat	2.37	.96	2.44	1.10
	31. React to alarm devices	2.75	.94	2.72	1.10
	32. React to a domestic disturbance	2.44	.97	2.62	1.05
VIII. TRAFFIC ACCIDENT INVESTIGATION (TAI)		2.21*		2.45	
	22. Gather and record facts concerning traffic accidents	2.17	.92	2.49	1.01
	23. Clear accident scene	2.39	.92	2.53	1.02
	24. Prepare traffic accident report	2.08	.98	2.32	1.07
IX. OPERATE LAW ENFORCEMENT VEHICLE (OLEV)		2.79*		3.03	
	26. Use brevity code (10-series)	2.92	.96	2.43	1.29
	35. Operate a jeep	3.08	1.00	3.58	.85
	36. Perform vehicle operator maintenance	2.78	1.07	3.16	1.09
	37. Operate a tactical radio	2.66	1.01	3.10	1.06
	38. Communicate using tactical radio procedures	2.53	.99	2.87	1.08
X. OPERATE IN COMBAT ENVIRONMENT (OCE)		2.32*		2.45	
	39. Conduct tactical convoy escort	2.51	.93	2.66	1.11
	40. Control traffic during tactical exercises	2.54	.98	2.71	1.04
	41. Navigate using a map	1.99	1.06	2.23	1.09
	42. Conduct PW processing	1.98	.97	2.23	1.09
	43. Secure a command post	2.45	1.04	2.37	1.16

*Task Mean

	TASK	Subtask Item #	Supervisors (N=486)		Incumbents (N=499)	
			Mean	S.D.	Mean	S.D.
XI.	GENERAL	(GEN)	3.32		3.41	
		44. Work as part of a team with fellow MPs	3.36	.91	3.28	.99
		45. Maintain personal standards of appearance and conduct as required by unit	3.29	.99	3.53	.83
	BLEC TOTAL		2.59		2.75	

supervisor ratings of incumbents and incumbent self-ratings. The mean
rating for each task is also included in the table.

Supervisor ratings. The mean supervisor rating for all 45
survey items was 2.59 which is significantly greater than the
assumed population mean of 2.00 (p. <.001) and closer to "well
prepared" than to "prepared." Thus, considering the full range of
tasks included in the survey, the supervisors regarded the overall
BLEC preparation of its graduates to be somewhat better than "accept-
able." On all ten tasks the mean supervisor ratings were between
2.21 (Traffic Accident Investigation) and 3.09 (Weapons Qualification).
On the other hand, none of the task or subtask means approximated
level 4.00, "Very well prepared," which requires meeting local
standards "with no help."

Incumbent self-ratings. The mean incumbent self-rating for the
45 survey items was 2.75, which is significantly higher than
the mean supervisor ratings (p.<001.) and even closer to 3.00 ("Well
prepared") than to 2.00 ("Prepared"). In other words, the job incum-
bents felt on the whole better prepared to perform the selected sub-
tasks at job entry than their respective supervisors felt they were,
although both groups found the level of preparedness "acceptable"
(*i.e.*, above 2.00). The correlation between the two sets of ratings
was .836 (p. <.001).

Comparison of high and low rated subtasks. One of the purposes
of this survey was to determine which BLEC subtasks had received
"acceptable" preparation and which had not. In view of the overall
level of acceptability of the preparedness of BLEC graduates both in
their own judgment and that of their supervisors, the question at
issue is not that of acceptability *vs* non-acceptability of training
in the various BLEC subtasks but rather one of relative training
effectiveness among the subtask modules and possible explanations
for these differences.

Tables 2 and 3 are rank order analyses of ratings of incumbent
preparedness on 43 subtasks (Items 44 and 45 are not subtasks) by
their supervisors and by the incumbents, themselves. Next to each
subtask is the abbreviation of the task to which it belongs. (The
meanings of these abbreviations are in Table 1.) An inspection of
Tables 2 and 3 reveals that the subtasks of certain tasks tend to
cluster toward the higher rank positions, others do so at the lower
end, and others are widely spread over the rankings. "Weapons
Qualification" (W) is, for example, clearly the highest rated task
by supervisors and incumbents. "Operations in a Combat Environment"
is the lowest (both tables considered) and "Investigate an Incident"
(II) and "Conduct Patrol Operations" (CPO) have high, middle and low

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TABLE 2. RANK-ORDER ANALYSIS OF MEAN SUPERVISOR RATINGS OF INCUMBENT PREPAREDNESS

Subtask Item #	Task	Subtask	Mean
35	OLEV	Operate a jeep	3.58
1	W	Handle weapon safely	3.54
45*	GEN	Maintain appearance/conduct	3.53
9	II	Search subjects	3.51
10	II	Warn subject of rights	3.12
20	CPO	Direct traffic	3.34
44*	GEN	Work as team w/other MPs	3.28
2	W	Handle weapon skillfully	3.21
36	OLEV	Perform vehicle maintenance	3.16
27	CPO	Stop/approach traffic violators	3.10
37	OLEV	Operate tactical radio	3.10
19	PS	Conduct currency/VIP escort	3.03
8	II	Apprehend subjects	3.01
25	CPO	Perform routine patrols	2.98
21	CPO	Establish emergency TCP	2.97
28	CPO	Issue traffic citations	2.95
14	SD	Use MP club	2.90
16	II	Take notes for MP reports	2.90
18	PS	Control mvmt veh, pers, cargo	2.88
38	OLEV	Communicate w/tact. rad. proc.	2.87
11	II	Question subject	2.84
5	II	Protect crime scene	2.81
12	II	Move subject from scene	2.80
7	II	Interview/question witness	2.78
31	CPO	React to alarm devices	2.72
40	OCE	Control traffic in tact. ex.	2.71
39	OCE	Conduct tact. convoy escort	2.66
32	CPO	React to domestic distrubance	2.62
23	TAI	Clear accident scene	2.53
22	TAI	Gather facts/traffic accident	2.49
6	II	Collect/process evidence	2.47
15	II	Prepare MP reports/statement	2.46
30	CPO	React to bomb threat	2.44
26	OLEV	Use brevity code	2.43
4	D	Identify drug offenders	2.37
43	OCE	Secure command post	2.37
13	SD	Use unarmed defense	2.35
24	TAI	Prepare traffic accident report	2.32
3	D	Identify drugs	2.28
29	CPO	React to angry crowd	2.28
41	OCE	Navigate using map	2.23
42	OCE	Conduct PW processing	2.23
34	LAW	Detain/proc civ offenders	2.08
33	LAW	Conduct MP patrols off post	2.04
17	LAW	Testify in court	1.54

*Omitted from analysis because items were not BLEC subtasks.

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TABLE 3.   RANK-ORDER ANALYSIS OF MEAN INCUMBENT
SELF-RATINGS OF PREPAREDNESS

Subtask Item #	Task	Subtask	Mean
44*	GEN	Work as part of a team with fellow MPs	3.36
45*	GEN	Maintain personal standards of appearance and conduct as required by unit	3.29
1	W	Handle weapon safely	3.21
10	II	Warn subjects of rights	3.10
35	OLEV	Operate a jeep	3.08
2	W	Handle weapon skillfully	2.97
25	CPO	Perform routine patrols	2.95
9	II	Search subjects	2.92
20	CPO	Direct traffic	2.92
26	OLEV	Use brevity code (10-series)	2.92
31	CPO	React to alarm devices	2.81
36	OLEV	Perform vehicle operator maintenance	2.78
27	CPO	Stop and approach traffic violators	2.75
19	PS	Conduct currency/VIP escort	2.75
8	II	Apprehend subjects	2.74
12	II	Move subject from scene	2.70
28	CPO	Issue traffic citations	2.69
18	PS	Control movement of vehicles, personnel and cargo	2.67
37	OLEV	Operate a tactical radio	2.66
21	CPO	Establish emergency TCP	2.65
40	OCE	Control traffic during tactical exercises	2.54
38	OLEV	Communicate using tactical radio procedures	2.53
39	OCE	Conduct tactical convoy escort	2.51
16	II	Take notes for use in preparing MP reports	2.50
33	LAW	Conduct MP patrols off post	2.50
43	OCE	Secure a command post	2.45
34	LAW	Detain/process civilian offenders on post	2.45
14	SD	Use MP club	2.45
11	II	Question subject	2.45
32	CPO	React to a domestic disturbance	2.44
5	II	Protect crime scene	2.41
23	TAI	Clear accident scene	2.39
30	CPO	React to a bomb threat	2.37
13	SD	Use unarmed defense	2.32
29	CPO	React to an angry crowd	2.28
4	D	Identify drug offenders	2.23
7	II	Interview/question witnesses	2.22
3	D	Identify drugs	2.22
6	II	Collect/process evidence	2.22
15	II	Prepare MP reports/statements	2.19
17	LAW	Testify in court	2.18
22	TAI	Gather and record facts concerning traffic accidents	2.17
24	TAI	Prepare traffic accident report	2.08
41	OCE	Navigate using a map	1.99
42	OCE	Conduct PW processing	1.98

*Omitted from analysis because items were not BLEC subtasks.

clusters. This pattern of clusters is more clearly seen in Table 4 where the subtasks with the ten highest and lowest mean ratings are sorted by task. The analysis is performed separately for supervisor and incumbent ratings. A distinct pattern results in both cases. The subtasks with the ten highest means are from only four tasks, W, II, CPO and OLEV. The subtasks with the ten lowest means are not quite as clearly concentrated, but do cluster within seven tasks, D, II, SD, LAW, CPO, TAI and OCE. What is particularly striking is the fact that with the exception of II (subtasks 6, 7, and 15) and CPO (subtask 29) there is no overlap, that is, tasks that have high rated subtasks do not also have low rated subtasks and *vice versa*.

This very distinct pattern raises several questions: First, why are the subtasks from certain tasks rated consistently either high or low, and second, what accounts for the exception to this pattern in the cases of "Investigate an Incident (II) and "Conduct Patrol Operations" (CPO)?

Considering first, the nature of the tasks and subtask, it is not difficult to see just by examining the subtask descriptions in the survey that some are very concrete, well defined, have clear objectives, and are easily learned in a practical exercise (PE) to the point where mastery is reach and recognized. This type of sub-task is often characterized as a "hard skill." "Handle weapons skillfully" and "Search subjects" are examples.

Other subtasks involve more cognitive or judgmental activity. Information must be obtained, organized, interpreted and decisions made. Realistic practice is not easily arranged and it is difficult to achieve mastery or know its criteria. This type of subtask is characterized as a "soft skill." "Prepare MP reports" and "Gather and record facts concerning traffic accidents" are examples.

One may hypothesize that tasks that involve mostly hard skills pose less difficult training problems. Preparedness is less diffi-cult to achieve and recognize than with soft skills, hence the high preparedness ratings.

The clustering of high or low rated subtasks may be explained in terms of the hard-soft dichotomy.

The question as to why "Investigate an Incident" (II) has both high and low rated subtasks can be answered by examining the nature of the subtasks themselves. Subtasks 9 "Search Subjects" and 10 "Warn Subjects of Rights" are hard skills and they receive high mean preparedness ratings; 6 "Collect/Process Evidence, 7 "Interview/

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TABLE 4.   DISTRIBUTION BY TASK OF TEN HIGHEST AND LOWEST MEAN SUBTASK RATINGS

TASKS	SUPERVISOR RATINGS		INCUMBENT RATINGS	
	Highest	Lowest	Highest	Lowest
I. Weapons	(1)(2)		(1)(2)	
II. Drugs		(4)(3)		(3)
III. Investigate an Incident	(10)(9)	(7)(6)(15)	(9)(10)	
IV. Self Defense				(13)
V. LAW		(17)		(17)(33)(34)
VI. Physical Security				
VII. Conduct Patrol Operations	(25)(20)(31)		(20)(27)(19)	(29)
VIII. Traffic Accident Investigation		(22)(24)		(24)
IX. Operate a Law Enforcement Vehicle	(35)(26)(36)		(35)(36)(37)	
X. MP Operations in a Combat Environment		(41)(42)		(42)(41)(43)

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Question Witnesses" and 15 "Prepare MP Reports/Statements" are soft skills and they receive low ratings.

Another basis for explaining the clustering patterns in Table 4 is the design of the instructional system being used. Table 5 compares the highest and lowest rated subtasks with respect to the use of four instructional principles:

1. Performance orientation
2. Individualization
3. Mastery
4. Self pacing

The analysis shows a marked contrast between the highest and lowest rated subtasks with respect to the degree to which the principles are incorporated. All but two of 13 high rated subtasks were taught using all four principles. None used less than two.

Among the low rated subtasks, only six of 15 were trained using all four principles, and seven used one or less.

The evidence favoring the positive effect of the four principles is strong but an explanation is needed for the six subtasks 6, 7, 15, 22, 24 and 29 that were taught with use of the four principles and yet received preparedness ratings among the ten lowest!

Once again, an examination of the subtasks themselves suggests an explanation. All six can be described as soft skills.

Apparently the training of soft skills poses such difficulty that merely the use of the four training principles that were so effective among the high rated hard skill subtasks was not sufficient for effective soft skill training.

TABLE 5.   ANALYSIS OF THE INSTRUCTIONAL PRINCIPLES USED IN TRAINING
THE BLEC SUBTASKS RECEIVING THE TEN HIGHEST AND LOWEST
MEAN PREPAREDNESS RATINGS

	Subtask	Performance-Oriented	Individual-ized	Mastery	Self-Paced
	1.	+	0	+	0
	2.	+	+	+	+
	9.	+	+	+	+
H	10.	+	+	+	+
I	19.	0	+	0	+
G	20.	+	+	+	+
H	25.	+	+	+	+
E	26.	+	+	+	+
S	27.	+	+	+	+
T	31.	+	+	+	+
	35.	+	+	+	+
	36.	+	+	+	+
	37.	+	+	+	+
	3.	0	0	0	0
	4.	0	0	0	0
	6.	+	+	+	+
	7.	+	+	+	+
	13.	+	0	+	0
L	15.	+	+	+	+
O	17.	0	0	0	0
W	22.	+	+	+	+
E	24.	+	+	+	+
S	29.	+	+	+	+
T	33.	0	0	0	0
	34.	0	0	0	0
	41.	+	0	0	0
	42.	+	0	0	0
	43.	0	0	0	0

+ present
0 absent

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DISCUSSION

The job of the MP, unlike most other MOS, demands three types of skills:

1. Social Skills. The MP must deal with a wide range of civilian and military personnel under varying circumstances.

2. Cognitive Skills. The MP must gather and process information, prepare reports that become legal documents, and make judgments and decisions that are constrained by a large number of laws and regulations.

3. Physical Skills. The MP is a policeman/soldier who must be able to work alone and use force when necessary with and without the aid of weapons.

For these reasons the training of the MP on the basic skills of law enforcement is especially complex.

Hard skills must be learned, not in isolation but as integral parts of more complex actions. Most of the subtasks that comprise investigating incidents or conducting patrol operations are not especially difficult to learn separately, particularly when performance-oriented methods are used. It is the process of bringing the separate skills all together into effective overall job performance that poses the main training problem.

The present study provides evidence that the new BLEC in its first year of operation was able to apply a self-paced performance-oriented model to the Basic Law Enforcement Course. The pipeline model allowed students to move along at their own pace. This permitted students to individualize their learning. On the other hand, pipelines get stopped up at times, producing student frustration.

In the large picture, the new BLEC gave its graduates enough preparation for their first duty assignments to warrant favorable incumbent self ratings which were echoed, albeit less forcefully, by their supervisors.

But success was not uniformly achieved. Soft skills were not as well learned as hard skills. It is estimated that this is partly the result of their complexity and difficulty and partly the result of training inadequacies.

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In the original design of the new BLEC and in the pilot study at Fort Gordon the completion of subtask training was followed by a comprehensive performance-oriented task test that posed realistic field problems demanding proficiency in all of the related subtasks. "Investigate an Incident" culminated in a complete investigation from beginning to end, terminating in a full MP report. "No-Go" on any subtask within the final test resulted in remedial training until task performance was "Go." This produced high student self confidence with respect to future requirements in the field.

DBLET was required for economic reasons to eliminate all task testing in BLEC [except with "Conduct Patrol Operations" (CPO) at a late point in the project]. All training and testing was subtask oriented, with the apparent assumption that subtask proficiency adds up to task proficiency. The evidence presented in this report supports the opposite: task training, particularly where soft skills are concerned, must be acquired as a whole, in a functional context. Hard, supportive subtask skills may first be learned independently but they must ultimately be incorporated into real or simulated field exercises; a truly functional context.

The MP learning in the isolation of the school must have as much field simulation as possible to keep learning immersed in a functional context. One simulated field problem after another provides the degree of redundancy and variation that is otherwise only obtained through on-the-job training.

Supportive skills can then be practiced, once they are learned, in a setting that demonstrates their importance and reveals the consequences of low skill proficiency.

Figure 5 is a proposed new model for BLEC designed to develop and strengthen task training through repeated practical field problems or exercises. The initial element is a simulated problem presented by TVR and providing a basic orientation to the task and the supporting subtasks. This is followed by subtask training modules much like the present ones which are learned to mastery through the self-paced, open access approach.

The student is then given a realistic task level field problem involving all the relevant subtasks. The instructor critique that follows reveals both task and subtask deficiencies. Remedial training at appropriate subtask learning sites is followed by a second field problem at the task level.
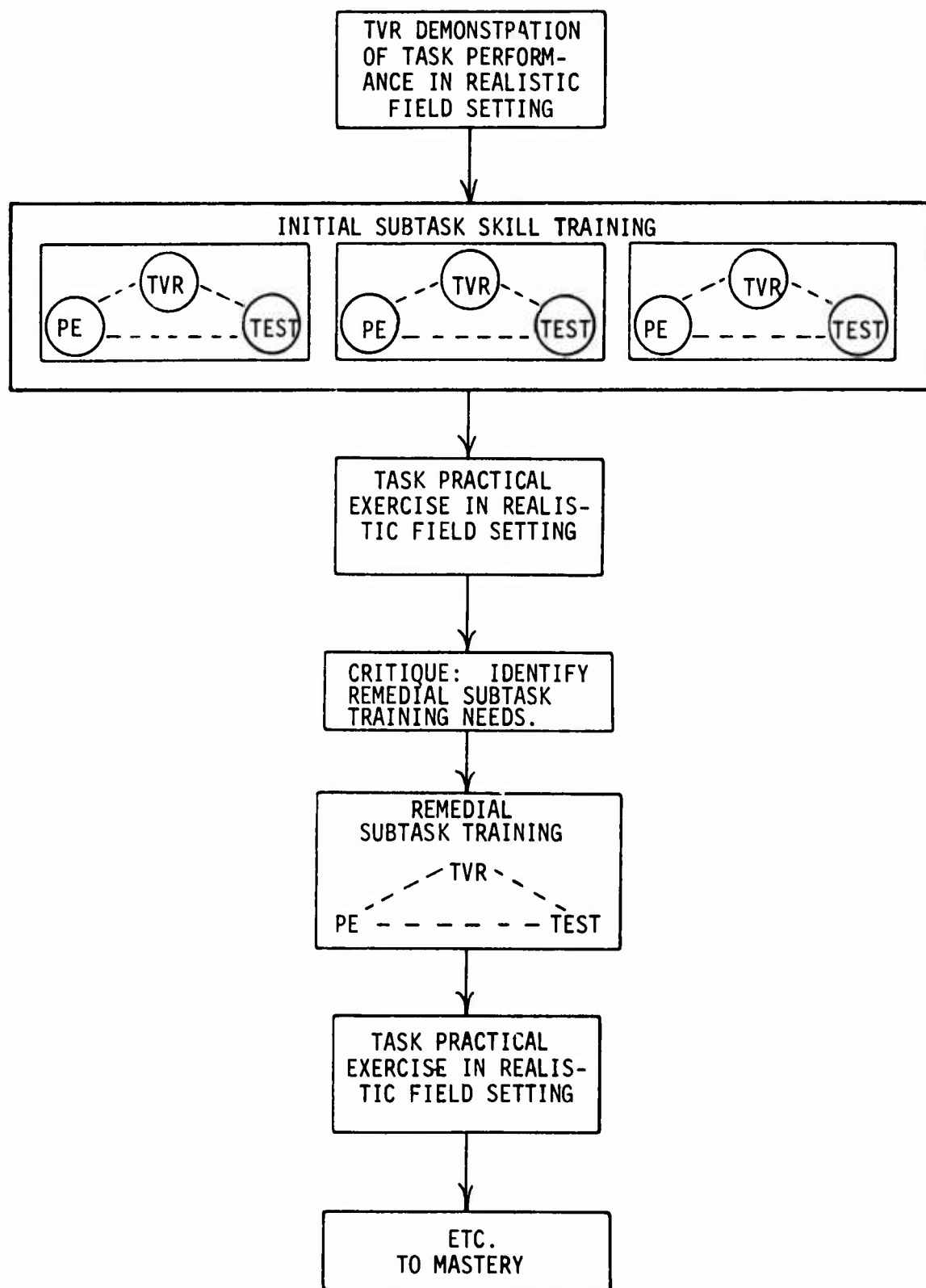
Figure 5.   Model for Integrating Task & Subtask Training Through
Repeated Field Exercise & PEs to Mastery

This cycle continues until the student achieves a "Go" for the task.

The most important feature of this model is the goal of mastery at the task level and the integration of subtask and task training. The most expensive element of the model is the high instructor-student ratio required for evaluation under field conditions, but this cost may be offset by higher levels of student preparedness on the all important soft skills achieved by graduation.

APPENDICES

APPENDIX A

BASIC LAW ENFORCEMENT COURSE

STUDENT ATTITUDE QUESTIONNAIRE

Course Segment: _____

This questionnaire is for giving your opinion about this segment of the Basic Law Enforcement Course. Please read each statement and then circle one of the symbols to the right: SA if you strongly agree with the statement, A if you agree, U if you are undecided, D if you disagree and SD if you strongly disagree with the statement. If the statement is not applicable do not circle any symbol.

1.	The instructors were helpful.	SA	A	U	D	SD
2.	The instructors were interested in the students.	SA	A	U	D	SD
3.	The instructors worked with students individually.	SA	A	U	D	SD
4.	The instructors had a positive attitude toward the students.	SA	A	U	D	SD
5.	Other students were helpful to me.	SA	A	U	D	SD
6.	The audio-visual materials were well made.	SA	A	U	D	SD
7.	The audio-visual materials were helpful.	SA	A	U	D	SD
8.	The practical exercises were helpful.	SA	A	U	D	SD
9.	The conditions for learning were good.	SA	A	U	D	SD
10.	The learning environment was crowded.	SA	A	U	D	SD
11.	The learning environment was noisy.	SA	A	U	D	SD
12.	The learning environment was confusing.	SA	A	U	D	SD
13.	The learning environment was rushed.	SA	A	U	D	SD
14.	I was interested in what I was learning.	SA	A	U	D	SD
15.	I felt under pressure.	SA	A	U	D	SD
16.	My time was well spent.	SA	A	U	D	SD
17.	I understood all that I was supposed to.	SA	A	U	D	SD
18.	I learned the skills I was supposed to learn.	SA	A	U	D	SD

19. This course was better than most other courses.   SA   A   U   D   SD

20. I gained confidence in my ability to perform the   SA   A   U   D   SD
    job of an MP.

21. The tests were fair.   SA   A   U   D   SD

22. The tests were helpful.   SA   A   U   D   SD

23. The tests were difficult.   SA   A   U   D   SD

24. The course introduction was helpful.   SA   A   U   D   SD

25. I was encouraged to learn at my own rate.   SA   A   U   D   SD

26. I am satisfied with my training in this course.   SA   A   U   D   SD

Please use this space to give your recommendations for improving this course:

APPENDIX B

BASIC LAW ENFORCEMENT STUDENT ATTITUDE SURVEY

Listed below are 24 statements about the training you have just completed. The MP School wants to know if you agree or disagree with these statements. Using a No. 2 pencil and the and the answer sheet provided indicate your response to each statement by neatly marking:

BLOCK A - STRONGLY AGREE
BLOCK B - AGREE
BLOCK C - DISAGREE
BLOCK D - STRONGLY DISAGREE

If you are UNDECIDED leave all blocks blank.

You do not have to write your name on the answer sheet.

Part I. ANSWER ALL STATEMENTS AS HONESTLY AS POSSIBLE.

1. I had enough time to learn the material in this task.
2. The classroom was managed in an orderly manner.
3. My peer instructor helped me learn and understand the material.
4. The television programs and slide/tape shows helped me learn.
5. The tests covered materials and skills taught in class.
6. Very little time was spent on long breaks or "bull sessions."
7. My peer instructor(s) answered most of my questions.
8. There was enough equipment and space for all students.
9. Test(s) were administered fairly.
10. Being a peer instructor helped me learn the material better.
11. The practical exercises were clear and easy to understand
12. The instructors had time to answer questions that my peer instructors could not answer.
13. The practical exercises covered the skills that I had to learn.
14. When I became a peer instructor I was given a checklist to use.
15. The test(s) in this task were too easy.
16. I waited less than 20 minutes to be tested.
17. When I passed the test and finished being a peer instructor, I moved to the next station right away.
18. Being a peer instructor was worth the extra time it took.
19. The workbook(s) helped me learn and understand the material.
20. The errors I made on tests were explained to me by the evaluator.

Part II. IF YOU TOOK A RETEST, ANSWER THE STATEMENTS THAT APPLY TO YOU.

21. The retests were easier than the first tests.
22. The retests were harder than the first tests.
23. When I received a No-Go the second time, my DS helped me find out what I had to study.
24. I could not take the third test until my DS checked me.

Part III. ADDITIONAL COMMENTS.

Use the reverse side of this sheet. If you can, please cite specific examples to support your observations.

APPENDIX C

SUPERVISORS RATING OF INCUMBENT PREPAREDNESS

This part of the questionnaire asks your opinion as to how well prepared the MP was when he/she started performing military police duties. Please remember that the Basic Law Enforcement Course is designed to prepare a soldier to be a beginning MP. Use the following scale when making your evaluation.

A. VERY WELL PREPARED. Was able to meet local standards with no help.
B. WELL PREPARED. Was able to meet local standardw with only a little help.
C. PREPARED. Was able to meet local standards with some help.
D. SOMEWHAT PREPARED. Was able to meet local standards only after lots of help.
E. NOT PREPARED. Was not able to meet local standards, even with help.

IF YOU ARE UNABLE TO EVALUATE THIS MP's PREPAREDNESS FOR A TASK, LEAVE THAT ANSWER LINE BLANK, AND GO ON TO THE NEXT ITEM.

1. Handle weapon safely
2. Handle weapon skillfully
3. Identify drugs
4. Identify drug offenders
5. Protect crime scene
6. Collect/process evidence
7. Interview/question witnesses
8. Apprehend subjects
9. Search subjects
10. Warn subject of rights
11. Question subject
12. Move subject from scene
13. Use unarmed defense
14. Use MP club
15. Prepare MP reports/statements
16. Take notes for use in preparing MP reports
17. Testify in court
18. Control movement of vehicles, personnel and cargo
19. Conduct currency/VIP escort
20. Direct traffic
21. Establish emergency TCP
22. Gather and record facts concerning traffic accidents
23. Clear accident scene
24. Prepare traffic accident report
25. Perform routine patrols
26. Use brevity code (10-series)
27. Stop and approach traffic violators
28. Issue traffic citations
29. React to an angry crowd
30. React to a bomb threat
31. React to alarm devices
32. React to a domestic disturbance
33. Conduct MP patrols off post
34. Detain/process civilian offenders on post
35. Operate a jeep
36. Perform vehicle operator maintenance
37. Operate a tactical radio
38. Communicate using tactical radio procedures
39. Conduct tactical convoy escort
40. Control traffic during tactical exercises
41. Navigate using a map
42. Conduct PW processing
43. Secure a command post
44. Work as part of a team with fellow MPs
45. Maintain personal standards of appearance and conduct as required by unit

APPENDIX D

INCUMBENT'S SELF RATING OF PREPAREDNESS

This part of the questionnaire asks your opinion as to how well prepared
you were to perform MP tasks following your training in the Basic Law
Enforcement Course (BLEC). That is, how well prepared you were when you
STARTED performing MP duties. Read carefully each of the tasks listed in
the two columns below. Select the one statement (A thru E) which best
describes your feeling about the task and mark your answer on the sheet
provided.

    A. VERY WELL PREPARED. As a result of my training in BLEC, I was
        able to perform this task with no help.
    B. WELL PREPARED. As a result of my training in BLEC, I was able to
        perform this task with only a little help.
    C. PREPARED. As a result of my training in BLEC, I was able to per-
        form this task with some help.
    D. SOMEWHAT PREPARED. As a result of my training in BLEC, I was able
        to perform this task only after lots of help.
    E. NOT PREPARED. My training in BLEC did not prepare me at all to
        perform this task, even with help.

IF YOU HAVE NOT YET HAD TO PERFORM THIS TASK (SINCE GRADUATING FROM BLEC)
OR DO NOT UNDERSTAND IT, LEAVE THAT ANSWER LINE BLANK AND GO ON TO THE NEXT.

---

1. Handle weapon safely
2. Handle weapon skillfully
3. Identify drugs
4. Identify drug offenders
5. Protect crime scene
6. Collect/process evidence
7. Interview/question witnesses
8. Apprehend subjects
9. Search subjects
10. Warn subject of rights
11. Question subject
12. Move subject from scene
13. Use unarmed defense
14. Use MP club
15. Prepare MP reports/statements
16. Take notes for use in prepar-
    ing MP reports
17. Testify in court
18. Control movement of vehicles,
    personnel and cargo
19. Conduct currency/VIP escort
20. Direct traffic
21. Establish emergency TCP
22. Gather and record facts con-
    cerning traffic accidents

23. Clear accident scene
24. Prepare traffic accident report
25. Perform routine patrols
26. Use brevity code (10-series)
27. Stop and approach traffic violators
28. Issue traffic citations
29. React to an angry crowd
30. React to a bomb threat
31. React to alarm devices
32. React to a domestic disturbance
33. Conduct MP patrols off post
34. Detain/process civilian offenders on post
35. Operate a jeep
36. Perform vehicle operator maintenance
37. Operate a tactical radio
38. Communicate using tactical radio
    procedures
39. Conduct tactical convoy escort
40. Control traffic during tactical exercises
41. Navigate using a map
42. Conduct PW processing
43. Secure a command post
44. Work as part of a team with fellow MPs
45. Maintain personal standards of appearance
    and conduct as required by unit

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