



NAVY LEAGUE  **LIGUE NAVALE**
A New Wave Of Adventure! *Une mer d'aventure!*

NAVY LEAGUE CADET OFFICER TRAINING

Lieutenant Qualification

**Module 30 - INSTRUCTIONAL
TECHNIQUE**

INTRODUCTION

At your present rank, you are probably the Training Officer and/or the Executive Officer of your corps. In these capacities, you will need to deal with officers and cadets on a daily basis. By having the knowledge and ability to notice shortfalls in your corps officers, and being able to communicate proper constructive criticism, the corps will benefit in the day to day operations.

PREREQUISITE

Midshipman Qualification Course
Acting Sub-lieutenant Qualification Course
Sub-lieutenant Qualification Course

LEARNING ACTIVITIES

Study printed material
Attend Officers Rank Qualification Course
Self-help test

RESOURCES

Module
Instructor
Self-help test

MARKING A MUTUAL

When you put an instructor in a classroom setting, as a Training Officer (TrgO), Executive Officer (XO) or Commanding Officer (CO), you must feel comfortable with your decision. One method of ensuring an instructor is capable is to do mutuals. These can be done in several ways.

1) CLASSROOM VISITS

Part of the TrgO's responsibility is to place capable persons in classes as instructors. The TrgO is directly responsible to the CO for the training of ship's company. If you are unsure an instructor is capable, visit the class s/he is teaching.

- a) Sit at the rear of the classroom and observe. Do not interfere or take over, even when there seems to be errors in his/her technique. Assist only when called upon.
- b) Ensure you visually check the instructor's lesson plan to make sure it will work for the subject.
- c) Mark your mutual form without disturbing the instructor. Your presence will make the instructor nervous. Think back to your driver's test and how nervous you were when the examiner kept marking a piece of paper beside you.
- d) Have a private meeting with the instructor to discuss his/her performance in class. Compliment on strengths, refrain from sarcastic criticism, and point out areas for growth. Give constructive criticism and assist in correction.

2) FORMAL MUTUAL EXAMINATIONS

- a) Set up an Officer Training Seminar at your corps level.
- b) Inform all to be tested in advance of mutual test. Pass out lesson plan and information as to length of time given for test taking. Assign subjects that are relevant.
- c) On day of test, place candidates at ease by explaining why they are being tested.
- d) Show interest in mutual lecture. Mark your sheet after. Eye contact will show interest.
- e) Talk to instructor about strengths and weaknesses. Have lesson plan handed in to ensure candidate (instructor) was prepared.
- f) Correct mistakes in instructional technique class with all instructors.

Videos can be made, but they have a habit of making the person doing mutuals uncomfortable. You also lose the personal relationship between instructor and student.

CLASSROOM SET UP

- 1) CLASSROOM
 - a) Use your class to your advantage.
 - b) Ensure everyone can see. Use a hollow square, semi-circle, etc.
 - c) Keep number of students manageable.
 - d) If using a chalkboard, stand to side so all can read. For lectures or demonstrations, stand in middle of group to give all a good view.
 - e) Allow students room to be comfortable, do not crowd.
 - f) For testing or exams, use separate desks and/or space students further apart if possible.
 - g) Place training aids within easy reach and keep lesson plan with you.

- 2) THE DECK CLASS
 - a) Place students in a position so that all can see. A hollow square works best.
 - b) Stand so all students can see your movements. A friendly reminder that they are seeing the movement in reverse sometimes helps.
 - c) Make sure all can see.

INSTRUCTIONAL TECHNIQUES - PRINCIPLES OF INSTRUCTION

- 1) PROPER LEVEL AND SPEED
 - a) Student background must be known
 - b) "Placement" testing & questioning - known to unknown
 - c) Progress from easy to difficult, simple to complex
 - d) Dish out digestible portions
 - e) Talk at their level
 - f) Cater to majority - tutor the slow, get extra CTs to assist
- extra tasks for the speedy, use them to assist the slower

- 2) OBJECTIVES (AIMS) OF LESSON (COURSE)
 - a) Lesson plan
 - (i) Objective(s) stated
 - (ii) Proper time allotments for lesson (consider instruction, testing, absences, pre-emptions, etc.)
 - (iii) Incorporate use of training aids, illustrations, demonstrations
 - (iv) Format: easy to follow & comprehensible to a substitute instructor
 - b) Advantages
 - (i) Preparedness - obliged to research
 - (ii) Self-confidence
 - (iii) Proper sequencing
 - (iv) Achieving objectives

3) CREATING & MAINTAINING TRAINEE INTEREST

a) Curiosity

- (i) Appeal to natural curiosity

b) Meaning

- (i) Humans sort out what is meaningful and reject what is meaningless. Establish (in a subtle way) the relevance of the course.
- (ii) Trilogy (bounty) and movies
- (iii) Sailing, cruising, water sports
- (iv) History of exploration (Columbus)
- (v) Current events - survival, rescue operations
- (vi) Allow your own conviction and enthusiasm to rub off

c) Activities

- (i) Vital at this stage, especially for skills
- (ii) Theory should be applied "hands on"
 - on miniature scale
 - in real(istic) situations
 - practice & drill (ropework)
 - sailing, touring & camping
 - visiting museums (naval)

CAUTION: LEARNING IS NOT ONLY "HANDS ON", IT IS ALSO "MINDS ON".
LEARNING TO DO BY DOING CAN BECOME MECHANICAL - ROBOTIC
LEARNING BY THINKING ABOUT WHAT THEY'RE DOING IS
CONSTRUCTIVE AND MEANINGFUL

d) Learning mainly in a social setting (this is how cadets will most likely apply their knowledge and skills)

- (i) Work in pairs or teams - mix them up to avoid labelling
- (ii) Mutual assistance
- (iii) Cooperation and teamwork
- (iv) Provides opportunities for approval by and interaction and interaction with peers

e) Motivation

- (i) Differentiate from school - "new" experiences
- (ii) Unity & common purpose suggested by the uniform - esprit-de-corps
- (iii) Rank and award incentives
- (iv) Immediacy of Goals - the instructor may have long-term goals but emphasizes short term ones to trainees as well.
 - PFD drill prior to sailing
 - Instruct for field trips
 - Performing at functions
 - Inspections
- (v) Offer challenge, adventure, in a safe environment to counter "sheltered and pampered lifestyles" - do not overwhelm/overburden

- (vi) Success breeds interest
- (vii) Praise and discipline (push & pull)
- (viii) Sense of humour - Christmas dinner where CO changes roles
- (ix) Use stories, examples, experiences (yours and theirs)
- (x) Games, puzzles, quizzes, dramatization
- (xi) Display assignments/projects at Open Houses and Inspections

TEACHING TIPS

- 1) Schedule classes wisely
- 2) Be prepared
 - a) Lesson plan
 - b) Stay well ahead of students
 - c) Check that aids are available & functioning
- 3) Appeal to all senses
 - a) Audio-visual aids
 - b) Feeling, touching, grasping
 - c) Motor skills
 - d) "Smell the ocean" - "Taste the sea"
 - e) Experience - practice
 - f) Common sense
- 4) Question, Question, Question
 - a) Do not state what a trainee could have answered; if you elicit from them what they already know, they are unlikely to forget
 - b) As new material is being presented, questioning:
 - (i) Keeps trainees alert and as participants
 - (ii) Helps you keep tabs on progress
- 5) Employ "Association"
 - a) Colours: chronological order; natural, logical or traditional sequence
 - b) Relate: cause and effect; piece or process with its purpose
 - c) Use comparisons and contrasts
 - d) Reduce statistics to conceivable form
 - e) Use testimony, examples and experience
- 6) Variety of approaches
 - a) Repeat explanation/question from a different angle
 - b) Repeat in identical wording only if trainee failed to hear original
- 7) Integrate topics
 - a) To present complete picture
 - b) To underline relevance and interdependence
 - (i) knots and rescue
 - (ii) teamwork and emergencies
 - (iii) self-discipline and survival (rationing)
- 8) Always deal with assignments

- 9) Provide opportunities for creativity
 - a) How trainees would handle hypothetical situations
 - b) Captions for sketches
 - c) Expressions through art
 - d) Oral presentation (as at Inspections)
 - e) Discussions and debates
 - f) Welcoming good ideas and suggestions from trainees
- 10) Review continually (informally)
 - a) "Are they with you?"
 - b) Do they need more practice; drill
 - c) Review previous lessons and tie in with current one
- 11) Testing formally
 - a) Short and frequent quizzes and spaced comprehensive tests
 - b) Evaluate consistently and fairly within the class and with colleagues
 - c) Do not punish bad behaviour by lowering score
- 12) Demonstrate and Expect
 - a) Respect and concern for others
 - b) Show your genuine interest in the cadets
- 13) Create feeling of belonging and worth
 - a) Everyone should have a role to play (basketball)
 - b) "I need you to ..."
 - c) Turn failure into a learning experience - we learn by trial and error yet we must avoid repeating mistakes of others
 - d) Do not put cadet "down" because of wrong response
 - e) Guide, explain, encourage - do not stifle
- 14) Have/develop a sense of humour
- 15) Avail yourself of community resources
 - a) Field trips (museum)
 - b) Guest instructors; i.e. Policemen, Firemen, St. John's Ambulance
- 16) Arrange social functions and activities
 - a) Balance out class work
- 17) Stage fleet days
 - a) Camps
 - b) Survival weekends

INSTRUCTIVE CRITICISM

An instructor must have confidence in his/her ability. At the same time, they must be able to criticize a student without losing their interest. In "The Art of Communicating", there are nine (9) behaviour skills to effective communication.

- 1) Eye Contact - Solid eye contact shows interest and sincerity to the person you are trying to communicate with.

- 2) Good Posture - Stand straight and still to show that you are genuinely involved with the present conversation
- 3) Natural Gestures - Speak with a natural tone that befits the situation
- 4) Dress and Appearance - Shows you are groomed for the environment you are in
- 5) Vocal Variety - Use your voice as an instrument to express your opinion or idea
- 6) Effective Language - Use proper language clearly to communicate. Do not use non-words or gestures.
- 7) Listener involvement - Maintain interest with the person you are communicating with
- 8) Use Humour - Helps to create a bond with the listener and relieves tension
- 9) Natural self - Be authentic, do not copy another

These nine behaviour skills can be applied when having to criticize a student or instructor. Here are a few other facts.

BE ASSERTIVE NOT AGGRESSIVE

Aggressive behaviour will tend to turn persons away from you. Be assertive when explaining an error by explanation. Would you want to hear:

"No! You're doing it wrong. Now watch one more time and do it right this time".

OR

"The first part of the left turn you are doing really well, but I feel the second step is somewhat slow. Let's try the movement again".

LISTEN AND REPEAT

Understand what the student is telling you by using your own wording to repeat back

COMMUNICATE YOUR PROBLEM

Make sure the student can understand what you are saying or doing by questioning if necessary

CRITICIZE ONE ON ONE

Show genuine interest in the student's problem. Don't combine problems to save time

PATIENCE

Patience is a virtue. All students are not the same and will respond to you better if you are not impatient

DO AS I DO

"Do as I say, not as I do" will not work. Ensure you were right before beginning criticism

MUTUAL MARKING FORM (check appropriate points)

OFFICER: _____ DATE: _____

A Instructor

- _____ Professional
- _____ Interesting
- _____ Prepared
- _____ Knowledgeable
- _____ Organized

B Lesson

- _____ Lesson Plan
- _____ Training Aids
- _____ Introduction of topic
- _____ Course objective outlined
- _____ Conclusion
- _____ Testing
- _____ Asked and answered questions throughout

C Presentation

- _____ Heard
- _____ Seen

D Class Management

- _____ Cadet's actively participating
- _____ Inappropriate behaviours kept to a minimum

I LIKED:

I DID NOT LIKE:

NOTES:

SELF- HELP TEST

COMPLETE THIS BEFORE ATTENDING THE OFFICER RANK QUALIFICATION COURSE AND BE PREPARED TO HAND IT IN.

1) Prepare to do mutual testing of three new CI's who have just completed their 6 month probationary period with your corps. Show steps you would follow before allowing these persons to instruct a class on their own.

2) Explain how you would correct and offer constructive criticism of the following:

a) An instructor who does not follow a set lesson plan and misses important information on a subject.

b) A cadet that cannot correctly do a right turn on the march.