



# INITIAL ENTRY TRAINING JOURNAL

Distributed Quarterly by the Directorate of Basic Combat Training, Fort Jackson, South Carolina

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## USABCTCoE Commanding General's Comments

By: BG James Schwitters  
Commander, USABCTCoE

Welcome to the inaugural issue of the Initial Entry Training (IET) Journal. For years, our community has lacked a means of floating new ideas and sharing many of the great initiatives that are ongoing. We trust this journal will help shape ideas and promote the exchange of training techniques and concepts.

The business of human transformation is critical to our force. Bringing in the best possible civilians and transforming them in Soldiers requires our best effort. Hence, this Journal will focus on IET training and articles of interest to our community.

Please encourage your leaders at all levels to read the Journal and submit articles for future publications. DBCT will edit the articles, but we are looking for new quality ideas. If you have some great innovative ideas, share them with everyone, so we can all improve.

*BG James Schwitters is the Commander of the Basic Training Center of Excellence and Fort Jackson. He is proud to admit that he went through reception at Fort Jackson and did BCT at Fort Gordon in 1975.*

## Outcomes-Based Training: What's Next?

By: COL Craig J. Currey  
Director, Directorate of Basic Combat Training

Outcomes-Based Training (OBT) has been gaining momentum in the Initial Entry Training environment over the last year. Building on work pioneered by COL Casey Haskins at Fort Benning, LTG Ben Freakley, the US Army Accessions Command (USAAC) Commander, directed BG Jim Schwitters to develop the concept for implementation in Basic Combat Training (BCT) in the summer of 2007. Expanding on the concept of human transformation, the transition of a new civilian entering the Army into a ground combatant, BG Schwitters had the Directorate of Basic Combat Training (DBCT) at Fort Jackson convene an Outcomes-Based Training Seminar in November 2007. Select Brigade Commanders and Command Sergeants Major attended the seminar and developed five consolidated outcomes for BCT. These outcomes were approved by LTG Freakley in January 2008 for use in USAAC.

At the Initial Entry Training (IET) Commanders/CSMs Conference at Fort Bliss in March of 2008, the USAAC required units to use OBT, but in keeping with the principles of OBT, granted each installation and Brigade Command team the freedom to implement OBT as they deemed appropriate. Units adopted various approaches that used the five outcomes in differing ways. Units used ingenuity to best impart the concepts to their cadre and Soldiers. As time unfolds, these methods will undoubtedly alter as more effective techniques are discovered.

Concurrent with the OBT Seminar development, CSM (Retired) Morgan Darwin of the Asymmetric Warfare Group (AWG) was developing ideas from the Combat Application Training Course (CATC) that was



New Soldiers waiting to medically in-process at the 120<sup>th</sup>

## 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.

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## Outcomes-Based Training Cont...

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### Variations on the Five Approved BCT Outcomes:

- Fort Leonard Wood adopted 15 outcomes linked to the Soldier's Creed
- Fort Knox used 6 Core Competencies
- Fort Sill developed 4 grouping of Essential Soldier Skills
- 165<sup>th</sup> Infantry Brigade on Fort Jackson went to 6 outcomes, allowing a single outcome to be combat marksmanship for greater emphasis
- Australian Army has developed 9 desired outcomes and 11 traits for its Soldiers to exhibit from a Trainee Code

ongoing at Fort Benning and Fort Jackson. This course developed better training skills in our NCO cadre. Offered to all unit leaders, CATC became a catalyst for improving Basic Rifle Marksmanship (BRM) across IET. Although it stresses better leadership and coaching, the course has piloted various BRM techniques and enhancements to include understanding ballistics, assuming comfortable firing positions, increasing confidence in marksmanship abilities, using five round shot groups, placing the rifle magazine on the ground as a support, modifying uniforms during instruction, and altering

firing positions. CATC has led to improved trainers, leading to better marksmanship across the training centers.

The AWG is currently studying the impact of CATC on unit cadre and has a Science Team developing a self-assessment tool that will enable commanders to determine if a company is adhering to OBT approaches. CATC has also been adopted by the Drill Sergeant School (DSS) at Fort Jackson. As the single, recently consolidated DSS, all Drill Sergeant Candidates now go through the Combat Assault Rifle Training-Course (CART-C). This training embedded in the DSS encompasses all aspects of CATC while emphasizing the ability to coach and teach new Soldiers as Drill Sergeants.

Currently, a three-part education series covering human transformation, OBT, and CATC is taught in the main Victory University leadership courses, including the TRADOC Pre-Command Course (PCC), Company Commander and First Sergeant Course (CCFSC), and the Advanced Individual Training Platoon Sergeant Course (AITPSGC). The AITPSGC is also taught at varying Cadre Training Course (CTC) sites around TRADOC, allowing installations to vary its content slightly. The three presentations build sequentially and allow students to grapple with OBT as a concept. Students will ask numerous questions, usually centering on implementation.

Apart from Victory University, Commanders in USAAC have given training guidance and worked with bottom-up reviews to enable company and battalion cadres to understand this approach. Only the newest Victory University attendees re-

ceive these classes, so commanders in the field need to train their current cadre. Feedback and observation on company and battalion command teams at Victory University reveal that many are still confused with implementation of OBT. They want a checklist or formula for adopting the OBT approach.

Being overly proscriptive undermines the results desired from OBT. Cookie-cutter or boilerplate solutions force additional regulations and restrictive guidance to limit flexibility and creative innovations. Subordinate commanders need to understand their higher commander's intent and then have the latitude to execute. Hence OBT does not easily conform to strict guidelines or predetermined rules. However, there are some general approaches that leaders need to understand to implement OBT fully.

### Stress Flexibility and Adaptability

OBT is often best understood as commanders being allowed to be flexible and adaptive. When they determine the proper outcome, they can reverse engineer the process to achieve the desired outcome. In the traditionally restrictive Initial Entry Training (IET) environment, many regulations and limited resources have stopped junior leaders from pursuing a higher level of training. The mental intangibles delineated in the five established outcomes require leaders to engage Soldiers thoroughly. One size does not fit all in training. Hence, junior leaders need to vary techniques to realize the best, most effective results. Leaders may have to try new ideas to see what works—being flexible until the best outcome is achieved.

Donald Vandergriff's 2006 work *Raising the Bar: Creating and Nurturing Adaptability to Deal with the Changing Face of War* stresses the need for an Army cultural revolution in which strategic leaders end the "counterproductive array of long-established beliefs including many laws, regulations and policies, which are based on out-of-date assumptions." (pg. 14) He continued to assert that leaders need to educate the next generation in a flexible system while protecting younger leaders as they learn and evolve. As Vandergriff argues, to succeed in changing our IET culture, we need to free subordinates from fear, enabling them to move out in the most effective training direction.

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*"OBT is often best understood as commanders being allowed to be flexible and adaptive."*

## Outcomes-Based Training Cont...

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Too many leaders are convinced that TRADOC Regulation 350-6 *Enlisted Initial Entry Training (IET) Policies and Administration* is their training bible. It is not. It provides a framework and general guidance for the commander. Much of the document, depending on the type of company or battalion the leader is in, will have no applicability to a particular unit. Hence commanders and leaders need to exercise the same command principles that would apply in a tactical unit. The age-old axiom applies...when in charge, be in charge.

### Stress the Environment

Fort Jackson's Post Command Sergeant Major Brian Carlson emphasizes the environment as the key aspect to instilling outcomes. Leaders must set the conditions for a unit to execute OBT. Hence the leaders must understand the Outcomes-Based approach while Soldiers must train and benefit from it. The daily "conveyor-belt" approach to Basic Combat Training must be eliminated. Just making it through the BCT cycle leads many to fixate on the process, not the quality of training. Because of the amount of training with large volumes of Soldiers and varying events everyday, leaders worry more about accomplishing the designated training instead of the more important development and transformation of the Soldiers.

Leaders, consequently, must create a flexible, innovative environment. Mistakes and poor decisions become training opportunities for cadre and Soldiers alike. Solutions are developed, not training checklists that eliminate thought. Leaders mentor Soldiers and subordinate leaders. The cadre at all levels must be educated on OBT—it may not be in their experience at all as they may not have grown up in units that allowed this sort of latitude. In the end, leaders are accountable for the training, and Soldiers are accountable for their performance and transformation.

### Outcomes Leadership Layering

One aspect that emerges as a point of confusion is what the leader's role is in successful implementation of OBT. Victory University students are always wanting to know how they fit into the solution—what should they do at their level? Often the task of establishing OBT seems overwhelming to them given their perceived impediments to implementation. They appear to be taking on the

bureaucracy by themselves instead of participating in a team effort. The perception is that greater responsibility is being pushed on to them without increased authority to influence training.

Clearly, leaders have some defined roles in tackling OBT. At the General Officer level, LTG Freakley has directed that units do OBT; therefore, subordinate commanders are left to their ingenuity to implement the program. Generals need to make sure their installations are supporting the effort by eliminating conflicting policies that do not support training. Finally, resources may need to be reallocated so that units have the time, personnel, or money required to improve training.

Brigade/Battalion Commanders and CSMs need to promote the environment in units for successful OBT. They need to power down, so that the cadre and Soldiers have more responsibility in training and transformation. Give the company command teams the authority they need to accomplish their training mission.

Company-level cadre members are perhaps the main effort in OBT.

They need to take higher guidance and develop the cycle plan, focusing on the best outcome development. If companies are different across the battalion, that is fine. Senior leaders must allow subordinate leadership to accomplish the intent in different manners. Everything will not be done the same way. Ensure units also are training the mental intangibles that are so integral to the five outcomes. The training plan must have extensive counseling time to include peer evaluations in order to provide Soldiers with meaningful feedback on their attributes.

Finally, Drill Sergeants must role model all intangibles and Soldier skills for the new Soldiers. They need to do what works and pass it on to other cadre. If something is ineffective, they must inform the company command team who must send it higher. Better ideas and creativity should permeate the entire IET environment. Leaders must be confident that they have an

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*"Too many leaders are convinced that TR 350-6 ... is their training bible. It is not."*

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### Layering of Outcomes-Based Training

<b>GENERAL OFFICERS</b> 	<ul style="list-style-type: none"> <li>- Direct and insist on Outcomes-Based Training</li> <li>- Provide additional resources as required</li> <li>- Change restrictive policies and regulations</li> </ul>
<b>BDE/BN CDRs/CSMs</b> 	<ul style="list-style-type: none"> <li>- Free subordinates from fear</li> <li>- Promote creativity and innovation</li> <li>- Redirect resources as necessary</li> <li>- Give broad guidance with left and right limits</li> <li>- Stress intangible development</li> </ul>
<b>COMPANY CDRS/1SG</b> 	<ul style="list-style-type: none"> <li>- Be creative</li> <li>- Ask to change what doesn't work – stress effectiveness</li> <li>- Be flexible/adapt to change</li> <li>- Take the initiative</li> <li>- Ensure training is developing intangibles</li> </ul>
<b>DRILL SERGEANTS</b> 	<ul style="list-style-type: none"> <li>- Do what works with Soldiers – be effective</li> <li>- Be role models – especially the intangibles</li> <li>- Coach, teach, inspire Soldiers to perform at a combat level</li> <li>- Ask to implement better ideas</li> <li>- Teach the "why" to Soldiers and counsel them regularly</li> </ul>

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*"Brigade/Battalion Commanders and CSMs ... need to power down, so that the cadre and Soldiers have more responsibility in training and transformation."*

## Soldier Fueling

By: LTC Sonya Corum, MBA, RD, LDN  
Director, Experimentation and Analysis Element

Leaders and trainers are constantly seeking new or best practices to apply in the training environment. However, in the process of seeking the

new, the most obvious strategies are often overlooked. One such strategy is applying performance nutrition to the business of transforming civilians into Soldiers – tactical athletes.

To better leverage a performance nutrition strategy within Fort Jackson, the USABCTCoE CG provided meal guidance that considers Soldiers' health, shapes their development, and is best suited for the training task. When asked, senior Non-Commissioned Officers described a desired food program as one that is appealing, has variety, and is grounded in science. As a result of these inputs, the Soldier Fueling program was developed and continues to evolve.

Soldier Fueling has two components: the food service environment and education. With guidance from regulations and the Army Subsistence Center of Excellence, BCT dining facilities provide Soldiers with 2-3 meals per day. The menus typically incorporate traditional design elements that include fried food, pastries, and nutrient-stripped starches. This is contrary to the design elements recommended by the U.S. Surgeon General for good health and maximal performance. In addition, Soldiers enter BCT with little knowledge of food choices that benefit their mental and physical performance.

Some would argue that our newest Soldiers prefer the fast food-type menus. However, surveys show higher satisfaction in units with modified healthy menus than in units with typical non-athletic training menus.

Menu changes to meet this expectation and to optimize performance do not require major facility ren-

ovations or new equipment purchases. The Fort Jackson Installation Food Service has made a number of no-cost or minimal cost changes to menus including modifying the local bread contract to include more whole grain options, and using whole grain pastas. Increasing dietary fiber in these simple manners extends Soldier energy systems while depressing hunger. Soldiers who report being hungry always or almost always are five times more likely to consider quitting BCT (EAE: Supplemental Fueling Preliminary Unpublished Study Results). Food production is also being modified in an effort to optimize Soldiers' performance. Items that were traditionally deep fat fried are now being baked. The Installation Food Service Manager is also working with vendors to obtain more baked entrée items that taste and look just as good as their deep fat fried alternatives. The menu standard is to provide orange wedges instead of the whole fruit to facilitate the Soldiers' ability to consume a fresh fruit high in Vitamin C which improves iron absorption and the immune system. Tossed salads must include dark green leafy lettuce or baby spinach to provide Soldiers with nutrient-dense greens. These are just some examples that not only Fort Jackson has adopted, but also Fort Benning.

An environment for Soldiers' to use nutrition to enhance their performance must also include education. On the first day of Drill Sergeant School, candidates are learning the value of nutrition on performance and separating fact from fiction. As the case of the myth that Soldiers should not consume milk while training because it will curdle in the stomach. In actuality, milk - specifically low fat chocolate milk - is the best recovery beverages for athletes. So, a glass of low fat chocolate milk following the morning's physical training session could facilitate Soldier recovery and ability to continue learning throughout the morning. The education does not stop with the Drill Sergeants. Performance nutrition education is embedded in the Company Commanders and First Sergeants Course. In addition, many of the command teams at Fort Jackson invite a dietitian to provide a performance nutrition education block to their Soldiers at the beginning of each training cycle. End of cycle surveys indicate that the Soldiers consider this valuable information. Assessment of the value of this education has further proven its value in that those Soldiers who receive performance nutrition edu-

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### **Simple Menu Changes for Improved Performance:**

- Increase multi-grains in menus by:
  - Modifying bread contracts to include whole grains for all bread types
  - Use brown rice instead of white rice
  - Incorporate wild grain rice and legume mixes
  - Use whole grain pastas
- Serve oranges (and other fruit) cut into wedges instead of whole
- Incorporate dark green leafy lettuce or baby spinach into tossed salad
- Bake instead of fry
- Use orange juice fortified with calcium
- Give important foods a place of importance in the serving line ( i.e. milk dispenser first on the serving line)



# The Ultimate Sports Drink - MILK!



A training poster designed to capture Soldier's attention using a popular ad campaign design and educate them about the values of good nutrition and what constitutes good nutrition...in this case the value of milk to the Soldier Athlete.  
More posters are available on the EAE AKO Knowledge Center at <https://www.us.army.mil/suite/folder/11725159>.

## Advanced Individual Training Platoon Sergeant Course

By: LTC Anthony Frederick  
 Director, Leader Development, Training, and  
 Training Support (Victory University)

A fundamental change to the way we train new Soldiers occurred this year.

*“IET Soldiers assume more responsibility for their actions and duties commensurate with their rank.”*

TRADOC centers and schools which conduct AIT replaced Drill Sergeants with platoon sergeants and incorporated the positions of squad leaders and team leaders into the AIT environment. The objective of this change was to create a training environment that reflected the command and control structure of an operational unit and to provide a setting which more efficiently and effectively prepares Initial Entry Training (IET) Soldiers for assimilation upon arrival at their first duty station. A desired side-effect of the new organizational structure was the powering-down of responsibility to company and battalion unit commanders. The TRADOC CG’s intent was to create a learning environment that causes IET Soldiers to mature by requiring them to assume more responsibility for their actions and duties commensurate with their rank. TRADOC approved the implementation plan on 17 June 2007 with an execution date of not later than 1 January 2008 for all Cadre Training Centers across AIT.

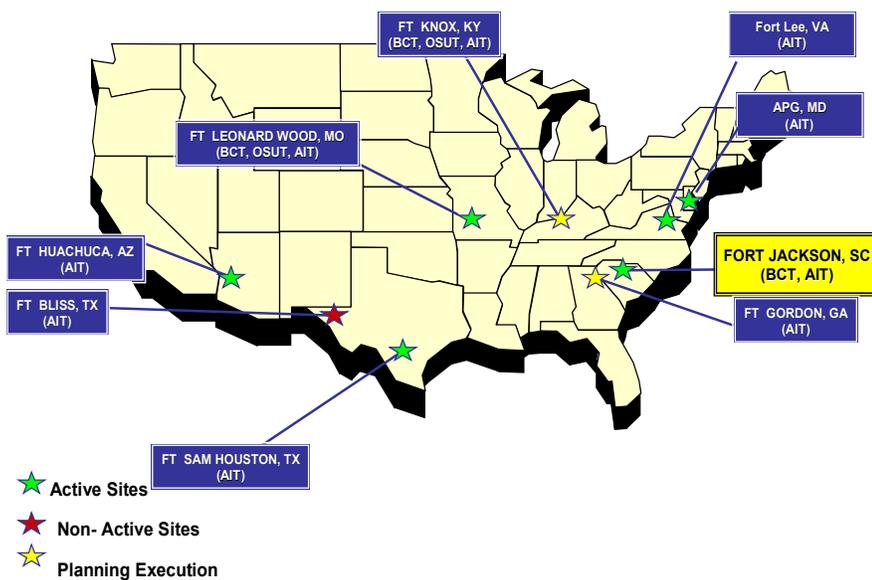
As the proponent for IET leader development training, Victory University spearheaded the first training course designed for Advanced Individual Training (AIT) Platoon Sergeants per the TRADOC Commander’s guidance. The thrust of the pilot course focused on the TRADOC transformation initiative to reshape the AIT environment and culture to create a training environment to replicate the command and control structure in an operations unit. Victory University developed the Program of Instruction (POI) and Training Support Package (TSP), and exported them to all the approved TRADOC Cadre Training Centers for implementation in October 2007. Victory University and Fort Huachuca concurrently conducted the first three week AITPSG course in November 2007 that consisted of twenty-one (21) and fifteen (15) students, respectively, with students from installations across TRADOC. The first course consisted of a very diverse class structure that encompassed several different military occupation specialties (MOS) that spanned most of the career management fields including medical, legal, maintenance, transportation, supply, engineer, and aviation.

These students and leaders established the foundation for a new training concept that accelerated the Soldierization process and better prepared warriors for their first unit of assignment by exposing them to a training environment that better replicated the operational Army. The majority of comments from students in the pilot course were very positive with the students consistently displaying a high level of excitement and motivation. The course jump-started a culture change in AIT environment by fostering the strategy to as fully as possible replicate the field Army force structure. More important, the course trained leaders better to prepare their Soldiers for their first unit of assignment.

The execution plan for this course across the full spectrum of the TRADOC community entailed exporting a TSP to nine of the TRADOC approved CTC sites. Each installation conducts decentralized training to prepare their leaders for the challenging mission of executing platoon sergeant duties and responsibilities in an AIT environment.

The contents of the original three-week course map ranged from specific IET policies and procedures to leader development training, including outcomes-based training, and culminating with a

### AITPSGC Site Execution Matrix



Training locations for the Advanced Individual Platoon Sergeant Course.

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## Advanced Individual Training Platoon Sergeant Course cont...



The First –AITPSGC Class 01-08.

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Warrior Tasks Battle Drills (WTBD) Field Exercise. The first course included a 72 hours student-led Field Training Exercise (FTX) and numerous blocks of instruction encompassing field observations, student/leader seminars, and embedded training events with AIT units.

With the continuous emphasis on course relevancy coming from the field, Victory University conducted the first Task Analysis Review Board (TARB) and Site Selection Board (SSB) for the AITPSG course in April 2008 with field representatives from various CTCs within TRADOC. The TARB resulted in the course map being reduced from three weeks to two weeks with many of the classes in the three week course map migrating from the institutional training base to unit training base. In other words, the responsibility and requirement for training local tasks and local needs was placed where it belongs; with the local commander.

The revised two week course map took effect 1 June 2008.

To date, the CTCs across TRADOC have trained almost 300 platoon sergeants, 97% of the annual training population. Interestingly, the total training population consists of both DA/

HRC selected PSGs and local commander selected personnel. This was not the original intent of the program but was a natural progression towards modeling the operational Army where local leaders pick their local subordinate leaders. To reward the personnel that attend and graduate from the AITPSG a special skill identifier (SQI) of

“Y” has been requested and will be available to students pending formal DA approval.

In closing, the feedback from students across TRADOC in reference to the course has been very positive and has validated the necessity and relevancy of the course. Victory University will continue to coordinate with field commanders and other partners, and collaborate with the various CTCs, to ensure the course classes remain relevant and enhance the training readiness of our AIT leaders.

LTC Anthony Frederick is the Director of Victory University and is responsible for all cadre training programs related to IET.

*“The responsibility for training local tasks is where it belongs, with the local commanders.”*

### AITPSGC Common Core Course Map

**Week-1:**

Mon	Tue	Wed	Thu	Fri	Sat
Course Introduction	SPT Instruction	SPT Instruction	SPT Instruction	Student Led SPT	Student Led SPT
CSM Perspective	BCT Overview	Assignment Discussion	Assignment Discussion	Assignment Discussion	Assignment Discussion
Millennial Overview	Injury Prevention	AIT Overview	Military Law	Apply Risk Management in IET	EST 2000
Building a Significant Soldier	Training Management in AIT	Prohibited Practices	BRM / ARM Strategies	Planning a Foot March	Week 1 Counseling
Principles of SPT in AIT	Teaching Army Values in AIT	Nutrition and Health	Manage Unit Stress	BRM / ARM Training P.E. (Embedded Training)	
	Role of the PSG in AIT	Counseling Requirements	SARC		

**Week-2:**

Mon	Tue	Wed	Thu	Fri
Foot March P.E.	Student Field PT	Embedded Training	TR 360-6 Action Learning Project	Student SPT
FTX Student Led	FTX Student Led		TR 350-6 Exam	ATC CG Perspective
			General Subjects Exam	Course AAR
			Week 2 Counseling	Graduation

## New IET Family Handbook

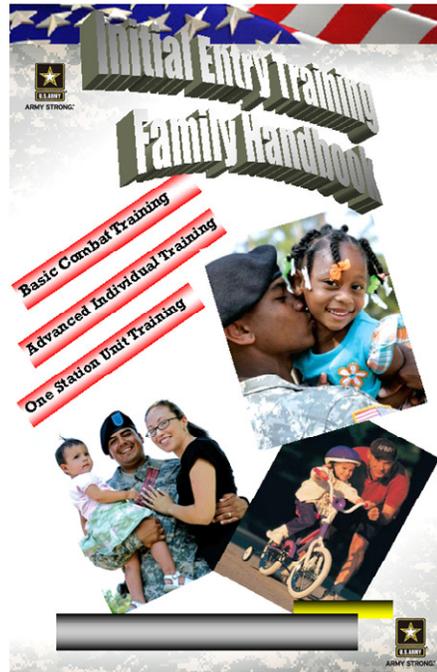
By: Ray Montoya  
Chief, Initial Entry Training Reception Program

uniforms, and introduction to the Army Values. Essentially, a brief introduction to life in IET is provided.

*"Families can have a better start in the Army."*

The intent of this new booklet is to inform Families of their Soldier's IET experience. Additionally this booklet provides an excellent source of information for Soldiers and Family members before or while the Soldier is in Initial Entry Training (IET). Instead of waiting until after initial training when the Soldiers arrive at their first unit of assignment and soon deploy, Families can be better prepared upon arrival.

The booklet begins by explaining basic procedures such as when Families can expect an initial call to confirm their Soldier's safe arrival at training. Helpful websites are also provided and give specific details about where the Soldier is in his or her training. Also addressed is an explanation of a Soldier's first few days in the Army, administrative and logistical processing, haircuts and



**The Initial Entry Training (IET) Family Handbook.**

The handbook then explains the differences between Basic Combat Training, Advanced Individual Training, and One-Station-Unit Training as well as some other terms they can expect their Soldiers to use when calling home. It breaks down the goals and outcomes of each IET Phase (I thru V+), and provides details for graduation day procedures. Perhaps most important, the book provides forms, examples, and explanations of the many choices families will have to make with the start of any new career.

Our goal is to have this information available to all Army Recruiters to pass along to Soldier candidates, so that Families can have a better start in the Army. We are determined to have this material

available to spouses and Family members as soon as possible in a Soldier's career. The booklet will also be available for download on the Directorate of Basic Combat Training AKO web site and future company websites.

## IET Training Research Workshop

By: LTC Sonya Corum  
Director, Experimentation and Analysis Element

**Purpose:** Provide a link between the training and research communities to discuss issues and opportunities for current and future research.

**When:** 27-28 August (Tuesday – Wednesday)

**Where:** USABCTCoE and Fort Jackson

**Who:** All BCT sights are encouraged to send a representative who clearly understands training Soldiers and is capable of speaking for the command. Research organizations are encouraged to send a representative who can be a creative problem solver focused specifically on issues of importance to the IET community.

To register for the workshop or for more information, contact LTC Sonya Corum at [sonya.corum@conus.army.mil](mailto:sonya.corum@conus.army.mil) or 803-751-4108.

## A Better Marksmanship Training Program

By: COL Michael Coss  
Commander, 192<sup>nd</sup> Infantry Brigade

Fort Benning and Fort Jackson have implemented a new rifle marksmanship instruction program that provides Soldiers the skills they will need to effectively operate their weapons in combat. The previous program was not focused on achieving the outcomes expected in a Soldier in the contemporary operating environment and was well overdue for change. Battlefield conditions require confident, competent, and accountable Soldiers who can think and solve problems, yet our marksmanship training facilitated little of this, focusing instead on different combat aspects such as massing fires.

First, our training did not deliberately instill confidence. Some Soldiers did become confident but only as a side-effect and not as a deliberate goal. Many Soldiers learned only enough to meet minimum qualification standards and had little confidence they could perform on their own in combat.

Second, we largely ignored key areas needing mastery such as maintenance, safe handling, and rigging and operating the other required equipment on the modular combat weapon system. Ultimately, graduates had no real mastery of the weapon's system and could only do what drill sergeants told them to do. They would have great difficulty doing things for themselves and had little understanding of why things worked the way they did. Even Soldiers who did understand and had initiative to learn would not act on that initiative, having been consistently trained to "wait for instructions from the Drill Sergeant."

Third, we failed to hold Soldiers accountable or require them to perform as they would in combat. The responsibility for safety and zeroing remained largely with the Drill Sergeant and not the individual Soldier. The qualification standards we used

built habits that don't fit today's combat needs. Soldiers were not required to fire from behind barricades, employ short range marksmanship techniques, fire until the target was destroyed, conduct reload and reduce stoppage under pressure, or make basic combat choices during training. These facts further lowered the Soldiers' confidence as many knew they were not good enough with their weapons and were uncertain if they were ready for combat.

Soldiers need confidence, competence, and accountability to perform in combat; our marksmanship program had to change to meet that need. We had to change our instruction. We found most of our cadre were not well versed in what they were teaching. Most of our NCOs and officers were not confident or competent with the weapons themselves and there remained much folklore in the instruction we provided rather than knowledge and facts.

First efforts focused on improving cadre skills. The Asymmetric Warfare Group provided instructors who teach leaders to focus on why the system works a particular way and how to master it. Understanding the why enables our cadre to gain confidence and increases their competence. Soon the cadre implemented innovative instructional techniques and Soldier training, understanding, and performance improved.

Procedures put in place long ago also needed reform. Our range procedures emphasized control over teaching and the pressures of time and ammo led to a focus on meeting minimum standards and highest throughput. The detailed tasks outlined for each basic rifle marksmanship (BRM) period discouraged leaders from thinking and prevented Soldiers from mastering the basics before advancing. Cadre would manipulate the sights for the Soldiers during zeroing and would allow alibi fires for malfunctions; Soldiers were




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*"Soldiers were not held accountable for failing to keep their weapon operations. We were wasting Soldiers' time..."*

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## A Better Marksmanship Training Program cont...

(Continued from page 9)

not held accountable for failing to keep their weapon operational. We were wasting Soldiers' time and allowing bad habits to develop early which were difficult to undo later. We used the EST 2000 for practice fire and ignored its strengths like tracking trigger pressure or sight alignment.

It was not easy changing some of these procedures but education and persistence made a difference. The new program requires leaders who truly know the material, who are willing to operate with fewer restrictions, and who want to teach their Soldiers. The program involves teaching in addition to the training. Soldiers learn why things work and how to apply the fundamentals to different situations. It incorporates conditions and lessons from current combat operations. The training begins in a relaxed environment and, as Soldiers progress, the difficulty and stress are increased.

Training consists of guided discovery so Soldiers work things out for themselves. Mistakes are okay; they allow lessons to be internalized. The training does not let Soldiers build bad habits but rather devotes extra time to them at the beginning until they've learned to do each task correctly. It begins slower, but succeeds faster. Soldiers now devote about 70% of the time to mastering fundamentals, including understanding the "why", and 30% to applying these fundamen-



actions Soldiers are required to perform in combat. First, Soldiers engage targets in series including some that will not "die" unless hit multiple times. The targets requiring multiple hits will vary per iteration; Soldiers can no longer depend on memorizing the qualification table sequence. The new test will also address other shortcomings our current test fails to measure. These include varying the firing position, reloading magazines and dealing with malfunctions, closing the distances to match combat conditions, and requiring rapid decision making by the Soldiers.

The test will consist of three tables with varied target groupings. As previously mentioned, the targets will appear in random order and will not fall until hit the required number of times. The tables will be fired from the positions Soldiers most often encounter in combat; the kneeling unsupported position, the kneeling supported position, and the prone unsupported position.

Soldiers will be given three magazines with ten rounds in them including one randomly placed dummy round in each magazine. This placement will require the Soldiers to perform SPORTS during the target sequencing, and they will receive no credit or alibi round for failing to clear the malfunction in time. Second, Soldiers will be forced to decide at what point they want to change magazines. The tables are not uniform in requiring ten hits, so Soldiers will have to make choices on when to change magazines and advance to the next position. Target distances have also been adjusted. Only two of the targets will be at 300 meters now as most combat engagements are at 200 meters or less.

*"The new qualification tables in development will resemble the actions soldiers are required to perform in combat."*

tals in increasingly challenging situations. Soldiers combine thinking and decision making with shooting and use marksmanship instruction to build individual accountability, discipline, safety, and problem solving.

The new qualification tables in development will resemble the



(Continued on page 11)

## A Better Marksmanship Training Program cont...

(Continued from page 10)

We have already executed a number of tests of the new program and qualification table. While qualification scores have only increased slightly in our tests, less tangible gains are significant and appear to accelerate following BRM. These include increased confidence with weapons, a vast improvement in the employment of weapons in tactical scenarios, more precision in every engagement, very few engagements of “don’t shoot” targets such as civilians on the battlefield, and widespread use of initiative and judgment in positioning and movement. Our safety record has improved significantly as well with Soldiers committing far fewer dangerous actions risking fratricide. Negligent discharges have all but disappeared.

Finally, our Drill Sergeants have become more effective trainers – not just in marksmanship but in all areas due to the processes we use. Battle command requires us to understand first, then

visualize, decide, direct, lead, and assess. As their proficiency improved, their ability to exercise battle command to develop effective training improved commensurately. We now have Soldiers who can operate their weapons with confidence, competence, and accountability; we have leaders who know a better way to train for combat; we have leaders who know a better way to lead in combat. The marksmanship program revisions have been a huge success and need to be implemented at all Army Training Centers.

*COL Michael Coss is the commander of the 192nd Infantry Brigade at Fort Benning and has been a key player in improving and updating BRM training for the Army.*



## Soldier Fueling cont...

(Continued from page 4)

cation, especially females, have a greater body fat loss through the course of the training cycle.

The education is not limited to instruction. It is reinforced with posters throughout the dining facility and company areas. The Experimentation and Analysis Element (EAE) has recently evaluated a “Go Green” marking system to identify high-to-low performance foods on the serving lines. Results from this as well as the Fueling 5 Study, an assessment to determine the value of providing BCT Soldiers with additional fueling during the training cycle, are pending and expected in Fall 08.

The EAE is partnering with the United States Army Research Institute of Environmental Medicine to



further assess the utility of an iron-containing food product for maintaining iron status during BCT. This study will be launched at Fort Jackson in September 2008. As the research community continues to advance the knowledge of performance nutrition especially as it relates to transforming civilians into tactical athletes, the Soldier Fueling program will continue to adapt to incorporate new findings to benefit the training community.

*LTC Sonya Corum is the Director of the Experimentation and Analysis Element (EAE) and holds degrees in Food and Nutrition and Business Administration. She has significant operational experience as a nutritionist in both preventive medicine and combat medicine.*

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*“Surveys show higher meal satisfaction in units with modified health menus than in units with typical fast-food menus.”*



To submit a story, please send to the editor:  
Mr. Marken, Director, Quality Assurance Office  
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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. Stories should typically be 500 words or less for side-stories or up to 1500 words for a lead article. Please submit images as separate attachments.

<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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## Outcomes-Based Training Cont...

*(Continued from page 3)*

impact and can influence training. When Soldiers know the “why” of the task and not just the steps of it, they will understand and retain it better. The end state is a better prepared Soldier for combat.

With leaders fulfilling their OBT roles, effectiveness will be favored over efficiency. No one wants to be a poor steward of resources—the Army is struggling to meet all of its needs. But Soldiers must be ready to contribute to unit success immediately upon their arrival. More than likely, the unit with the brand new Soldiers will soon be in combat, requiring the highest levels of performance and intangibles from our force.

### Conclusion

Leaders in the field need to stress OBT to cadre and provide the environment for it to flourish. Leaders also must be flexible and adaptive—this is a mindset change that must be emphasized continuously from higher. Finally, they must accomplish the required OBT prerequisites commensurate with their rank and position. All elements of the team need to set the conditions for success. There is some overlap in the layers, but if one strata fails to do its part, the team will suffer.

The Directorate of BCT will continue to include OBT in the Soldier’s Handbook, lesson plans, and TRADOC Regulation 350-6. This emphasis of the OBT concept along with continued education at Victory University and the Cadre Training Courses will enable new leaders to come to grips with OBT quickly upon their arrival. We must expand OBT with more training at the Drill Sergeant School. When AWG is done with their OBT self-assessment, the new assessment tool will be forwarded to Brigade Commanders and CSMs for their use in improving training. Finally, the IET community needs to share emails, articles, and briefings, so everyone can internalize the best practices. Tremendous progress has already been made, but we need to continue pushing on to the high-ground on which OBT is accepted and understood as the norm.

*COL Craig Currey is the current Director of the Directorate of Basic Combat Training (DBCT) at Fort Jackson. He has significant IET experience as the former Commander of Victory Brigade and the 2-39 Infantry Battalion.*

