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INITIAL ENTRY TRAINING JOURNAL

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*OBT provides
leaders the same
flexibility and
control over their
training that they
would expect with
an operational unit.*

USABCTCoE Commanding General's Comments

By: BG Bradley May
Commander, USABCTCoE

First let me say what an honor and privilege it is to serve at the Army's Basic Combat Training Center of Excellence. There is nothing more critical to the success of our Army than the proper training and care of our Soldiers and their Families.

Training can be safe, tough, realistic, and prepare Soldiers for combat anywhere at anytime. It can also instill the values we require of our Soldiers. An Outcome-Based Training (OBT) approach has taken us a long way in training our Soldiers, but we need to go farther. I encourage everyone to contribute their thoughts to publications such as this one so we can share information better.

I also ask that all leaders think about what they can do to improve the Quality of Life for our Soldiers and their Families, particularly those Families of our IET Soldiers who go through the same difficult transition that the Soldiers experience without the strong unit support system available locally.

The Initial Entry Training we did yesterday is not good enough; we must do better through innovation, teamwork, and communication. Thank you for training and caring for our Soldiers and their Families!

Merging Doctrine: Outcomes-Based Training and Mission Essential Task Lists Compared

By Mr. Wayne Marken
Director, BCT CoE Quality Assurance

Every few years, a new model or definition of what we, the Army, are trying to accomplish emerges. Each of these changes requires a re-education of leaders and subordinates alike on the terms, strategies, and goals of these new programs.

Outcomes-Based Training (OBT) is no different. While OBT is a new-concept for the Army with new terminology and new requirements, OBT produces a philosophy designed to give the institutional Army leadership the flexibility and adaptability to determine relevant goals at the lowest level possible. The operational Army has enjoyed this flexibility for decades through the implementation of the Mission Essential Task List (METL) system. This is not to imply that OBT is simply a re-hashing of an old system, OBT is a new paradigm of training that recognizes the changes in expectation of what the Army must be able to accomplish and the new operating environment that the Army finds itself. To help leaders understand and implement OBT correctly, it can be helpful to think about OBT in classical military terms under an older program...in this case METL.

Most Army training is developed under an outcomes-based model but the outcomes, for lack of a better term, are wrong because the focus is on the process rather than the product. Tasks that need to be trained are identified through task analysis, which is simply a type of small-scale mission analysis under METL. Next, a list of items that need to be trained is developed and a location where that training should occur is determined. Under METL, this is where we define where the scope of mission should

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Merging Doctrine cont...

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be echeloned (platoon, company, battalion, or higher). Finally, a training strategy is developed and implemented by the training company just as a training strategy is developed and implemented by the combat unit.

Unfortunately, here is where the concepts diverge under the current institutional training model. Under METL, the unit is responsible for adapting the required training to meet its mission. Under the Systems Approach to Training (SAT), training developers who may never meet the Soldiers actually trained develop the training products and goals. This shortcoming does not mean that the developers don't understand training or Soldier issues (they usually understand these exceptionally well) but rather that the developers will not know the specific Soldiers being trained and must plan for averages and expectations instead of each individual Soldier. While the developers attempt to build in necessary flexibility (through modules, phases, and other "gate" programs that communicate re-start points to trainers), they simply cannot adapt a single training product to reflect the variance of skills, abilities, motivations, and desires that the trainer will typically encounter.

There is additional risk under OBT; commanders can decide to emphasize one task over another which leads to a greater divergence of skill when Soldiers report to their first unit of assignment.

To resolve this lack of knowledge on specific Soldiers and very limited time typically available in institutional training situations, training development has historically focused on the "How" instead of the "Why" question (this is the "wrong" outcome mentioned earlier), which leaves it to the instructor or trainer to answer the "Why", if they know it. For example, instead of discussing why or when we would use a machine gun the instruction products instead focuses on the "How" of operating a machine gun (charge the weapon, put the weapon off safe, squeeze the trigger for 3-5 seconds, etc). During the training event, a Drill Sergeant takes the Soldier to the range, does dry-fire exercises, and then gives each Soldier 10-rounds to shoot and moves them off the range. That is the task that must be completed...but that task does not prepare a Soldier for actual combat. Like building a puzzle without knowledge of the final picture, training in this manner can lead to individual success but in general is much less likely to result in a combat ready Soldier.

OBT returns the power to the local command structure to determine what the training should actually accomplish. METL allows the command to establish the outcome, the physical capability, that the unit must be able to perform as a collective organization and the lower-level trainers determine the methods to make that desired outcome a reality. OBT uses the same philosophy but applies it to the individual Soldiers being trained; the commander (at company or higher) determines the desired outcome and the trainers (at company or lower) determine ways to make that desired outcome a reality.

This process can also lead to different and better training programs without additional resources. Expanding on the earlier range example, instead of getting Soldiers in line to fire one

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Merging Doctrine cont...



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machine gun, then another line for the AT4, then another for the M203, Soldiers instead form by squads and occupy the weapon systems next to each other and are guided by their leaders on what threats are coming towards them; the Soldiers are then required to employ the right system (AT4, M2, or M203) for the threat identified. More skills, independent operation, better communication skills, experiential learning, fire control, and teamwork are re-enforced.

Granting local commanders and leaders this flexibility to determine the required outcome, rather than relying solely on training developers, also gives the commanders the ability to adapt and to flex the training as needed based on emerging enemy threats and, more commonly, resource constraints. Using the weapons training example again, a Soldier who understands ballistics and was taught why a bullet acts the way it does in flight during Basic Rifle Marksmanship will be able to employ advanced machine-gun techniques such as plunging-fire with little or no hands-on training. The outcome (understands how bullets in flight behave) allows for better transference of knowledge. While hands-on or experiential learning would obviously be better, resources can constrain those options.

We would never expect an operational unit to ignore their own experience, knowledge, and abili-

ties when conducting training under the METL model. Under METL, the outcome, the ability to do a task together, is not handed-off or ignored due to resource constraints, time-issues, personnel turn-over, or anything else. That mission must still be accomplished. The institutional Army deserves no less flexibility when it comes to preparing Soldiers for combat. Just like the METL model, an underlying standard and task list must still exist so that leaders can ensure when a Soldier does a task they perform the "How" of the task correctly. Training developers and Combined Arms Training Strategy (CATS) developers are still a critical component to training at the individual and unit level, but they are not the only component. The flexibility to decide what is important to the Soldier's welfare is an inherent responsibility of command and must be returned to the commander. OBT provides that flexibility; leaders just have to decide to use it and avoid getting bogged down into the constraints that may exist and focus on the military necessity; Soldiers able to survive and operate successfully in combat.

Wayne Marken is the Director of Quality Assurance for the Basic Combat Training Center of Excellence. He was formally in command of a Basic Combat Training Company at Fort Jackson and was responsible for leader education and training at Victory University during the formation of the Outcomes-Based Training Philosophy within USAAC.

Under OBT, the responsibility for training tasks is where it belongs, with the local commander.

OBT provides leaders the flexibility they desire; they must decide to use it. OBT does not eliminate the standard; it gives units the flexibility to decide how best to meet the standard.

The Soldier's Prayer

By COL Craig Currey, DBCT
and CH (LTC) Ken Bush, USACHS

Desired Outcomes of BCT:

- Is a **proud** team member possessing the **character** and **commitment** to live the **Army Values** and **Warrior Ethos**.
- Is confident, adaptable, mentally **agile**, and **accountable** for own actions.
- Is **physically, mentally, spiritually, and emotionally ready to fight as a ground combatant**.
- Is a **master** of critical combat skills and proficient in basic Soldier skills in all environments.
- Is **self-disciplined, willing**, and an **adaptive** thinker, capable of solving problems commensurate with position and experience.

In a move to improve Initial Entry Training (IET), Fort Jackson held an Outcomes-Based Training seminar in November 2007 to develop suitable outcomes for every Soldier that graduates from Basic Combat Training. Selected Brigade Commanders and Command Sergeants Major from Fort Benning, Fort Jackson, Fort Knox, Fort Leonard Wood, and Fort Sill gathered to hammer out five outcomes that represented the skills, attributes, and mental intangibles that the field force needed. The outcomes were geared at what Commanders needed in combat, so new Soldiers could arrive at their first unit of assignments ready to perform as ground combatants. LTG Benjamin Freakley, the US Army Accessions Command (USAAC) Commander, subsequently approved the outcomes for immediate use as each installation desired to implement them. The Commanders had the latitude to introduce outcomes in their training as would work best for them. By the February 2008 IET Brigade Commander/CSM Conference at Fort Bliss, Commanders were executing the directed outcomes as they saw fit.

The third outcome stresses the importance of readiness to fight as a ground combatant. Most folks can readily grasp the need for physical readiness in combat. The new Army Physical Training Manual addresses a close linkage to physical activities and the Warrior Tasks and Battle Drills needed in combat. Mental and emotional preparedness are less likely to be understood immediately. But many will quickly link them to the adaptable and problem-solving Sol-

dier required in the outcomes. The way you think and feel going into combat can be enhanced by efforts and entities such as Battle Mind, the Army Center for Enhanced Performance, and sound IET training.

Spiritual readiness to fight as a ground combatant is perhaps the least graspable concept. To many, the juxtaposition of spirit and fighting seem contradictory and incompatible. They are not. Soldiers and units have a fighting spirit. This inborn desire or trait manifests itself in many ways and varies from individual to individual. Dr. Don Snyder's leadership team in *Forging the Warrior's Character: Moral Precepts from the Cadet Prayer* stresses the importance of character for leaders. Moral reasoning and a professional military ethic are critical to Soldier leaders. The book then lays out a Catholic, Jewish, Islamic, and Protestant view of the Cadet Prayer and moral leadership. The Cadet Prayer, written in 1924, has been around almost a century helping to develop cadets as moral leaders. Other prayers, such as the Combat Medic's Prayer, have also enabled Soldiers to seek a spiritual outlet in their preparation for and conduct of war.

Spirit then can be seen in different ways. Some see it in terms of a secular or philosophical fighting spirit, the inner-makings of Soldiers that causes them to adhere to the Warrior Ethos and never quit or leave a fallen comrade. These actions go beyond a simple mental process—the core of the Soldier's being will not leave a fallen comrade in combat to fall into the hands of the enemy. It is not an emotional decision either, although emotion may surround the decision not to leave a fallen comrade. Again, an inner spirit overrides the mental and emotional drive to stay

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Soldier's Prayer

Steady my hands.

Open my eyes.

Light my path.

Develop my skills.

Inspire my mind.

Examine my heart.

Renew my spirit.



GTA 22-06-DBCT

Soldier's Prayer

Steady my hands. Help me to remain calm and confident, especially when I face my enemies in combat.

Open my eyes. Help me to see hidden dangers that lie before me. Be my shield and strong fortress.

Light my path. Sometimes the best way is unclear; help me to always live by the Warrior Ethos and Army Values.

Develop my skills. As a servant and defender of the Constitution, make me proficient in all Soldier tasks.

Inspire my mind. Grant me such a thirst for knowledge that I will never stop learning.

Examine my heart. Show me when my motives are wrong, and may I always be thankful for family and all Your many blessings.

Renew my spirit. Help me always to make the right choice, even when it is hard, and to never grow weary of doing good.

Amen

GTA 22-06-DBCT

The Soldier's Prayer cont...

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safe or to quit.

Spirit can also be defined in terms of traditional religious ideas, such as that part of an individual that survives after death or connects them to something transcendent. Religion in the military is voluntary, and Soldiers practice different reli-

gious faiths or no religious faith as a matter of conscience. Commanders and chaplains help ensure this free exercise. For many Soldiers, they clearly need religious or spiritual preparation for deployment. Their actions, to include killing the enemy, will test their ethics, character, and religious values. Strengthening Soldiers' spirits will

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Spiritual Readiness to fight as a ground combatant is perhaps the least understood concept in Soldier Readiness.

Soldier's Prayer

Steady my hands. Help me to remain calm and confident, especially when I face my enemies in combat.

Open my eyes. Help me to see hidden dangers that lie before me. Be my shield and strong fortress.

Light my path. Sometimes the best way is unclear; help me to always live by the Warrior Ethos and Army Values.

Develop my skills. As a servant and defender of the Constitution, make me proficient in all Soldier tasks.

Inspire my mind. Grant me such a thirst for knowledge that I will never stop learning.

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Renew my spirit. Help me always to make the right choice, even when it is hard, and to never grow weary of doing good.

Amen



U.S. ARMY

Posters such as this one and individual cards (page 12) help to communicate the importance of spiritual readiness to those Soldiers in need of spiritual (and possibly, but not necessarily, religious) guidance and assistance.

The Warrior Transition Course

By: CPT Jason Posey & CPT Dennis Weaver

The Warrior Transition Course (WTC) is designed to provide Air Force, Navy, Marines, Coast Guard and prior service Army personnel with an integration process into the Army. This course, given in lieu of Basic Combat Training (BCT), produces a well-disciplined, motivated, and physically fit Soldier, who understands the Army Values, is embedded with the Warrior Ethos, and is fully prepared for Advanced Individual Training (AIT) or assignment to their unit. The course is an essential refresher on the basic skills needed by all Soldiers.



WTC complete a Program of Instruction that consists of many of the same training events conducted in Basic Combat Training, only in less than five weeks rather than nine. The Soldiers must complete several mandatory tasks in order to graduate (sidebar).

The course focuses on particular Soldier skills; however, there is nothing in the four plus week program of instruction focused on developing the Non-Commissioned Officers attending the course. Many prior Navy and Air Force NCOs have never served in positions of leadership over subordinates. The battalion quickly established a WTC Soldier Chain of Command and encouraged the cadre leadership to use it. Platoon Sergeant, Assistant Platoon Sergeant, Squad Leader, and Team Leader positions are established on day one. Drill Sergeants train the WTC NCOs on how

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The 434th Field Artillery Brigade received the mission on 15 February 2007 to conduct WTC; as part of the Army's overall target to grow the force. The course is conducted by 1st Battalion, 79th Field Artillery at Fort Sill and 1st Battalion, 515th Regiment (New Mexico Army National Guard) at Santa Fe and White Sands. 1-79 FA started the first cycle on 1 March 2007 and has conducted 14 cycles, training nearly 2,000 WTC Soldiers. Although D Battery has been the main training unit, G Battery has conducted 2 WTC cycles and remains prepared to take on future cycles.

While at the 95th Reception Battalion (Ft. Sill, OK) WTC Soldiers are processed alongside Initial Entry Training Soldiers. They are housed separately and have certain privileges, such as tobacco use and visits to the Main Post Exchange. While at 95th Reception Battalion the Soldiers are processed through Medical, Optical, Dental, Finance, Unit Photo and given a PT assessment. Soldiers typically spend about four days at the 95th Reception Battalion.

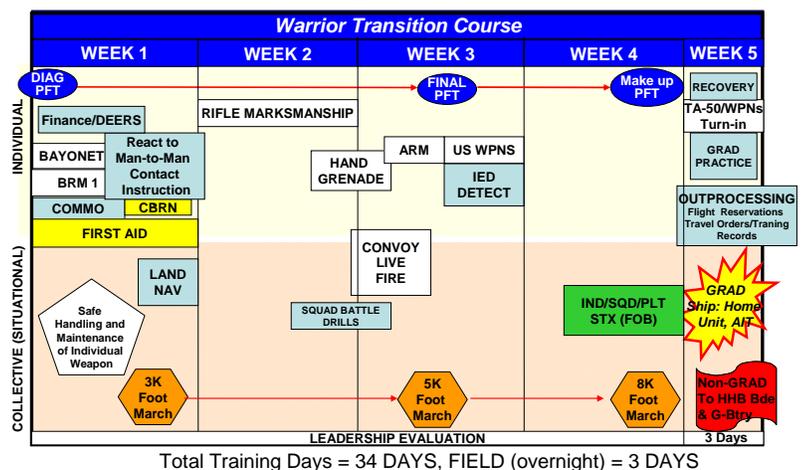
Once the Soldiers arrive at 1-79 FA they are separated into their platoons, introduced to their Drill Sergeants and quickly start training. The Soldiers in

WTC Graduation Requirements:

- Complete the APFT with a minimum of 60 points (50 if attending AIT) in each event (Push-up, Sit-up, 2-mile run)
- Qualify with individual weapon (M16A2)
- Complete Combatives training (react to man-to-man contact)
- Throw two live hand grenades (HG) and negotiate the HG Qualification Course
- Demonstrate a willingness to live by the Army Values and the Warrior Ethos
- Demonstrate the capability to operate effectively as a team member
- Complete all tactical foot marches
- Complete all tactical field training and Situational Training Exercises
- Certify as a Combat Life Saver
- Successfully complete the Land Navigation Course

The WTC Soldier population is unique with an average age of 32; some classes have seen ages range from 18 to 53 years.

WTC Schedule



The Warrior Transition Course cont...

(Continued from page 6)

to lead and execute physical training, conduct counseling, and the role of the NCO in the Army.

1-79 FA started a leader development program where WTC NCO leadership arrives several days early from the reception battalion and the Drill Sergeants spend their reset period training these key WTC NCOs to lead physical training, conduct drill and ceremonies, and counseling without delay at the start of the course. Unlike the IET STX; Drill Sergeants do not lead the squads during the FTX. Drill Sergeants serve as evaluators and only step in to offer suggestions to the WTC NCOs when the squad or platoon gets too far away from their assigned mission.

The WTC Soldier population is unique with an average age of 32; some classes have seen a range of ages from 18 to 53 years. They have an average break in military service of 10 years, and several with prior deployments. The backgrounds of the Soldiers are about 30 percent each from Army, Navy and Air Force; with the other 10 percent coming from the Marines and Coast Guard. Ranks range from E1 to E7 with various MOS and life experiences which creates an interesting dynamic. Some Soldiers in the course are often older than, and sometimes have more military service than their Drill Sergeant. The Soldiers also bring unique challenges with them; many are facing indebtedness, Family issues or have pre-existing medical conditions. For the majority of the Soldiers, the biggest challenge in passing the course is the APFT. With over fourteen classes conducted at Fort Sill, the overall graduation rate is at 80 percent, with 94 percent of Soldiers eventually completing all of the course requirements.

The WTC continues to meet the Army's strategic intent of growing the force with seasoned servicemen from across all the services, enhancing the Army's ability to



regenerate the operational force in the ongoing War on Terrorism.

CPT Jason Posey commanded Delta Battery, 1st Battalion, 79th Field Artillery from February 2007 to April 2008 and executed Fort Sill's first Warrior Transition Course. CPT Posey currently commands HHB, 434th Field Artillery Brigade.

CPT Dennis Weaver is the current commander of Delta Battery, 1st Battalion, 79th Field Artillery at Fort Sill, OK.



The course focuses on Soldier skills; there is nothing in the Program of Instruction focused on developing the Non-Commissioned Officers attending this course...so we developed our own.



To submit a story, please send to the editor:
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We are looking for articles of interest to share with the IET community. If you have a lesson learned, interesting story, or training idea that you would like to share, please submit your article to the DBCT at the e-mail address above. Include related graphics. Please submit images as separate attachments in the same e-mail. The DBCT reserves to the right to perform editing for format and clarity without notification of the author.

<http://www.bct.army.mil>

DBCT MISSION: The DBCT will develop, refine, and support Basic Combat Training (BCT) across USAAC through doctrine, education, research, training support, and act as the proponent for BCT, Drill Sergeant Program, IET Reception, IET Leader Education and Training (Victory University) Courses, Army Physical Readiness, and Warrior Transition Courses (WTC) to ensure BCT is as effective and world class as possible. Achieve outcomes from strategic and critical thinking that determine the right tasks, drill, and support systems for BCT.

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The Soldier's Prayer Cont...

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make them more resilient and able to deal with the harsh realities of combat during and after deployment. The Soldier's Prayer was written as a tool to help Soldiers reflect on the need to be ready spiritually.

With the adoption of a spiritual readiness outcome, the Directorate of Basic Combat Training (DBCT) partnered with the Chaplain School, Fort Jackson Installation Chaplain's Office, and Soldier Support Institute Chaplain to create an ecumenical prayer that all denominations and religions could embrace. Even those that do not endorse a particular faith but see the need to prepare spiritually can use the card. The prayer was approved by Chaplain (MG) Doug Carver, the Chief of Chaplains and sent out by USAAC for use by all in IET as chaplains see fit. The prayer is voluntary, and chaplains and Soldiers may use it as their spiritual beliefs dictate.

Fort Jackson has printed several thousand GTA-type cards for chaplains to pass out to Soldiers in their initial Red Phase class or at chapel services. No Soldier need take one if he or she does not want it. The prayer will also appear in the Soldier's Handbook as an example of spiritual readiness. The prayer helps emphasize desired intangible attributes to include confi-

dence, adherence to values, the Warrior Ethos, servanthood, defense of the Constitution, desire to learn, correct motivation, thankfulness, and a strong sense of morality. The prayer can be invoked in any religious style as the chaplain sees fit or by the Soldiers as they pray or meditate in accordance with their tradition. DBCT has also designed prayer tags that are similar to the "values dog tag" that Soldiers can wear with their identification tags. The tag will have the lead words of each portion of the Soldier acrostic and then the desired religious symbol for the Soldier's faith on the back of the tag. DBCT will continue development of the tags.

The Soldier's Prayer is intended to be a unifying tool for Soldiers. It seeks to foster commonality in spirit and acceptance of diversity among religious faiths. It is flexible to be used by Soldiers and chaplains as a way to be better people. The spirit of each Soldier cannot be neglected. Our combat-ready force requires the highest level of preparedness, especially in spirit.

COL Craig Currey is the Director of the Directorate of Basic Combat Training at the Basic Combat Training Center of Excellence.

CH (LTC) Ken Bush is a Senior Training Developer for the United States Army Chaplain Center and School.