

Sailor 2025 Ready Relevant Learning (RRL)

Michael Merritt, Naval Air Warfare Center Training Systems Division, 32826, USA

Abstract — Ready Relevant Learning (RRL) is a US Navy training initiative to accelerate the learning of every Sailor for faster response to rapidly changing warfighting requirements. One goal of this initiative is to achieve higher performance by coupling the timing of training delivery with Sailors' actual on-the-job needs. RRL will ensure every Sailor receives modernized training to support mission tasks closer to the point-of-need through a phased approach that starts with accession "A" and "C" schools. RRL tailors content to the nature of each rating in terms of a Sailor's localized job and available deployment options. The RRL philosophy is to deliver training "at the right place, at the right time, and by the right means." The RRL team will design training content to reduce skill decay, focus on preparing a Sailor for future tasks, and reduce residential portions of a Sailor's total time-to-train using modernized interactive content. The goal of all RRL content design is to maximize transfer and retention of training to improve actual task performance in the Fleet.

Introduction

The Ready Relevant Learning (RRL) pillar of Sailor 2025 is a transformational Navy training initiative that will accelerate the learning of every Sailor for faster response to our rapidly changing warfighting requirements achieving higher performance by coupling the timing of training delivery with every Sailor's actual deck plate need. RRL will ensure every Sailor receives modernized training at the point of need to support assigned tasking through a phased approach starting with accession A and C Schools.

Background

RRL is one of three aspects of Sailor 2025, which also includes modernizing the personnel system and enriching the culture. All three aspects are designed to work in tandem to give the Sailor what he or she needs to succeed in the 21st century.

Commanding Officers, developing flexible policies, increasing transparency, providing better tools to Sailors and leadership, and giving more choices to Sailors. To continue to recruit and retain the very best talent, we need modern policies and retention tools that offer flexibility and choice to Sailors. We are modernizing our personnel policies to give Sailors more control and ownership over their careers, as well as allow the Navy to adapt to economic changes and corresponding effects on the recruiting market and retention.

RRL is the Second Pillar of Sailor 2025. The goal is to provide the right training at the right time in the right way for our Sailors. To accomplish this, we are developing a career-long learning continuum where training is delivered by modern methods to enable faster learning and better knowledge retention at multiple points throughout a career. This will help us transform our industrial, conveyor-belt-training model into a modern one and ensure that content is refreshed for changing technologies so Sailors are ready to perform on day one at their new units.

Career Readiness (CR) is the third pillar of Sailor 2025. The goal is to enhance Sailors' career readiness by better developing our leaders, building a team that looks like the nation we serve, and removing obstacles that negatively influence a Sailor's decision to stay Navy when they are looking to start or raise a family. We also recognize that leveraging our diversity is crucial to reaching our potential. Leaders generate success and achieve unparalleled performance when they tap into the energy and capability of an actively inclusive team.

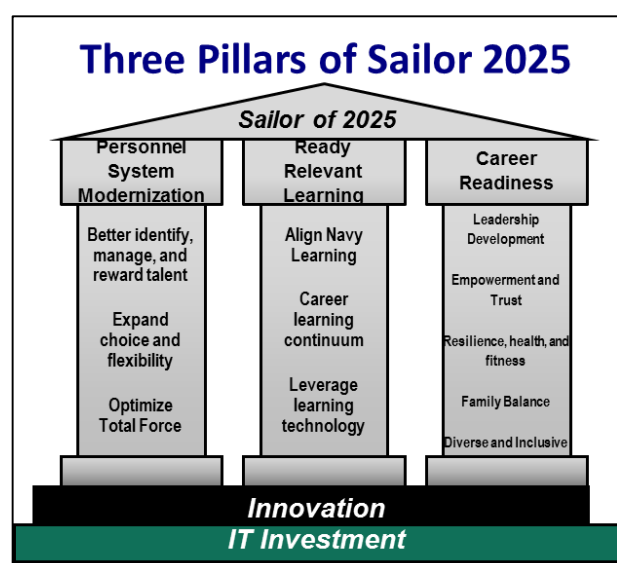


Fig. 1. Sailor2025 Pillars

Personnel System Modernization is the first pillar of Sailor 2025. Personnel initiatives are aimed at empowering

RRL Career Continuum

RRL content will be tailored to the nature of the rating in terms of a sailor's localized job and available deployment options. This is the RRL philosophy of "right place, right time, and right means". Other RRL training content will be designed to reduce skill decay, focus on preparing a sailor for future tasks, and reduce residential portions of a sailor's total time-to-train using modernized interactive

content. All RRL content is designed to maximize transfer and retention of training to actual tasks performed in the fleet.

RRL deployment will be through fleet-based systems (e.g., CANES and SHARP) and existing Navy training enterprise systems (e.g., Navy eLearning, Virtual Desktops, and Collaborative Learning Environment). Incorporating fielded and in-development technologies such as mobile devices and augmented reality, as they mature will ensure RRL evolves with Navy technology and mission requirements.

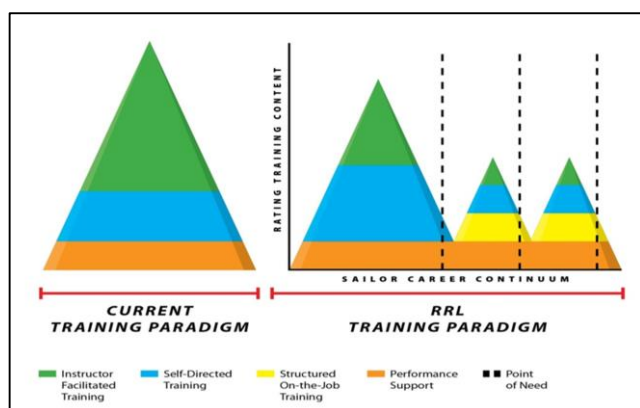


Fig. 2. RRL Training Model

RRL Training Model

Four broad human performance and training approaches have been selected to provide the most effective and efficient solutions for meeting the purpose of the RRL Content Conversion:

- Performance Support
- Structured On-the-Job Training (Structured OJT)
- Self-directed Interactive Training
- Instructor Facilitated Interactive Training

These broad approaches allow RRL content conversion to utilize Navy and industry best-practices while providing innovative development and deployment of RRL content.

Performance Support

Performance support content is accessible and useful at the time of need, is tailored directly to the activity being supported, and is ideally embedded in the work systems the sailor is using. Performance support can take the form of a basic checklist, annotated diagrams, interactive media providing additional reference to procedures, or how-to videos.

Structured OJT

Structured OJT is minimally structured content used for training and qualifying ascension Sailors, which is supervised by experienced and supervisory sailors. Utilizing a cornerstone of Navy fleet training culture but providing standardized and mission specific content, structured OJT is effective and efficient without removing the sailor from the work environment. Structured OJT can take the form of a checklist to be signed off by the

supervising sailor after observing or assessing the sailor's performance. Job aids or prerequisite knowledge can be embedded or linked for the qualifying sailor.

Self-Directed Interactive Training

Self-directed interactive training encompasses a more complex type of content that supports refresher training, skill expansion, new system or procedure familiarization, or part-task training. Self-directed interactive training is designed to be used as reference or for short episodic training that is accessible just prior to a sailor's need. Highly effective and engaging content can be delivered via distributed systems, such as Navy eLearning, or mobile applications. Self-directed interactive training can take the form of low-interactivity web based content on Navy eLearning, part task training apps on a mobile device or an adaptive simulation on a virtual desktop.

Instructor Facilitated Interactive Training

Instructor facilitated interactive training represents complex concepts or content deployed in limited capacity via more traditional environments or in mobile training systems, which are facilitated by experienced sailors as a trainer or by an instructor in live or virtual training. Instructor facilitated interactive training can take the form of labs (i.e., equipment based or virtualized simulations) and can be established at fleet concentration centers, learning centers, or other locations that are immediately accessible to stationed sailors without relocation costs.

RRL Content Conversion Process

Accession schoolhouse content is the focus of the first phase of curriculum content conversion in support of RRL. One hundred percent of learning objectives (LO) in accession A and C school curricula will be evaluated for selection for RRL content conversion. RRL content conversion includes, but is not limited to: Rating Domain Analysis, Media Analysis, Fidelity Analysis, Knowledge Capture, Functional Requirements Definition, Acquisition Strategy Development and Execution, and Content Conversion.

Content Conversion (CC) efforts include the design, development, and delivery of RRL content through the execution of acquisition contracts. The RRL content conversion team will assist fleet and other stakeholders in the integration, implementation, test, and evaluation of RRL content. Content development is based on the FRD and includes the production of (a) performance support, (b) structured on-the-job training, and/or (c) modernized interactive training benefits

Conclusion

RRL is a part of a larger Sailor 2025 program to modernize Training for all Navy Ratings. Work has begun on requirements and programmatic planning necessary to change "what", "when" and "how" we train our sailors.

RRL content conversion is the effort to develop training and performance support to meet the objectives of Sailor 2025 and RRL. This effort will utilize current science of learning, human performance support strategies, and distributed learning in virtualized, mobile, and Navy training enterprise systems.

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Author Biography

Michael Merritt is the NAVAIR 1.0 Program Management Site Lead and the Deputy Technical Director at the Naval Air Warfare Center Training Systems Division. He is responsible for workload planning, mission execution and collaboration with Government and Industry partners to effectively execute NAWCTSD mission tasking. Mr. Merritt earned a Bachelor's degree in Engineering from the University of Central Florida in 1982. He received his Master's Degree in Electrical Engineering from the Air Force Institute of Technology in 1984.