

CHAPTER 3

SUPERVISION AND TRAINING

LEARNING OBJECTIVES

Upon completing this chapter, you should be able to do the following:

1. Describe the management responsibilities of the combat systems/weapons division supervisor.
2. Describe the types of training and procedures for training as used by the shipboard combat systems/weapons division.

INTRODUCTION

As you advance to FC1 or FCC, you will function as a first-line supervisor. In other words, you will be in immediate control of personnel. You will also act as the liaison between your superiors and your subordinates. You will be responsible for planning work, issuing jobs, instructing personnel, checking work, and reporting to your superiors on the progress of assigned tasks.

So, as you can see, you will have far greater duties and responsibilities than you had at your previous paygrade. Since you have acquired much valuable job-related knowledge, it is now your turn to pass that knowledge onto others.

As a combat systems/weapons supervisor, you will be responsible for maintaining all division combat systems equipment. Maintaining this equipment is a job of vital importance. It requires a leadership ability that can be developed only by personnel who have a high degree of technical competence combined with a deep sense of personal responsibility.

A combat systems/weapons supervisor spends less time working on equipment and more time ensuring that the work center is running smoothly. Instead of working on a specific equipment, you will spend time on other jobs, such as updating a personnel qualifica-

tion standards (PQS) progress chart or scheduling maintenance for the next week. As a senior petty officer, you will find more people asking your opinion on technical matters. Your responsibilities for technical leadership are special to your rating and are directly related to the nature of your work.

The combat systems/weapons field is growing rapidly, caused in part by the swift pace of development in modern technology. This requires that you keep up with the latest developments. As technology advances, you will find yourself involved with equipment and systems much more complex than any you have previously encountered.

Sometimes you may need to develop a procedure to check out the operation of a new piece of equipment because the available technical information or technical manual has only limited data for isolating a malfunction. You must then be able to instruct your subordinates in using these newly developed, interim procedures. Therefore, you must acquire the technical and leadership skills required to translate these ideas into actions.

This chapter discusses the management (which includes supervision and training) of a combat systems/weapons division and some of the problems that supervisors face in leadership roles. In no way can we cover all areas of supervision and training, but we can provide

you with a solid foundation of knowledge on which to build. Refer to military requirements training manuals for additional information on supervision and training.

SUPERVISION

As a division supervisor, you must be aware of the greater scope of your duties and responsibilities. You must also learn and practice the characteristics of a good supervisor, continuing this process as you attempt to master all phases of supervision and management in the combat systems/weapons division.

This section discusses many of the elements that you will encounter as a combat systems/weapons supervisor, including general management, and supervisory duties and responsibilities.

GENERAL MANAGEMENT

As an FC1 or FCC, you will normally be a work-center supervisor or a division supervisor. In either position, you will be confronted with the many responsibilities of management. Your primary job will be to ensure that the work center functions smoothly.

The prime objective of a combat systems/weapons supervisor is to maintain control of complex, costly electronic systems and equipment through a sound maintenance management program. The supervisor must be aware of the alternatives that are available to make a maintenance management program perform most effectively and efficiently.

You and your maintenance personnel must meet both technical and military requirements. The skills required to manage a maintenance shop are not acquired overnight. You will need to spend time and effort to develop the management ability necessary to accomplish all your division's goals.

The problems and responsibilities that a work center or division supervisor must face are similar to those encountered in other fictional areas of any command. For example, increasing productivity while reducing cost is a goal of all supervisors.

While technological growth has eased the burden and increased the effectiveness of supervisors and managers in many aspects of command operations, it has sometimes turned the combat systems/weapons supervisor's job into an overwhelming problem. You may be responsible for maintaining a multimillion-dollar resource ashore or at sea,

Your division will have to keep high-cost, highly sophisticated electronic systems and equipment in the highest possible state of readiness under a variety of working conditions. No matter how well designed the equipment is, its value to the command lies in the ability of the maintenance supervisor to provide the maximum amount of uptime.

A supervisor may face some of the following problems every workday:

- **Procedural changes:** What improvements could be realized by minor modifications to existing procedures?
- **Future requirements:** Will future system demands affect present resources?
- **System downtime:** Is the amount of downtime the system suffers reasonable, given the personnel and material assets available?
- **Training requirements:** Have all technicians acquired the highest level of technical competence? If not, can the on-site training program bring them up to speed?
- **New personnel:** Is the in-house training program adequate for new personnel?
- **Material assets:** Will the material assets be adequate for any upcoming deployment?

If the supervisor has reasonable and well-documented answers to these questions, it is likely that he is effectively managing the work center instead of merely supervising it. Good management and good supervision are inseparable for the control, operation, and financial budgeting of division assets. The right

answers to questions such as those mentioned will significantly enhance a command's ability to carry out its mission.

SUPERVISORY DUTIES AND RESPONSIBILITIES

An exact list of duties and responsibilities can be made only when the list concerns a specific position. However, the following duties and responsibilities are typical of a combat systems/weapons supervisor:

- Keeping maintenance operations running smoothly and efficiently.
- Promoting teamwork.
- Maintaining discipline.
- Maintaining high morale
- Getting the right person on the job at the right time.
- Maintaining the quality and quantity of work.
- Checking and inspecting jobs and personnel.
- Preventing accidents and controlling hazards and hazardous material.
- Using and storing materials economically.
- Maintaining good housekeeping on the job.
- Keeping records and preparing reports.
- Planning and scheduling work.
- Training personnel.
- Procuring supplies and equipment to perform the work.
- Inspecting, caring for, and preserving equipment.

- Giving orders and directions.
- Maintaining liaison with other units, departments, and divisions.

In addition to the aforementioned typical duties and responsibilities, the following seven major areas are common to all supervisory positions:

1. Production: The supervisor is responsible for ensuring that all work is done properly and on time. This is true both in the office and in the work center. To meet these goals, the supervisor must function in three main ways:

- a. Organize and plan the workload to ensure maximum production with minimum effort and confusion.
- b. Delegate the authority for completing work assignments, keeping in mind that the final product is the responsibility of the supervisor.
- c. Control the workload and see that all work is completed correctly.

2. Safety, health, and physical welfare of subordinates: Safety and production go hand in hand. The safe way is the efficient way. When work center personnel are absent because of injury, they are nonproducers. A good supervisor stresses safety to the crew; sets an example by working safely; teaches safety as an integral part of each job; and, most of all, plans each job with safety in mind. A good supervisor does not wait until after an accident happens to start a safety program. Showing concern over the health and physical welfare of your crew will pay off in increased production. It will add to their feelings of trust and confidence in you as a division supervisor and will increase the amount of respect they have for you.

3. Development of cooperation: Developing cooperation among the members of your division is paramount to effective production. Some supervisors, however, tend to overlook the need for cooperation in two other directions:

- a. Cooperation with management.
- b. Cooperation with supervisors on other ships or in other departments, divisions, or work groups of your ship.

In the course of a routine equipment overhaul, you will often have to deal with numerous people in work centers or units of the repair activity. It is particularly essential, therefore, that you develop a rapport with the management and supervisory personnel of the repair activity.

4. Development of morale: The esprit de corps of a group and their willingness to work toward common goals depend, to a great extent, on your leadership. A group with high morale is a producing group.

5. Training and development of subordinates: A good division supervisor is invariably a good teacher and leader and is a developer of personnel. One of the greatest contributions you can make as a supervisor is the development of your people. You should ensure that at least one trained person is ready to assume responsibility as supervisor if the need were to arise. It is a sign of good leadership when you can take leave and have the division continue to run smoothly. Do not be afraid to teach every phase of your own work to at least one or two subordinates. And since much of your time will involve teaching, you should try to improve your teaching ability.

6. Records and reports: Chapter 2 discussed some of the records and reports with which you will be associated. Keeping records and preparing reports are not tasks that you will always enjoy doing, yet they are a vital part of your work. Make it a point to keep neat, accurate records and get reports out on time. Paperwork may seem to be a waste of time, but in the long run, you will realize how much your success as a division supervisor depends upon your ability to handle paperwork properly.

7. Balanced supervision: Major duties and responsibilities must be balanced. You must pay the proper amount of attention to each phase of your job. Do not emphasize production at the expense of safety or training. Also, do not become so concerned with the human element that production is neglected. Keep up

with paperwork as it occurs; then, you can maintain control of your workday and will never need to neglect your more-active duties to attack a stack of papers. In always attempting to place the proper emphasis on each of your responsibilities, you will be practicing balanced supervision.

RESPONSIBILITY TO USERS

Your responsibility to users is twofold. First, you must ensure that all equipment is ready for maximum use at all times. Second, you and your division personnel should be a source of technical knowledge and training for all users.

Having the most up-to-date combat systems/weapons equipment is of no value to the Navy unless the equipment is operating at peak efficiency at all times. Many initial equipment casualties turn out to be operator errors. An unusually high incidence of operator errors may indicate inadequate training.

The problems associated with inadequate training usually occur because of one or more of the following circumstances:

- A large number of new personnel
- A new system being operated
- The installation of new equipment
- Any operations following an extended in-port period

The effects of the first three of these circumstances may be eliminated with an adequate shipboard training program to supplement formal off-ship team training. Since you have the technical expertise, you should assist in (or provide) the technical training necessary to operate the combat systems/weapons equipment correctly. By doing so, you will simplify both your job and the job of your division personnel.

Problems that result from an extended in-port period are usually caused by forgetfulness. Since this is part of human nature, you cannot correct it; however, if the problem continues, you should make the appropriate

work centers aware of it so they can ensure that it does not happen again.

RESPONSIBILITIES TO UPPER MANAGEMENT

As a combat systems/weapons supervisor, you will find yourself in a middle-management position. You will have more responsibilities and direct input to the upper echelon than you did as a petty officer second class.

One of the supervisor's responsibilities is to support the goals and requirements of upper management (the division officer and the department head). This support may take many forms, such as providing unscheduled corrective maintenance, technical reports, additional manpower for important command functions, operational training in specialized areas, or any one of a dozen other tasks that may be required of your personnel.

On occasion, you may be called upon to solve a difficult problem. If after much brainstorming, you are unable to solve the problem, you should seek assistance from the next senior person in the chain of command. Keeping a problem to yourself when you have run out of ideas will not solve it. Inform your division leading chief petty officer (LCPO) or your division officer of your problem; one of them should be able to assist you.

TRAITS OF A GOOD SUPERVISOR

Good supervisors usually have certain desirable traits. These traits are loyalty, positive thinking, genuine interest in people, initiative, decisiveness, tact and courtesy, fairness, sincerity and integrity, teaching ability, and self-confidence.

Loyalty

One trait that should stand out in every supervisor is loyalty. You must show loyalty to your country, the Navy, your unit, your superiors, and the personnel who work for you. To receive and keep the respect and loyalty of your personnel, you must be loyal yourself.

Positive Thinking

Good leaders will always be positive thinkers. They think in terms of *how* things *can* be done, not *why* they can *not* be done. They maintain an open mind to changes, new ideas, and training opportunities. Positive thinkers look to the future with confidence, and their confidence is contagious. They are enthusiastic about their jobs and the part they play in the Navy. If you want to lead others, start practicing the art of positive thinking today.

Genuine Interest in People

Did you ever meet a really great leader? If so, you probably found that instead of being cold and aloof, the person was a warm, friendly human being who seemed to make you feel important by paying close attention to what you had to say.

One of the first steps you, as a supervisor, should take is to get to know your technicians personally. This not only creates a feeling that you are genuinely interested in them, but it also helps you place the right person in the right job at the right time.

You will appreciate the importance of knowing your technicians personally when the need arises for them to convert from technicians to professional defensive tacticians and fighters. Here, the wrong person in the wrong place could prove disastrous.

However, you must avoid falling into the familiarity trap. Many experienced supervisors will tell you of cases where they were overly friendly with certain personnel. Then, when the time came for discipline or other adverse action, it was very difficult to deal with those personnel.

Initiative

Personnel with initiative are always needed in the naval service. Initiative is evidence of an open and alert mind. Personnel with initiative continually look for better ways to do things; they don't wait for someone else to take action.

To be a good supervisor, you must show initiative. Don't put off until tomorrow what you should do today. If you see an unsafe condition, take action to correct it before an accident occurs. If you see that a new form or procedure would simplify a job, devise the new form or procedure. If you see an inadequacy in yourself, try to overcome it. Weak people lack initiative. Good leaders are characterized by strong initiative.

Decisiveness

Good leaders are able to make decisions. A common complaint heard from subordinates is "You can't get a decision from them."

Most of the decisions that must be made by supervisors in the naval service concern relatively minor actions. Subordinates usually want the supervisor's approval to perform some action that they already know should be done. A prompt go-ahead from the supervisor is all that is needed. In many trivial matters, it makes little difference whether an answer is yes or no; the important thing is to give an answer.

The supervisor who stalls, puts off, evades, or refuses to give a decision is a bottleneck.

Of course, there are times when a decision requires careful consideration of many factors and, therefore, much deliberation. In such cases, you should tell the person when to return for the decision and see to it that you have made the decision.

Tact and Courtesy

Good leaders are habitually tactful and courteous. Whether in the work center or in the office, supervisors can be thoughtful of others without being considered weak.

Tact is saying and doing the right thing at the right time. It is the lubricating oil in human relationships. It is the regard for the feelings of others based on an understanding of human nature—the little considerations that make the job pleasant and smooth.

Courtesy is treating others with respect, as important human beings, not as tools to be used for your convenience. It means following the accepted rules of conduct and being polite. Courtesy is important to the supervisor. One discourteous act, even though unintentional, can make an enemy—and the supervisor cannot afford to have enemies. If you have even one enemy, you have one too many. Remember, courtesy is contagious.

Fairness

Personnel are extremely sensitive to partiality by a supervisor; they may even single out little incidents where there was absolutely no intent to show favoritism. To avoid causing any problems of unfairness, you must think ahead on changes or decisions to be made, work to be assigned, recommendations for promotion, etc. In each instance, you must try to ensure that your actions are both fair and impartial.

Sincerity and Integrity

Sincerity and integrity are extremely important to a supervisor. You should deal with your personnel squarely and honestly at all times to win and hold their respect. Talk to your crew on a one-to-one basis.

Don't be afraid to face the facts and say what you think. You often hear, "Give me the person who looks you straight in the eye and tells the truth every time!" A reputation for being a square shooter is worth every effort on your part.

Consistency and dependability are valuable assets of integrity.

Consistency of thought and action is important if your personnel are going to know where they stand. Being too strict one day and too lax the next day is worse than being consistently strict or consistently lax. Avoid exhibiting inconsistent moods—good one day, bad the next—to your crew. Your crew tends to reflect your attitudes. Exhibit a firm and positive attitude—and be consistent.

Dependability involves consistently meeting obligations promptly. A reputation for being “on time, every time” is worth every effort on your part. Build this reputation early, even before you become a first-line supervisor, and maintain it.

Any violation of dependability or integrity will cast serious doubts upon your ability to act as a responsible supervisor. One violation of integrity may take months (or forever) to rectify.

Teaching Ability

Teaching ability is a vital trait of a good supervisor. A large part of your job will involve instructing personnel in one way or another. Even giving orders is a form of instruction.

You should learn and practice the art of public speaking, the principles of on-the-job instruction, and the techniques of conference leadership. People who cannot stand on their feet before a group and express their ideas should not be supervisors. To be a successful supervisor, you must be able to train and develop others.

Self-Confidence

Good supervisors have a quiet self-confidence (not an arrogant or cocky manner) based on thorough knowledge of the job and belief in their own ability. Confidence begets confidence. It is amazing to see how people will follow those who have confidence in themselves. Mousy, hesitant supervisors who lack self-confidence cannot inspire confidence in others.

On the other hand, beware of arrogance. Some supervisors put on such a front of aggressive confidence to hide their own inferiority feelings that they ridicule the opinions of others, dominate conversations, and are arrogant toward others. Such people are much less effective than they think they are.

Supervisors who have a quiet inner confidence, which is expressed in their confident manner, actions, and words, are respected and followed.

RELATIONSHIPS WITH SUPERIORS

Your bosses are very important to you. In their hands rests much of your success in your job. Whether or not you like them personally, you must cooperate with them if you hope to advance.

Many supervisors rate loyalty at the top of the list of desirable qualities. A loyal supervisor does not criticize the boss to others, even if there is cause for occasional disagreement.

Dependability is another desirable quality your superior looks for in you. He likes to know that when you are given an assignment, you will complete it to the best of your ability and on time. There are few things more annoying to a boss than a subordinate who always has an alibi or who cannot be depended on to do a job.

Do not be a “yes” person; but, on the other hand, do not go to the extreme of being a “no” person. Good bosses want subordinate supervisors who are not afraid to tell them tactfully what they think, even if it means telling them that they are wrong. But they do not like having a subordinate who is against everything and who stubbornly resists every idea.

Tactful Suggestions

Most bosses resent employees who make it a common practice to tell them bluntly what should be done or what should not be done. It is easy to get your ideas across to the boss without incurring resentment; just put them in the form of a question: “What do you think about this idea?” or “Do you think this would work?”

If the boss gives you an assignment that is obviously a mistake, tactfully ask about handling it from another angle. However, if the boss insists on carrying out the order as specified, do not argue.

Work-Center Status

Bosses like to know what is going on in their areas of responsibility, but they do not want to be

bothered with all the petty details. Keep them advised of job status, personnel problems, proposed changes, and other important matters.

If you make a serious mistake, tell your boss about it immediately. Don't wait until the boss discovers the mistake and then you try to defend your actions. And remember, lengthy explanations of your actions are not required.

RELATIONSHIPS WITH FELLOW SUPERVISORS

Friction and jealousy are your prime enemies in establishing cooperation with your fellow supervisors. A good supervisor avoids backstabbing, gossiping, and criticizing fellow supervisors when the competition becomes keen. The main thing to remember is that you cannot rise by putting others down. If you try to do so, your unkind actions will ultimately cause you to fail in your job.

In addition to being cooperative personally, a good supervisor may sometimes have to encourage cooperation on the part of other supervisors. In the long run, the person who is able to foster and maintain harmony in all relationships is the one who will be assigned to the Navy's key jobs.

TEAMWORK WITHIN THE DIVISION

Even in primitive times, people banded together. To have a working team, you should know and appreciate the psychological rewards that a group must provide to hold its members are feelings of security, belonging, being somebody, accomplishment, satisfaction, and pride in the group, as well as receiving recognition from outside the group. All these elements are very important in attaining the goals of the group.

A good leader encourages these feelings, since the stronger are these psychological rewards, the stronger is the group. Some supervisors achieve such an intense feeling of group pride that their personnel actually feel privileged to work in those groups.

The people we supervise are human beings with individual differences. They usually produce only to the extent that they feel like producing, and their will to produce is based primarily on the ability of their supervisors to win their cooperation. Good leadership is reflected in this ability to get cooperation; and cooperation, in turn, is a reflection of the respect the personnel have for their supervisors. Teamwork or cooperation, then, is based on good human relations.

When you walk into any division or office, you can almost feel if the spirit of cooperation is present. If it is there, you can see it in the faces of the people, in the appearance of the workspace, in the reception you receive, and in the way the work is performed.

Poor cooperation and poor management are indicated whenever bickering, jealousy, and friction are present. Low production is the inevitable result. Frequent accidents, indifference, sloppy work, griping, complaints, grievances, criticism of the unit, buck-passing, loafing, many requests for transfer, poor planning, and poor training or indifference to training are danger signals that indicate a lack of cooperation and poor management.

Developing cooperation within your group is largely a matter of adapting your behavior to meet the varying situations you encounter daily—and in going out of your way to show a willingness to cooperate. You cannot simply order cooperation.

Elements in the development of cooperation include adapting to change, correcting mistakes, delegating authority, training personnel, setting an example, giving credit, handling personal problems, and breaking in new personnel. The following subsections briefly describe these factors.

Adapting to Change

Most people resist change. Even when the change is clearly for the better, people sometimes persist in clinging to the old ways. Unless ordered by higher authority, changes must not be too fast. They should be properly timed and, if possible, explained before they are placed in effect. If the explanations are plausible, personnel will be more willing to adapt to change.

Correcting Mistakes

When you think you need to correct a mistake a worker is making, unless safety is involved, make the correction through those who deal directly with the individual. The worker takes orders from an immediate supervisor, and that supervisor may have valid reasons for having the person perform in a certain way.

Delegating Authority

Good supervisors soon learn to delegate work. They develop their subordinates to the point where they can delegate to them all the routine work. Then the supervisors have time to handle personnel problems, study, and do the necessary planning and creative work.

Training Personnel

Train at least one person to handle your position, and do not be afraid that the person you train will surpass you. Supervisors who train and develop subordinates make possible their own advancement, because higher-level managers want good people in every billet.

Good supervisors provide for each person in their unit. They encourage their people to take advantage of educational opportunities. When the group personnel feel that a supervisor is interested in their welfare and that the job offers more than just pay, they develop a strong sense of cooperation and loyalty.

Setting an Example

An important part of your job is to set an example. Supervisors who are enthusiastic about their jobs, who are friendly and good-humored, and who foster harmony among their associates, do much to create a cooperative attitude in their group by their own example.

Giving Credit

Always give credit where credit is due, and never forget to pass on any credit given to you. Good supervisors give full credit to the team. Frequent and sincere praise is a wonderful incentive to individuals and to the group as a whole.

Handling Personal Problems

Personal problems arise almost daily in any group of people. You must tactfully handle each problem. Rumors about any of your personnel, disputes between personnel, family troubles, and similar situations can disrupt the efficiency of the group. Usually, positive action from you is required.

Try to solve problems that arise in your work center or between crewmembers, if solving those problems is within your capability. This does not mean that you should act as a chaplain, a marriage counselor, or a psychiatrist. It does, however, emphasize the need for you to be able to recognize the problematic symptoms that require special help so that you may arrange to have those problems placed in the proper hands as soon as possible.

In each case, first listen and get all the facts. Then tactfully bring about a solution so that all personnel concerned may work in harmony. The best course of action is usually to face problems squarely and honestly, bringing them out into the open on a one-to-one basis and solving them before they become major situations.

Breaking in New Personnel

Breaking in new personnel is a vital facet of your job as a supervisor. Suppose you are in the middle of a rush job. You are behind in your paperwork. You have been called to the phone unceasingly. Nothing has gone right. Then, right in the middle of it all, a new crewmember arrives. The most important thing at the moment is to get this person off to the right start.

Remember, the impressions made during the first days on the new assignment will carry over for a long time to come. The member's future attitude concerning the outfit is being molded, good or bad, during this period.

The following suggestions should assist you in properly handling new members of your crew:

- Put new arrivals at ease. Give them a cordial greeting. Make them feel that you are glad to have them. Be tactful. Get their names correct and remember them.

- Show personal interest. Seek out topics of mutual interest. Ask about their previous work and their families, and ask if they have been properly berthed.

- Give them the right point of view. Let them know you have confidence in them and that you expect and demand good work. Now is the time to build proper attitudes and loyalty.

- Tell them about the work. They are eager to know what they will be doing. Show them how their jobs will fit in with the whole picture and help them feel that their jobs are important.

- Give them essential information. Do not confuse them with endless details. Write down for them some of the essential information, since, at this time, they have so much other new information to remember.

- Introduce the new personnel. Always introduce newcomers to each member of the crew and to any others whom they need to know.

- See them again at the end of the day. Ask them how they are doing and give them a few words of encouragement.

If you cannot personally carry out these suggestions, put new personnel in the hands of a trusted subordinate who is well-qualified to handle the situation. Explain the reason for your unavailability and tell the new arrivals that you will want to talk with them later in the day—and be sure to do it.

PERSONNEL PROBLEMS

Misunderstandings can arise in almost any working situation, such as a complaint in good faith, a disagreement between crewmembers, or disobedience. These are problems that you must face and attempt to solve as expeditiously as possible.

Whenever you have a problem to solve, you should use a logical, proven method to guide you to a solution. Problem solving is primarily a method of thinking based on scientific procedures. This section shows you how to use a scientific approach to solve a problem.

One of the most important steps in learning to use a scientific approach is accepting the need for a logical, orderly procedure for evaluating a problem. An excellent procedure is the *six-column approach*. Over the years, this method has given excellent results.

In the six-column approach, the column titles represent the phases and sequence of the problem-solving process: (1) facts, (2) problem, (3) possible actions, (4) consequences of possible actions, (5) accepted courses of action, and (6) cause of the problem.

A shallow look at the system may lead you to think that the process is fine, as long as time is not an important element. You may think you won't often have enough time to use it. A deeper look, however, will show you that this process, properly learned and properly used, applies to any problem, regardless of the time element. You must then realize that time is relative. Extra time spent at the beginning saves time later on.

By using a scientific approach, you will make better use of whatever time you have available to solve the problem. Some problems require lengthy consideration. Others, however, may require only a few seconds to determine the facts, identify the problem, consider a course of action, and act. After you have used the process several times, it should become automatic whenever you encounter a problem.

Now place yourself in the hypothetical situation of being the leader of a group of problem solvers as

you study the six basic steps in problem solving, using the six-column approach.

Step 1—Facts

Determine the facts. All good objective reasoning is based on facts, things, or events that have actually occurred. People often interject assumptions that are subjective and have not occurred. Insist that your group deal only with the facts as outlined in each problem; or, if an assumption is accepted, ensure that it is identified as an assumption, not as a fact.

Delay discussion of any facet of the problem until you are sure you have obtained all pertinent facts. After the group has discussed the problem and agreed on the facts, list the facts under column 1.

Step 2—Problem

Define the problem. In any human relations incident or any other problem, there are usually two elements or problems—the apparent and the underlying. You will notice this when your group tries to define the problem. Most people can easily see the immediate problem: the equipment does not work, someone is in trouble, relationships are poor between people, etc.

The person must face all these problems. A person can often define the immediate (apparent) problem, but usually he must be trained to define the underlying difficulty. A statement defining the problem should be written out; an oral statement is not enough. The group should analyze the written definition critically and come to an agreement concerning it. Only then is the group equipped to explore the best possible course of action. Enter the result in column 2.

Step 3—Possible Actions

Determine possible solutions. Most problems have many possible courses of action to achieve solutions. Before you decide on any single course of action, try to determine all the courses of action. In handling technical or human-relations problems, you may find

that there are many alternative solutions. In this phase, you are not evaluating the course of action; you are merely listing the alternatives. Enter the possible courses of action under column 3.

(Step 4 determines, to a large degree, which of the courses of action from column 3 you may effectively use in solving the problem.)

Step 4—Consequences of Possible Actions

Determine the consequences, if any, of possible actions. No leader worthy of the name leaps to the solution of a problem without considering the consequences of all proposed courses of action. “What will occur if I do this instead of that?” You, as a military leader, are responsible for the action you take. Therefore, you must be completely aware of the consequences of each decision you make. Consider the relative importance of each course of action. Enter the result in column 4.

(Since step 5 involves the use of manpower and/or materials, you must consider this step carefully to obtain the most economical result. This phase of the problem requires much discussion and thought.)

Step 5—Accepted Courses of Action

Determine the accepted courses of action. One (or a combination) of the possible actions will be chosen as the solution to the problem. Do not think that you need unanimous agreement to achieve a solution.

Usually, you should give serious consideration to the opinion of the majority; however, the final decision is your responsibility as leader, based on your personal evaluation of the facts and recommendations submitted. Enter the result in column 5.

Step 6—Cause of the Problem

Identify the cause of the problem. Hypothetically, you have now solved the immediate problem; it no longer exists. What is left for you to do? You should ask, “What caused this problem to occur?” By asking

this question, you have begun to think in terms of preventing the problem from reoccurring, if possible.

You should give considerable time and discussion to this phase. To be a good leader, you must develop insight to determine the basic causes of problems. Good thinking in this area can help the organization to function smoothly. The goal is to prevent problems from occurring, rather than solving them after they occur. Remember, if you don't make a concerted effort to prevent problems, you will have to make a concerted effort to solve them.

DISCIPLINE

Good human relations between supervisors and their work force are easy to spot. The upbeat, enthusiastic atmosphere in the work center indicates that supervisors appreciate and understand the workers; they have their workers' interests and welfare at heart, and they respect their workers' opinions, knowledge, and skills.

Human relations factors that lead to positive discipline include

- understanding and practicing the principles, standards, rules, and regulations necessary to good conduct;
- knowing their personnel as individuals and treating them fairly and impartially;
- developing the feeling of belonging and security within the group;
- getting information to the group through proper channels and promptly eliminating rumors;
- using authority sparingly and always without displaying it;
- delegating authority to the lowest echelon possible;

never making issues of minor infractions or personal issues of disciplinary matters;

- displaying confidence in the group, rather than suspicion of it (workers are reluctant to betray expressed confidence);
- training the group technically;
- looking after the mental and physical welfare of the group;
- trying to avoid errors, but showing willingness to admit errors when they are made;
- developing loyalty in the group and of the group; and
- knowing that because of individual differences, discipline cannot be a completely routine matter.

Some of the principal causes of misconduct are discontent, idleness, lack of interest in the job, misunderstanding of regulations, resentment, and emotional strain. The wise supervisor avoids the necessity for formal discipline by removing as many of these causes as possible.

One of the major problems you may encounter as a supervisor is maintaining discipline in your crew. Discipline can be both positive and negative, and includes giving orders and reprimanding subordinates for misconduct.

Determining Positive and Negative Discipline

Discipline can be both positive and negative. It is much more than reprisal for wrongdoing. Actually, it may also exist where no disciplinary actions ever have to be taken. Most people realize they cannot get along without self-discipline and that no organization can function and no progress can be made unless individuals conform to what is best for the whole group. The supervisor who can build the spirit of coopera-

tion, which is the basis for true discipline, has few discipline problems.

The following paragraphs differentiate between positive discipline and negative discipline:

● *Positive discipline* is the force that originates within individuals that prompts them to obey rules and regulations. People in a Navy organization do what is right because they do not want to hurt the group as a whole and because they believe that by following the accepted rules, they will help the group achieve its objectives. This is called *esprit de corps*. The supervisor who builds *esprit de corps* has little need to resort to negative discipline. Discipline and high morale go hand in hand. Positive discipline is closely tied to the admiration and respect personnel have for their supervisor. This, in turn, is based on good human relations.

● *Negative discipline* is fear based on the threat of punishment. It originates from without. If you subject people to negative discipline, they will do only enough to get by when you are watching. Then, when you leave for a few minutes, discipline also leaves. Their only motivation for working is fear of reprisal.

Giving Orders

A good supervisor gives much thought to the *art* of giving orders. Properly giving orders really is an art that you must practice. Proficiency in giving orders will reap many benefits. Since most disciplinary problems are the result of personnel not carrying out orders, this subject cannot be overemphasized. There are three basic types of orders: (1) direct command, (2) request, and (3) suggestion.

You should always consider (1) the situation under which you will give the order, and (2) the personnel who will carry out the order. The following subsections discuss the three types of orders, based on each of these two considerations.

SITUATION.— The situation may involve a direct command, a request, or a suggestion.

● Direct command: In a military formation, the direct command, or formal type of order, is always used. It is also used when there is immediate danger, fire, accident, disobedience of safety rules, etc.

● Request: The request is the best type of order to give for daily routine work. It is used for most orders given by good supervisors.

● Suggestion: The suggestion is excellent when you wish personnel to proceed on their own when you do not know exactly how the job should be done. It is also excellent for building initiative. Suggestions build morale and show your personnel that you have confidence in them. However, it is not clear-cut, and you certainly will have no recourse if the job is not done properly.

PERSONNEL.— The personnel involved in receiving orders may respond to a direct command, a request, or a suggestion.

● Direct command: The direct command is normally used to direct careless, lazy, insubordinate, or insensitive personnel. Except in unusual situations, the direct command is normally reserved for those who must be spoken to in a firm and positive manner.

● Request: The request is, by far, the best type of order to use with most personnel. To them, a simple request in the form of a question has the full effect of a direct order. Moreover, the request fosters a feeling of cooperative effort and teamwork.

● Suggestion: The suggestion is excellent for those to whom a suggestion is sufficient. It stimulates people to show what can be done. People with real initiative like to work on their own. In dealing with sensitive, highly intelligent personnel, a mere hint that something is desired should be enough to get a project started. Toss this person an idea by saying something like, "Petty Officer Jones, I wonder if it would be a good idea to do this?" or "Seaman Smith, do you have any ideas on how this can be done?" This makes the individual a key person in the project and provides a feeling of importance. It also shows that you have

confidence in that person and provides excellent training.

Although the situation and the individual are the prime considerations in giving orders, the attitude and the tone of voice in which they are given are also very important. Whenever you give orders, apply the five Cs: clearly, completely, concisely, confidently, and correctly. Also, avoid orders that are unnecessary.

Reprimanding

When one of your subordinates disobeys or fails to carry out an order, you must take action. You would be remiss in your duties as a supervisor if you did not. The most common type of discipline is the simple reprimand.

The reprimand must be fitted to both the person and the situation. A sensitive person might be crushed by the slightest hint of something wrong, while an insensitive person could easily deal with a severe rebuke. The reprimand should be a calm, constructive action, not destructive. You are interested in the underlying causes, not in getting even with the person.

Failure to act when a reprimand is due is a sign of poor supervision. No one likes a supervisor who is too lenient or who is ingratiating. If one person gets by with doing something wrong, the supervisor may lose control. On the other hand, issuing too many reprimands is just as bad.

A good supervisor knows how to draw a fine line between harshness and leniency. A person with a keen understanding of human nature should be able to discern this line. Be sure to practice the three F's of discipline: fairness, firmness, and friendliness.

The following list gives recommended suggestions for administering reprimands:

- Get all the facts.
- Never reprimand a person in front of others

- Put the person at ease, Find a word of praise first, if appropriate, to take out the sting.
- Never use sarcasm, anger, profanity, or abuse.
- Fit the reprimand to the individual.
- Present the facts, (Have all the facts at hand; the person may attempt to deny the charge.)
- Ask the person why there was an error.
- Try to get the person to admit the mistake.
- Never threaten; this person knows how far you can go.
- Once the wrong is admitted, the reprimand is over.
- Leave on a friendly note, and let the person know the incident is closed. Never nag.
- Follow up later with a casual and friendly contact at the work center.

To test the effectiveness of your reprimand, ask yourself "Did it build morale?" Remember, you must get along with this person in the future; you must keep this person as a working, producing individual; and you must be able to get along with your own conscience. You do not have to be soft, but remember that there is a great deal of difference between dignity and arrogance.

COMMUNICATIONS

The art of good communications is vital to your success as a supervisor. Communications may be broken down into two broad categories: internal and external.

Internal Communications

To achieve good internal communications, keep your personnel informed. They should know the reasons

behind any changes that affect them. If security prevents you from giving reasons, let them know that security is the reason. They will understand.

Communications is a two-way street. You, as the supervisor, need feedback from your crew on everything that is happening so you can make decisions and formulate plans. Be open and free in communicating with your people and encourage them to discuss their feelings and opinions.

Good internal communications also means each person is talking to every other person. Work centers and work groups should communicate freely with each other to develop harmonious relations. Investigate any breakdown in communications and try to correct the problem immediately.

External Communications

Without proper external communications, you will not be able to coordinate complex jobs involving a number of work centers and/or divisions. You must develop good lines and methods of communications external to your work center. Running systems tests may involve several work centers aboard ship and, in some cases, other ships or activities. Unless you can effectively communicate your requirements to each work center, you will be unable to successfully complete the systems tests.

Much of your external communications will be in correspondence. The correspondence will be of little value unless you have an effective method of keeping track of the information and ensuring that it gets to the ultimate users. You should develop controls to ensure that information gets to the people who will benefit the most from it. If you do this, you, the supervisor, will be the winner.

ASSETS

Effective supervisors make the best use of their assets, both personnel and material. To do this, you must thoroughly understand the limitations and capabilities of your personnel and know if there are any major deficiencies in your material assets.

Personnel Assets

Personnel assets are the most complex to manage, as well as the most flexible to use. Combat systems/ weapons personnel are responsible for maintaining a variety of electronic and digital equipments and systems. Because the equipments and systems maintained by electronics personnel are very complex, long periods of training are required to qualify personnel for the maintenance role.

Personnel graduating from formal schools are assigned Navy enlisted classification codes (NECs). There are many different NECs assigned to the FC rating; your division will normally have several of these NEC requirements. At the present time, almost all FCs are assigned by the Bureau of Naval Personnel (BU-PERS) according to the requirements of the NECs.

Division personnel are the keys to your success as the division supervisor. Without their continuing loyalty to you and their willingness to follow in the direction that you lead, you will be unable to effectively achieve the required results. You may be a good technician, but you cannot do everything yourself.

Material Assets

Material assets are all parts, tools, test equipment, and workspaces that you need to perform the division's maintenance role. A deficiency in any one area makes it difficult to perform your job in the most efficient manner. By carefully surveying your division and identifying its shortcomings, you can take corrective action and improve the conditions under which your personnel will be working.

MATERIAL AVAILABILITY.— Material availability determines how long it takes to complete a maintenance action. A spare part for a particular piece of equipment could require from 6 months to over a year to acquire from a vendor who has to produce it on a special order. There is little the supervisor can do about this situation. There are many other situations, however, in which the supervisor can play a controlling role.

As a supervisor, you will control (1) tools, (2) test equipment, (3) consumables, (4) safety equipment, and (5) other materials specific to your work center. Therefore, you must respect your personnel by having the correct material available for them to perform their preventive and corrective maintenance without delays caused by lack of material.

MATERIAL CONTROL.— The most effective way to control material assets is to maintain accountability. Mass issuing of tools to all work-center personnel represents a major expense, and it usually means the tools will not be available when needed.

Loaning test equipment items to every work center that wants to borrow them may mean that the equipment will not be in the correct spaces when you need it. As the supervisor, you should always be willing to help others, but you must have a system to keep track of material assets.

You may make a simple equipment checkout log containing item description, serial number, work center, name of the person to whom the item is checked out, date loaned out, date returned, and space for the lender's initials. Logging this information will allow you to track tools borrowed and returned. However, this accountability system works only if everyone uses it.

Tools are government property and, as such, are accountable items. Thousands of dollars are needlessly spent on tools each year because tools are misplaced or are carelessly left lying around to be lost or stolen.

Space Assets

Sometimes it seems as if combat systems/weapons spaces are designed by people who will never have to use them for maintenance. Ashore, the facilities are normally adequate to provide proper maintenance. Aboard ship, however, there is little space that is not dedicated to some vital function.

As a supervisor, you may feel there is little you can do about the inadequacies of your division spaces. Sometimes this may be true; but, in most cases, if you analyze the situation carefully, you can usually devise

better methods of arranging the workspace. This, in turn, should result in more-efficient working conditions.

Consider each area on a case-by-case basis. Brackets, stowage bins, book shelves, and collapsible workbenches may be installed in an amazing number of places that previously may have been overlooked. Involve all your people in the planning.

If you are fortunate enough to be involved in the planning stages of a division maintenance area, you should consider the following items:

- Is adequate lighting available?
- Are adequate 60-Hz and 400-Hz (if applicable) power receptacles available?
- Is the layout of the work center the most effective use of the space?
- Are special safety devices or safety precautions needed in the work center?
- Is the parts storage area centrally located to all workstations?

These are just a few of the questions that you should ask. The only limits to how well a space can meet your needs are the space available and your ingenuity and imagination. If space is available, you should be able to develop the plans for an efficient work area.

TRAINING

Training for personnel may be either formal or informal, either off site or on site. As a supervisor, you will spend a good part of your time training your work force or arranging for training. Much of this training is informal, such as showing a new technician how to align or adjust a radar repeater or how to use a technical manual.

A good training program is balanced. The better trained your work force is, the more readily your division can perform the required maintenance with which it is tasked.

OFF-SITE TRAINING

Formal off-site training is composed of factory schools, class A and C schools, and fleet classes.

● Factory schools are held by various vendors or contractors. They are the costliest form of training available. In addition to travel funds, full or partial per diem usually must be funded by the type commander (TYCOM). These schools are often the only source of training available for new types of equipment being installed on new or modernized vessels.

● Navy class A and C schools are designated class A or class C to identify the level and type of training offered. Class A schools offer the basic technical knowledges and skills required to prepare personnel for job-entry-level performance and further specialized training. Class C schools offer the advanced knowledge, skills, and techniques required to perform a particular job in a billet. To send your personnel to these schools, you must obtain training quotas. Your educational services office (ESO) can assist you in obtaining training quotas.

● Other formal classes are available from fleet technical support centers (FTSCs). The classes offered cover a wide range of equipment in use in the fleet and some of the basic skills required to maintain this equipment. FTSCs announce scheduled classes via messages to all local units on a monthly or quarterly basis, depending on the location of the FTSC.

In addition, the *Catalog of Navy Training Courses (CANTMC)*, NAVEDTRA 10500, lists all formal courses of instruction offered to naval personnel. It contains the following information on each of the courses listed: location, length, class of school (A or C), convening frequency, purpose, scope, prerequisites, quota control, and reporting designation. This publication is an invaluable aid for supervisors as they plan off-site training. It is normally located in the ESO.

ON-SITE TRAINING

On-site training (shipboard) is necessary throughout the naval establishment. Technicians reporting to their first duty station from a C school have much to learn

about their particular work-center or work-group operation and system configurations. The courses of instruction that FCs attend usually provide only the fundamental theory and skills required to perform the minimum maintenance on electronic and digital equipments. Most C schools do not have the manpower or equipment available for the students to perform all the maintenance tasks they will ultimately be required to do.

Most of the hands-on training that FCs receive is at their first duty stations. As a supervisor, you will be responsible for providing the extra training the new FC will require to become a competent, technically skilled technician.

You can do this by combining the following training methods:

● On-the-job training: On-the-job training is one of the most widely used and easiest ways of providing training.

● Personnel qualification standards: The personnel qualification standards program is designed to develop a person's ability to stand a watch or maintain a piece of equipment.

● Formal shipboard training: Formal shipboard training is the best way to train large groups of people, but it requires more effort and preparation than most other methods.

On-the-Job Training

On-the-job training (OJT) is, by far, the simplest and easiest way to train. It can be used almost anytime that you, the supervisor, desires. In fact, you perform OJT many times a day without ever thinking about it. Showing a new FC how to perform radio frequency (RF) transmitter alignment, how to perform RF power measurements, and how to perform a receiver sensitivity check are all examples of OJT.

When used wisely, OJT allows new FCs to gain hands-on experience under operational conditions that normally cannot be acquired at a formal school. By emphasizing OJT, you will be able to increase the technical competence of your new personnel in a shorter

period of time. Although you can use OJT informally, you should also schedule it as part of your work center's in-rate training program.

Personnel Qualification Standards

The Navy's Personnel Qualification standards (PQS) program is part of training and qualifying new personnel. It is also used to cross-train and requalify experienced personnel. The concept of standards for personnel qualification is not new in the Navy. For many years, various forms of qualification standards have been in use.

Observing the performance of new technicians in a division routine helps the supervisor decide when the technicians are ready to stand a watch or work on equipment alone. PQSs are very beneficial and are required in a well-managed training program.

The success of the PQS program in your division or work center depends on you, by your taking the following five steps:

1. Maintain an adequate PQS reference library of technical, procedural, and rate training manuals.
2. Manage effectively the overall division work-center training program.
3. Have a program to prepare work-group supervisors as PQS qualifiers. Supervise and assist designated PQS qualifiers.
4. Have realistic individual qualification goals and time limits.
5. Monitor individual qualification progress.

Formal Shipboard Training

The most difficult training to perform is that aboard ship or in a busy maintenance shop. There are many variables to consider when you attempt formal training aboard ship. First, consider the preparation required for presenting a formal class.

You should consider the following four factors when you are preparing for a formal training session:

1. Class lesson plans: Are adequate up-to-date lesson plans or instructor's guides available? If lesson plans (LPs) or instructor guides (IGs) are available, you should carefully screen them to ensure that they contain the topics you want to present and all of the points you want to emphasize-the need-to-know material. If LPs or IGs are not available or are inadequate for your needs, prepare new ones. Whenever you start to prepare an LP or an IG, you should remember one important point: Instructors are the experts; they should be fully knowledgeable in the subject area. If you are hazy on some areas, get out the books and refresh your memory. Instructors who have not adequately prepared lose their credibility when they falter or hesitate while covering a subject. Figure 3-1 shows an example of a lesson plan outline.

2. Class schedule: Can the presentation be scheduled at a time that will give maximum attendance? Schedule formal class presentations as early in the day as possible when people are rested and are ready to start the day. They are most likely at that time to be in a more-receptive mood than after they have already worked a full day and are waiting for liberty call. There are always interruptions to class schedules. By planning in advance and ensuring that all persons attending are aware of the schedule, you can minimize the effects of outside events. Keep your training sessions short and schedule them over a number of days. Trying to cover too much material in 1 day may produce poor results due to interruptions because of ship evolutions, loss of interest because of the length of the class, or the technical nature of material covered.

3. Class location: Is there a suitable location for the training session? This is often a problem on small ships since space is at a premium. At a shore station, training rooms are usually available. An adequate space for a classroom should be as comfortable as possible, well-lighted, arranged so the entire class can see the instructor and vice versa, free from outside noise, capable of seating the class personnel, and adequately equipped with the necessary training devices.

4. **Class achievement:** How can you measure class achievement? Written tests and performance tests are the two primary methods of measurement. These tests give you, the instructor, an idea of how well you presented the material. Prepare your written tests before class, using the IG as a source topic to test. Include only questions that are based on the need- to-know information that you presented during the lecture or demonstration. Prepare your performance tests in the same way

as you do written tests. Require each student to perform the procedure while another student assists. If necessary, you can prepare job sheets to help the students in a particularly complex procedure. Also, two students may take turns performing the same procedure as you observe and grade their performances. Wherever a hazardous condition may exist, always emphasize safety precautions on the job sheet.

PART OF LESSON PLAN	INSTRUCTOR'S ACTION FOR LESSON PLAN
TITLE	Write the title and the lesson number.
OBJECTIVES	List the learning objectives, making them realistic.
MATERIALS (1) Training Aids (2) References	(1) List the training aids. (2) List the sources from which this material was obtained.
INTRODUCTION	Introduce the lesson and create interest in it by possibly relating a short story to catch the trainees' interest. (The related story should key up the importance of knowing the lesson.)
PRESENTATION	Place the vital information to be taught in this portion of the lesson plan in outline form. Outline it to provide a coordinated flow of information.
APPLICATION	Prepare a list of questions in advance to see if the trainees have absorbed the presented material. (Include the answers to the questions for reference.)
SUMMARY	Review the vital elements of the presentation,
TEST	Administer a small quiz, if desired.
ASSIGNMENT	Give an assignment to reinforce the lesson, if desired.

Figure 3-1.-Example of a lesson plan outline.

Training Presentation

The training presentation is the culmination of your effort and preparation. For the training to be effective, you must present the prepared material in an effective manner. All the effort you put into preparing for the training session may be negated if you do not give an effective presentation.

The following list gives some of the pitfalls you should avoid when giving a formal presentation:

- NEVER talk in a monotone voice. It will put your class to sleep.
- NEVER jingle coins or keys in your pocket. It will divert the attention of the class from the topic you are discussing because they are distracted by what you are doing. If you have the habit of jingling coins or keys, remove them from your pockets before you begin the training session.

- NEVER talk during a loud burst of background noise. Your class will not be able to hear you.
- NEVER use distracting mannerisms, such as tugging your ear or playing with a ruler or a pen. The class will pay more attention to what you are doing than to what you are saying.
- NEVER “talk down” to the class. It will cause animosity toward you, and you will lose the attention and interest of the class.
- NEVER lose control of the class. They will be distracted and will not learn.

Keep your presentation interesting, accurate, and to the point. Toss in a comment on personal experience when you want to emphasize a certain point, or ask questions if you are losing the interest of the class or of an individual. The object is to keep your class working and receptive to the information you are presenting.

Training Topics

A wide variety of topics are appropriate to a combat systems/weapons division. In addition to combat systems/weapons, you should have lesson plans and training for other topics, such as safety, use of test equipment, electronics casualty control, general military subjects, and basic electronics.

Chapter 1 discussed four standards that you can use as a basis for your training program: (1) naval standards, (2) occupational standards, (3) personnel qualification standards, and (4) equipment standards.

- Use the applicable *naval and occupational standards* to tailor your training program to cover the professional and technical requirements of your personnel.

- Use the applicable *equipment standards* when you train personnel on new equipment or equipment with which they may not be familiar. Stress the impor-

tance of equipment standards to personnel before they begin maintenance on equipment to emphasize the importance and quality of the equipment performance.

Training Publications

The training chapter of *Standard Organization and Regulations of the U.S. Navy*, OPNAVINST 3120.32, discusses the quarterly forecast, weekly schedules, and various personal and group training records that must be kept.

The *Catalog of Nonresident Training Courses*, NAVEDTRA 12061, lists training manuals and correspondence courses. The *Personnel Qualification Standards Catalog*, NAVEDTRA 43100-5, contains an alphabetical listing of PQS packages.

Some other sources of information are

- TYCOM directives and work-center directives;
- *Manual of Navy Enlisted Manpower and Personnel Classification and Occupational Standards*, NAVPERS 18068; and
- *Catalog of Navy Training Courses (CANTRAC)*, NAVEDTRA 10500.

TRAINING SCHEDULES AND RECORDS

The scheduling of shipboard training requires the careful attention of the training officer, the department heads, and the division officers to minimize conflict with the activities of the ship and to ensure that the time allotted to training is used to the best advantage. The only justification for a record of training is that it provides continuity to the training program by indicating what training has been done.

When developing a training schedule, you must consider the ship's operating schedule and yard overhaul periods assigned by the TYCOM. A yard overhaul takes place approximately every 3 years. See figure 3-2.

A TYPICAL TRAINING CYCLE

Shipyard Overhaul Period (Availability)	Months out of Shipyard
Preparation for Refresher Training; Calibration and Alignment of Equipment; RFS; ISE; Commence	
Refresher Training	1 (Jul)
Refresher Training; ORI	2 (Aug)
25-Knot Economy Trial }	3 (Sep)
Commence Competitive Year }	
	4 (Oct)
	5 (Nov)
	6 (Dec)
	7 (Jan)
	8 (Feb)
Administrative Inspection	9 (Mar)
Full Power Trial	10 (Apr)
	11 (May)
Complete Competitive Year	12 (Jun)
Economy Trial }	13
Commence Competitive Year }	
Operational Readiness Inspection	14
	15
	16
	17
Economy Trial	18
	19
Material Inspection (INSERV)	20
Administrative Inspection	21
	22
Full Power Trial; Prepare for	
Shipyard Overhaul	23
Complete Competitive Year	24
Shipyard Overhaul	

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Figure 3-2.-Example of a ship's training cycle adjusted to yard overhaul periods.

Long-Range Training Schedule

The ship's training cycle is tied closely to the periods of time between overhauls. The long-range training plan, prepared by the training board, is the basic instrument for planning and carrying out the ship's training requirements.

The long-range plan contains only information of major importance needed to ensure that the overall coordination and planning of the training effort are effective. It is not concerned with minor details of the ship's training schedule.

In effect, the plan outlines the periods of time that are to be considered as all-hands evolutions, during which little personal training may be scheduled. These events include major inspection, trial, and maintenance periods; competitive exercises; off-ship team training; general quarters, general drills; etc. This plan becomes the framework for preparing the more detailed quarterly forecast of all-hands evolutions and the weekly training schedules.

Quarterly Forecast of All-Hands Evolutions

Based on the long-range training schedule and general policy guidance from the commanding officer, the training officer prepares a quarterly forecast, or estimate, of the number of normal working hours required to carry out evolutions involving all hands. On the basis of that estimate, the training officer also forecasts the number of hours that are available for individual division activities.

When the ship's employment schedule is reasonably firm, the training officer prepares the quarterly forecast simultaneously with the long-range training schedule. At other times, the training officer can forecast only as far ahead as reliable estimates can be made, perhaps monthly or biweekly.

The analysis is based on a normal work week of 35 hours per person, 7 hours per day for 5 days. Obviously, shipboard personnel work many more hours a week than 35. Watch standing, equipment repairs, general

quarters, off-duty studies, etc., take up much time beyond the usual work week. The quarterly forecast of all-hands evolutions, however, must be based on the realistic assumption that most training takes place during normal working hours.

In preparing the forecast, the training officer indicates the total number of crew-hours that must be reserved for each all-hands evolution. Thus, during a week in which type training is to be conducted, 31 hours may be reserved for one all-hands evolution and 2 hours for another evolution. After the training officer has completed the calculations, there may be 10 crew-hours reserved for training. On the basis of this computation, the training officer may then inform all division officers of the number of hours available for division activities (35 hrs -10 hrs = 25 hrs).

Division Quarterly Forecast of Activity

As a leading FC, you will generally be called upon to assist the division officer with the division quarterly forecast, at least the portion concerning FC personnel. The division officer may prepare a quarterly forecast to show how the time available for division activities is to be divided among watch standing, lessons, drills, and routine operations.

This forecast is optional because small divisions, such as those on a destroyer, receive little benefit from its use. It is most helpful in the control of large groups of personnel participating in diversified activities.

The forecast is simply a weekly breakdown of total hours available during the quarter. First, the hours needed for watch standing are subtracted from the total. The remaining hours are divided according to the existing situation. Some routine maintenance, for instance, may have been included because of operational commitments, quality monitoring, or inoperative equipment. If so, the training cycle maybe adjusted to absorb the extra time.

A good rule of thumb, however, is a 50-50 approach to training versus maintenance, unless equipment becomes inoperable or an operational emergency arises.

Quarterly Training Schedule

Preparing a quarterly schedule requires careful planning and imagination to ensure completion of individual and team training. The division officer is responsible for maintaining this schedule, and it is generally posted in an area where all FC rates have access.

The leading petty officers generally meet with the division officer to plan the quarterly training schedule, depending on the ship's operating schedule, the quarterly forecast of all-hands evolutions, and the administrative and maintenance needs of the division.

Most of the schedule is devoted to specific subjects that are to be taught during indicated weekly periods. A certain amount of instruction should take place during every watch, but a definite schedule ensures that each of the ship's FCs drill and exercise at least once per quarter, operational conditions permitting.

Weekly Training Schedule

Training petty officers should, at the end of each week, consult the quarterly training schedule and prepare a training program for the following week. The weekly schedule should include pertinent information on the long-range training schedule and on training items allocated for that week from the quarterly training schedule. Any remaining training time may be used as a pickup of any lessons, drills, exercises, etc., that may have been missed the previous week because of unforeseen circumstances.

After completing the weekly training schedule, the training petty officers should forward it to the division officer via the leading FC for approval and incorporation into the division officer's weekly division training schedule.

When space permits, the weekly schedule may include the names of instructors and locations and times of lectures and films. Additionally, any major maintenance activity, test, or inspection may be included in the weekly training schedule, which may then serve as a plan of the week.

The weekly schedule should provide three categories of training: (1) all-hands, (2) military, and (3) professional.

- *All-hands training* is best typified by the onboard know-your-ship requirements. These requirements generally apply to all newly reported personnel, regardless of rate or rating.

- *Military training* applies to the mandatory naval standards for all hands, according to paygrade.

- *Professional training* applies to personnel in a specific rating group, by paygrade.

Training Records

The responsible LCPOs should know at all times how much training has been completed and how much remains to be accomplished. Numerous records of individual training must be maintained to keep this information current.

To standardize record keeping, the Chief of Naval Operations (CNO) has developed four forms, one of which should be suitable for any record or schedule needed in the training program. One of the forms is the Weekly Training Schedule (OPNAV 3120/32).

The remaining forms are General Record, Type I (OPNAV 1500/30); General Record, Type II (OPNAV 1500/31); and General Record, Type III (OPNAV 1500/32). The main difference in these three forms is a flexible columnar arrangement that permits any one of them to be used for several records.

- Type I is useful in preparing the long-range training schedule, the quarterly forecast of all-hands evolutions, and the division quarterly forecast of activity.

- Type II maybe used to maintain both enlisted and officer records of training. Its broad column on the left of the sheet permits relatively lengthy entries, such as names, functions, or training requirements. The other columns are headed by individual blanks.

● Type III is resewed for scheduling instructional periods. The reverse side is a calendar with a space for each day of the year. Planned instructional periods are usually noted in pencil. Because of space limitations,

the entries are coded or abbreviated. When a planned training period has taken place, the appropriate entry is made.

RECOMMENDED READING LIST

NOTE: Although the following reference was current when this TRAMAN was published, its continued currency cannot be assured. Therefore, you need to ensure that you are studying the latest revision.

Standard Organization and Regulations of the U.S. Navy, OPNAVINST 3120.32, Chief of Naval Operations, Washington, DC, 1994.

