

# **Navy Master Training Specialist (MTS) Practice Exam Sample Study Guide**



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**SAMPLE**

## **Questions**

- 1. Which term best describes the type of training for filling a particular billet as required?**
  - A. A type training**
  - B. C type training**
  - C. F type training**
  - D. General training**
- 2. What is considered the most essential link in the training process?**
  - A. The curriculum designer**
  - B. The training materials**
  - C. The instructor**
  - D. The evaluation system**
- 3. Who holds the overall authority and responsibility in a task set?**
  - A. Performer**
  - B. Coordinator**
  - C. Director**
  - D. Supervisor**
- 4. Which is NOT included in the Emergency Action Plan?**
  - A. Primary and alternate communications**
  - B. Student performance evaluations**
  - C. Locations of emergency response personnel**
  - D. Muster site and methods to maintain control of the scene**
- 5. What does RRL stand for in a training context?**
  - A. Resource Requirement List**
  - B. Revised Resource Ledger**
  - C. Related Resource Locator**
  - D. Resource Review Log**

- 6. What is the primary focus of the instructor qualification process?**
- A. Technical knowledge only**
  - B. Teaching style only**
  - C. Both instructional technique and technical knowledge**
  - D. Classroom management**
- 7. What does the Course Training Task List (CTTL) provide for curriculum developers?**
- A. A list of instructional materials required for the course**
  - B. Duties and tasks for a given course along with associated KSATR**
  - C. An overview of trainee evaluations and feedback**
  - D. Specific course timings and scheduling information**
- 8. What is the significance of unresolved HPRR Action Chits in training validation?**
- A. They require immediate resolution**
  - B. They indicate a need for new training requirements**
  - C. They serve as a historical record**
  - D. They represent student evaluations**
- 9. Which skill level involves the habit of performing tasks with little conscious effort?**
- A. Level 1: Imitation**
  - B. Level 2: Repetition**
  - C. Level 3: Habit**
  - D. Level 4: Mastery**
- 10. What is one characteristic of a Terminal Objective?**
- A. It frames the overall mission of the course**
  - B. It outlines tasks to be completed in the initial stages of training**
  - C. It is a measurable learning objective that trainees must achieve by course end**
  - D. It is focused on the instructor's teaching methods rather than student outcomes**

## **Answers**

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1. B
2. C
3. B
4. B
5. A
6. C
7. B
8. B
9. C
10. C

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## **Explanations**

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**1. Which term best describes the type of training for filling a particular billet as required?**

- A. A type training**
- B. C type training**
- C. F type training**
- D. General training**

The term that best describes the type of training for filling a particular billet as required is "C type training." This classification specifically refers to training that is mandatory for personnel to qualify for a specific assigned role or job within the Navy. It ensures that individuals possess the necessary skills and knowledge to effectively perform their duties in their designated positions. C type training is typically focused and tailored to the requirements of a particular job, making it essential for operational readiness. It emphasizes the competencies related to specific tasks that personnel will encounter in their assigned roles. This type of training ensures that Navy personnel are not only prepared but also compliant with the standards and expectations associated with their duties. In contrast, A type training generally covers a broad range of skills and knowledge that may not be specific to a particular position, while F type training may refer to formal classroom instruction rather than hands-on job-related training. General training lacks the specificity required for particular billets, making it less effective in preparing personnel for their specific roles.

**2. What is considered the most essential link in the training process?**

- A. The curriculum designer**
- B. The training materials**
- C. The instructor**
- D. The evaluation system**

The instructor is indeed considered the most essential link in the training process because they act as the primary facilitator of learning. An instructor is not just responsible for delivering content; they also engage with learners, adapt instructional methods to meet diverse learning styles, provide feedback, and assess understanding. This direct interaction is crucial in fostering a productive learning environment, motivating students, and ensuring that training objectives are met. Instructors bring the curriculum to life, translating teaching materials into meaningful experiences for learners. Their expertise and ability to relate to students directly influence the effectiveness of the training. They also serve as role models, demonstrating the application of knowledge and skills in a real-world context, which can reinforce the learning process. While other components, such as the curriculum designer, training materials, and evaluation system, are important in a well-rounded training approach, they are not as central as the instructor in facilitating learning. The curriculum lays a framework for what needs to be taught, training materials provide resources, and evaluation systems assess progress and competency; however, it is the instructor's role that directly impacts student engagement, understanding, and retention of knowledge.

**3. Who holds the overall authority and responsibility in a task set?**

- A. Performer**
- B. Coordinator**
- C. Director**
- D. Supervisor**

The overall authority and responsibility in a task set is held by the Coordinator. This role is critical as the Coordinator ensures all components of the task are synchronized and that resources are allocated efficiently. They facilitate communication among team members, define objectives, and ensure that the goals of the task are met within the given parameters of time and quality. The Coordinator acts as the central point of administration, guiding the team to collaborate effectively, resolving any conflicts, and adjusting plans as needed to stay on track with the overall mission. In contrast, the Performer typically executes specific tasks as directed by the Coordinator and does not hold authority over the overall task. The Director often deals with broader strategic decisions rather than the operational details of task completion, while the Supervisor might oversee individual performers to ensure they carry out their duties properly, but they still report to the Coordinator for overarching goals and direction. Thus, the Coordinator's role is essential for maintaining organization and focus within a task set.

**4. Which is NOT included in the Emergency Action Plan?**

- A. Primary and alternate communications**
- B. Student performance evaluations**
- C. Locations of emergency response personnel**
- D. Muster site and methods to maintain control of the scene**

The component that is not included in the Emergency Action Plan is student performance evaluations. Emergency Action Plans (EAPs) are designed specifically to address what actions should be taken in response to emergencies to ensure safety and effective management during crises. These plans typically cover essential elements such as communication protocols, the location of emergency response personnel, and designated muster sites for accountability. Including student performance evaluations in an Emergency Action Plan would be irrelevant, as EAPs focus on immediate response and management during emergencies rather than assessing or evaluating the performance of individuals involved in a training program or classroom setting. Performance evaluations are typically part of a different management or training assessment system, not the emergency management framework.

**5. What does RRL stand for in a training context?**

**A. Resource Requirement List**

**B. Revised Resource Ledger**

**C. Related Resource Locator**

**D. Resource Review Log**

In a training context, RRL stands for Resource Requirement List. This term is crucial in training program development and execution, as it outlines the specific resources needed to effectively conduct training. These resources may include personnel, materials, equipment, and facilities required to achieve the training objectives. A well-crafted Resource Requirement List ensures that all necessary elements are identified and planned for, which can significantly enhance the efficiency and effectiveness of the training process. In contrast, the other options may seem relevant but do not accurately reflect standard terminology used in training settings. For instance, a Revised Resource Ledger or Resource Review Log might pertain to financial or project tracking, while Related Resource Locator suggests a focus on finding and referencing resources rather than specifying them. Each of these alternatives lacks the essential role that a Resource Requirement List plays in planning and implementing effective training programs.

**6. What is the primary focus of the instructor qualification process?**

**A. Technical knowledge only**

**B. Teaching style only**

**C. Both instructional technique and technical knowledge**

**D. Classroom management**

The primary focus of the instructor qualification process is on both instructional technique and technical knowledge. This dual focus ensures that instructors not only possess a comprehensive understanding of their subject matter but also have the ability to effectively communicate this knowledge to students. Having strong technical knowledge allows instructors to confidently address questions and provide relevant examples, enhancing the learning experience. Meanwhile, proficiency in instructional techniques—such as lesson planning, assessment methods, and engaging delivery—enables them to present content in a manner that is accessible and relatable to learners. By integrating both elements, the instructor qualification process prepares educators to create an effective learning environment, ultimately fostering better educational outcomes for students. This holistic approach is vital for ensuring that instructors are well-equipped to teach complex material in a way that resonates with diverse learning styles.

**7. What does the Course Training Task List (CTTL) provide for curriculum developers?**

- A. A list of instructional materials required for the course**
- B. Duties and tasks for a given course along with associated KSATR**
- C. An overview of trainee evaluations and feedback**
- D. Specific course timings and scheduling information**

The Course Training Task List (CTTL) plays a fundamental role in curriculum development by providing detailed information about the duties and tasks that trainees are expected to perform within a given course. It outlines specific tasks, along with the associated Knowledge, Skills, Abilities, Traits, and Responsibilities (KSATR) that are necessary for successful completion of both the course and job performance following training. This structured approach ensures that curriculum developers can align the training with the expected competencies required in the field, promoting effective learning and successful outcomes. In this context, the CTTL serves as a comprehensive roadmap, ensuring that each aspect of the training program is designed to meet the actual needs of the field and is relevant to the learners' future roles. This directly helps in organizing course content, materials, and assessment methods to reflect real-world applications. Other options, while related to training aspects, do not capture the primary focus of the CTTL. For instance, instructional materials, trainee evaluations, and scheduling information, although important, are more concerned with the implementation and management of training rather than the foundational structure of the tasks and skills that the CTTL is designed to address.

**8. What is the significance of unresolved HP RR Action Chits in training validation?**

- A. They require immediate resolution**
- B. They indicate a need for new training requirements**
- C. They serve as a historical record**
- D. They represent student evaluations**

Choosing the option that unresolved HP RR (Human Performance Requirement Review) Action Chits indicate a need for new training requirements highlights a crucial aspect of training validation. Unresolved Action Chits signify that there are outstanding issues or gaps in training that have not been addressed. This indicates that the existing training may be inadequate to meet operational requirements or performance standards. Therefore, the existence of these unresolved items prompts the need to review and potentially develop new training requirements to ensure that personnel are equipped with the necessary skills and knowledge to perform their duties effectively. By recognizing these unmet needs, training managers can initiate the process of revising current training programs or creating new ones. This can lead to enhanced training quality and ensures that training remains relevant to current operational demands, thereby mitigating risks associated with inadequate preparedness among personnel.

**9. Which skill level involves the habit of performing tasks with little conscious effort?**

- A. Level 1: Imitation**
- B. Level 2: Repetition**
- C. Level 3: Habit**
- D. Level 4: Mastery**

The skill level that involves performing tasks with little conscious effort is characterized by the development of automaticity in actions. This means that an individual has practiced and repeated a task so often that it becomes second nature, requiring minimal cognitive resources to execute. At this stage, the individual can focus on more complex aspects of the task or environment while still performing the basic actions effortlessly. In this context, achieving a habitual level of performance indicates a high degree of proficiency. For example, think of a skilled driver who can navigate through traffic while engaging in conversations or listening to music; their driving is largely on autopilot due to extensive practice and familiarity with the task. The other options represent earlier stages of skill development. Imitation, for instance, involves replicating observed behaviors without deep understanding or proficiency, while repetition focuses more on practicing to gain familiarity but not necessarily to the point of automaticity. Mastery, on the other hand, denotes a comprehensive understanding and control over the task, which may still require conscious effort at times, especially in new or challenging situations. Thus, while habit and mastery are closely related, habit specifically pertains to the automatic nature of executing tasks with little conscious thought.

**10. What is one characteristic of a Terminal Objective?**

- A. It frames the overall mission of the course**
- B. It outlines tasks to be completed in the initial stages of training**
- C. It is a measurable learning objective that trainees must achieve by course end**
- D. It is focused on the instructor's teaching methods rather than student outcomes**

A Terminal Objective is specifically designed to provide a clear and measurable learning outcome that trainees are expected to achieve by the conclusion of a course. This characteristic ensures that both the instructors and trainees have a concrete understanding of what is required for successful completion of the training program. By focusing on measurable outcomes, Terminal Objectives facilitate the assessment of trainee performance and highlight the skills or knowledge that must be demonstrated, thereby aligning learning activities and evaluations with the desired end results of the course.