



INITIAL MILITARY TRAINING JOURNAL

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From the DCG-IMT...

By: LTG Mark Hertling
Deputy Commanding General—Initial Military Training

Welcome back for another edition of the IMT Journal. I would like to open up this edition with another call for input and feedback from our BOLC and AIT organizations. My emphasis so far has been on the improvement and standardization of Basic Combat Training and the BCT portion of OSUT, but with the signing of the new Program of Instruction, it is time to move the focus towards our branch component training.

This issue takes a look at a wide variety of issues we as leaders are all concerned about. First, LTC Shawn Klawunder takes a close look at a way to improve the level of proficiency and retention of medical skills learned during BCT. LTC Bryan Hernandez follows-up on last issues "Command Letter to Drill Sergeants" article with a discussion on training and certification of new cadre. Together, these articles demonstrate efforts to improve on the HOW of training. COL Craig Currey continues his series of articles looking at lessons learned from our sister services and their preparation of new warriors.

The BCT POI revision carries some significant adjustments in how we will conduct our most fundamental skills training. The new BRM training strategy designed by our brothers in the Infantry School improves the ability of our Soldiers to identify, engage, and kill the enemy and removes any vestiges of our fire-and-forget range mentality. All units should be implementing this new strategy by July and we will evaluate the results of this change and make any necessary changes and improvements quickly as we learn additional lessons.

Another significant change related to BCT is the creation of a formalized introduction to the Army Values combined with a focused training effort on the concept of culture. Both of these topics have been taught within BCT for many years but they depended on the local Drill Sergeants to have the necessary background experience and ability to be a good storyteller; to weave past experiences into lessons for Soldiers to learn from. While the trainers, as usual, did a good job, the result was not consistent as the Soldiers progressed forward into AIT, resulting in more items the AIT organizations had to train in order to develop a common baseline in their units. We hope that the products coming out of the Intelligence COE and the Army Center for the Professional Military Ethic out of West Point will bridge that gap and provide the necessary tools to our trainers.

Finally, our new Physical Readiness Training Doctrine, TC 3-22.20, has been approved and should be available at the same time this journal is released through the Reimer Digital Library. If not, you can get a copy of the Final Draft on the USA Physical Fitness School AKO page at <https://www.us.army.mil/suite/page/346316>.

We continue to do great things with limited resources, limited personnel, and limited time, but we make the mission happen. Thank you all for the hard work and dedication you have shown to improving your organizations, your training, and the abilities of our great Soldiers.

Soldiers are Our Credentials!

Medical Training in BCT: Mastery through Repetition

By: LTC Shawn Klawunder
Commander, 3-47 Infantry Battalion, Fort Benning

Medical training is one of the areas where the skills Soldiers learn in basic training are directly applicable in their first unit of assignment. Our Soldiers, other than 68Ws, will get little additional medical training in AIT. Many will receive very little reinforcement training before being required to use these skills for real. As a result, we need to approach medical training in a way that ensures Soldiers retain what they've learned for up to a year after graduating from BCT. It may make the difference in lives saved.

Medical training should be sequenced such that Soldiers are taught the skills, practice them through repetition, and finally apply them in realistic scenarios. The tenets behind this instructional method are teaching the fundamentals, demonstration, repetition, progression, specificity, and application.



Drill sergeant certification training is the key to success

Our drill sergeants have diverse backgrounds. As a result, they all arrive with different skills and abilities. In order to prevent confusion amongst trainees, all drill sergeants must understand the standard the exact same way. Once Soldiers are taught medical skills, drill sergeants maintain that standard the same way from the day Soldiers are initially taught until the day they graduate. The conditions may change to add complexity and realism; however, the standard is fixed. Soldiers should be corrected every time they don't meet the standard. Furthermore, drill sergeants all must be comfortable teaching and coaching first aid drills. If they are uncomfortable, their lack of confidence will show in daily drill execution. This competence and confidence gap is only closed by conducting certification training. One certification method is to have company first aid subject matter experts demonstrate each drill, talking other drill sergeants through the steps. Once this demonstration is complete, every drill sergeant executes the drill himself with another drill sergeant acting as a casualty. This article includes a sample of scripts that may be used in the conduct of this training.

Instructional approach

This medical training approach was developed to improve task retention and is applicable to all types of training. Tasks should be taught by sequentially taking Soldiers through the following phases:

Control Bleeding: Task 1 Buddy Aid

Soldier should be able to demonstrate his ability to control bleeding with only prompts to the casualties injuries from the DS. DS uses these notes to help prompt the soldier to the correct buddy aid needed to save the life of the casualty. Select one random soldier to be a casualty and one random soldier to be the first responder.

- Soldier should first check for responsiveness
 - Uses AVPU= Alert, voice, pain, unresponsive
 - Casualty is unresponsive
- Positions casualty on back
 - Kneel next to casualty, arm near knees raised above head, legs straight, one hand behind neck for support and the other hand under far arm pull toward you steadily and evenly
- Opens airway
 - Head tilt chin lift (no suspected spinal injury)
 - Jaw thrust (suspected spinal injury)
- Check for breathing
 - Look listen and feel
 - Casualty is breathing
- Check for bleeding
 - Starts from head and works down, looks for blood soaked clothes, Entry/exit wounds
 - Slide hands under body from head down
 - Checking hands for blood
- Soldier finds blood
 - Depending on location of wound (DS choice of wound)
 - Medic applies Israeli Bandage or Uses casualty's tourniquet to stop bleeding
- Evacuate casualty
 - 9 line med-evac or proper litter technique to safely transport casualty

Open and Manage Airway Rescue Breathing: Task 2 Buddy Aid

Soldier should be able to demonstrate his ability to open and manage an airway, DS uses these notes to prompt the soldier to the correct buddy aid needed to save the life of the casualty. Select one random soldier to be a casualty and one random soldier to be the first responder.

- Soldier should first check for responsiveness
 - Uses AVPU= Alert, voice, pain, unresponsive
 - Casualty is unresponsive
- Positions casualty on back
 - Kneel next to casualty, arm near knees raised above head, legs straight, one hand behind neck for support and the other hand under far arm, pull toward you steadily and evenly
- Opens airway
 - Head tilt chin lift (no suspected spinal injury)
 - Jaw thrust (suspected spinal injury)
- Check for breathing
 - Look listen and feel
 - Casualty is not breathing
- Pinch casualty nostrils closed and give two full breaths and checks for carotid (neck) pulse
 - Casualty has a pulse
- Continues administering rescue breathing at a rate of one breath every five seconds for one minute approximately twelve breaths
 - Casualty is breathing
- Count the number of respirations for fifteen seconds
 - Casualty is either breathing less than two breaths in fifteen seconds, is unconscious or is making snoring or gurgling sound
- Insert nasal pharyngeal airway and place in recovery position, seek help

BCT Medical Training cont...

1. Instruction: During this phase, Soldiers are introduced to tasks and get a common understanding of how to complete it. Why certain techniques work is also explained.
2. Demonstration: After being told how to conduct a task, Soldiers are shown the task being done properly. This is best completed using drill sergeants as demonstrators. When this step is missed, Soldiers have difficulty bridging the gap from instruction to execution. Only by seeing the task done correctly can they really grasp how to do it themselves.
3. Walk Through: Next, Soldiers must be walked through a task step by step by a drill sergeant. This is the first time the Soldier actually performs the task and drill sergeants must correct any mistakes. This is the first step in building the muscle memory for task mastery. The Soldier must execute the task flawlessly in order to proceed.
4. Repetition: This phase includes multiple task repetitions throughout the training cycle; building the muscle memory that allows Soldiers to apply the task in realistic scenarios.
5. Application: This final phase allows Soldiers to put the task in proper context by executing in a challenging, realistic scenario. This is a capstone exercise that allows Soldiers to be confident in their ability to execute the task when needed in combat.



First aid periods are not the end-state, but rather the foundation

When a Soldier arrives we teach the fundamentals of first aid within the first two weeks of training. This is not an end-state but rather a foundation to build upon; the first step in a process that takes ten weeks. The areas we focus on are: Evaluate a Casualty, Manage an Airway, Control Bleeding, Penetrating Chest Trauma, Fractures, and Prepare for Evacuation. Once these skills are taught, they should be demonstrated so Soldiers can see the task performed. Then Soldiers should be walked through performance of the tasks themselves. The sooner this walkthrough takes place after the class, the better. For example, you should not wait until the end of all the classroom instruction before the Soldiers see and practice evaluate a casualty for the first time. The periods should be broken up with a class, followed by a demonstration, concluding with hands on practice for Soldiers. The next class can then be initiated. The classroom instruction is simply a primer for the hands on and by breaking the periods up a Soldier will retain more by the time he first practices hands-on.

Treating Suspected Fracture: Task 4 Buddy Aid

Soldier should be able demonstrate his ability to treat a suspected fracture, DS uses these notes to prompt the soldier to the correct buddy aid needed to save the life of the casualty. Select one random soldier to be a casualty and one random soldier to be the first responder.

1. Prepare the casualty for splinting fractures
 - Reassuring the casualty, loosen tight and binding clothing, remove all jewelry from affected limb (do not remove boots unless necessary)
2. Gather all necessary equipment to splint a fracture
 - Items to be used as splints material to pad between the splints and material to tie splints in place
3. Check for blood circulation problems below the injury
 - If casualty has light skin (pall, white, or bluish gray color)
 - If casualty has dark skin (depressing the toe/finger nail beds and see how fast color returns)
4. Asks casualty about any numbness, tightness or cold sensation
 - No circulation problems detected
5. Soldier begins splinting fracture
 - Places splints around the fracture (must extend beyond the joints above and below the fracture) and ties nonslip knots with cravats away from the injury
6. Recheck circulation below the fracture, seek aid and monitor the casualty for life threatening conditions

Treating Penetrating Chest Trauma: Task 3 Buddy Aid

Soldier should be able to demonstrate his ability to treat an open chest wound, DS uses these notes to prompt the soldier to the correct buddy aid needed to save the life of the casualty. Select one random soldier to be a casualty and one random soldier to be the first responder.

- Casualty has a chest wound**
1. Soldier determines if the wound is an open chest wound
 - Sucking or hissing sounds, coughing up blood, frothy blood from wound, shortness of breath or difficulty breathing, chest not rising normally, pain in shoulder or chest area, bluish tint of lips, inside of mouth, finger tips or nail beds.
 2. Soldier will name symptoms of open chest wound
 - It is determined that it is an open chest wound
 3. Soldier checks for entry and exit wounds
 - Finds entry and exit wounds effecting the same lung
 4. Soldier uses sterile plastic to create a flutter valve
 - On front wound tapes down three sides of sterile plastic, on back side tapes down all four sides of sterile plastic
 5. Soldier will wrap wound in bandage to protect plastic seal from damage, and provide pressure to the wound
 - Places white part of bandage over flutter valve, ties non slip not over the wound to apply additional pressure
 6. Rolls casualty into recovery position onto wounded side

BCT Medical Training cont...



Hands-on repetition is the key to retention

Once each of the skills is introduced by the methods described above, we move into the repetition phase. This is the phase where Soldiers really gain the task retention that takes them from the end of BCT to their first unit of assignment. Repetition training must be conducted on a daily basis, starting from the time a Soldier is taught until he's complete with basic training.

This is done in three ways. First, self-aid is practiced. Each Soldier should store their tourniquet in their IFAK the same way, so he can apply it to himself with one arm. Every day a drill sergeant ought to tell a platoon that they've all lost a limb and give them one minute to properly apply their tourniquet. Change it up every day; different arm, different leg.

The second type of repetition is drill sergeant led buddy aid. With a platoon gathered in one location, two Soldiers are selected at random. One Soldier is briefed on his wound and the symptoms, another is directed to evaluate and treat the casualty. Instead of

talking through what he will do, the Soldier actually performs the tasks. The casualty doesn't tell his buddy what his wounds are, but rather displays the symptoms that he'd have based on his injuries. Finally, the drill sergeant gives prompts of symptoms to the buddy giving aid. For example, instead of saying you see arterial bleeding from the left leg, the drill sergeant would tell the trainee to begin treatment of the casualty. Once the Soldier starts the "evaluate a casualty" task, the drill sergeant would prompt the Soldier that the casualty is breathing and non-responsive. As the Soldier continues proper evaluation, he feels for wounds, pulling his hands out looking for signs of blood. The drill sergeant responds, "no blood...no blood...no blood" as the evaluation is ongoing. When as the Soldier gets to the wounded leg, the drill sergeant would say, "bright red bleeding...bleeding... bleeding". This not only identifies the symptoms, but also puts pressure on the Soldier performing aid as the word bleeding being repeated signifies the blood as it squirts from the wound. The process should be timed such that the casualty is evaluated, his wounds are treated, and in the last two weeks of the cycle, the casualty is packaged for movement in less than 10 minutes. When complete, the drill sergeant facilitates an AAR involving the entire platoon so all Soldiers can learn from the event. While this may seem to be time consuming, once certification training is complete it only takes 15 minutes a day. This small investment of time pays big dividends in the Soldiers ability to fully grasp the medical skills they've been taught.

The third form of repetition training is Soldier assisted training. This technique is necessary because there aren't enough drill sergeants available to individually supervise each Soldier executing tasks on a daily basis. By using Soldier assisted training, we are able to get the repetitions required to achieve task retention. However, this training must be closely monitored by a drill sergeant. Wounded Soldiers must be told the wounds they have and the symptoms they will display. Soldier/trainers must understand the prompts they give just like the drill sergeants. Finally, they must be



BCT Medical Training cont...



supervised by drill sergeants such that they don't deviate from this direction. This supervision ensures the training does not revert back to talk-throughs, but instead remains completely hands-on. A preferable group size is five to ten Soldiers. Doing so, one drill sergeant can effectively manage five to seven separate groups.

Specificity is critical in repetition training. All drill sergeants, and ultimately all Soldiers need to understand the standard the same way. This standard does not change with time but is the same from the day they're taught until the day they graduate. The conditions may change, making the task more difficult to accomplish, but the standard is fixed. By specificity, I mean the tasks we train are always

based on the fundamentals we taught up front. We always initiate treatment by evaluating a casualty, once a wound is discovered it's treated. Once treated, we continue evaluating the casualty until complete. We always "do" the treatment; never talk through what we would do, aside from actually inserting a needle, or airway. We always give prompts for symptoms instead of simply telling the Soldier what the injuries are.

Training must be progressive

By changing conditions, we continually make the treatment of casualties more complex. For example, we started with self and buddy aid in the crawl and walk phases of training. Once Soldiers are versed in treating all types of injuries under these conditions, we add an assistant. As a consequence during assisted buddy aid, a Soldier has to manage his hands and the hands of another. After Soldiers are comfortable with managing another, multiple injuries are added. Next we adjust the conditions to add more realism, by allowing the wounded, responsive Soldier to provide some information, and force our trainees to treat the life threatening injury first. For example, after week six we designate a Soldier who lost his leg as responsive. This casualty would tell his buddy that he's lost his leg. The drill sergeant or Soldier/trainer would add emphasis by saying, "bright red bleeding...bleeding...bleeding". The buddy would immediately apply a tourniquet and then proceed to evaluate the casualty completely treating other wounds as he finds them. By doing so, more thinking is required as we ramp up the conditions. Finally, we force Soldiers to prepare the casualty for evacuation. By the time Soldiers leave basic training, they should be able to evaluate and treat a casualty with two wounds, manage the assistance of a buddy, and prepare the casualty for evacuation in under ten minutes.

The application phase brings it all together

Once all Soldiers grasp the tasks in the various conditions described above we provide the Soldiers the opportunity to perform the tasks in a realistic context. This is the application phase of medical training. We accomplish this during Mounted React to Contact, FTX 3, and End of Cycle Testing. By forcing Soldiers to apply these skills in realistic scenarios we add context to the medical skills. Consequently, Soldiers gain a better understanding of the conditions under which the skills are used and confidence that they can save their buddy's life if necessary.

By applying the approach developed by our battalion medical subject matter experts, Soldiers leave BCT training competent and confident in their ability to save their buddies life in combat. Soldiers first gain a foundation for medical training through classroom instruction. These methods are demonstrated by drill sergeants so Soldiers can see what right looks like. They are talked through and then learn to master the task through repetition in daily drills. Finally, Soldiers apply the skills they learn through application in realistic scenarios. By doing so, we can improve our medical training in a way that our graduating Soldiers retain life-saving skills until they arrive in their units of assignment.

LTC Shawn Klawunder is the Commander, 3-47 Infantry Battalion at Fort Benning.

Developing a Cadre Training Program

By LTC Bryan Hernandez
 Commander, 3-34th Infantry

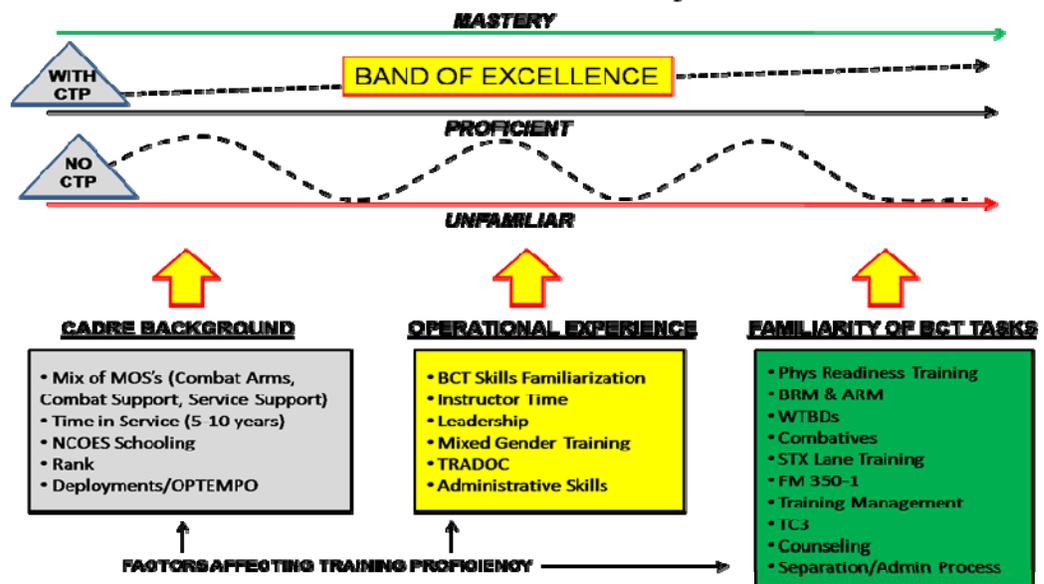
Shortly after taking command and observing numerous training events amongst my six Basic Combat Training companies, I identified several discrepancies in the quality of training, task standardization, and drill sergeant competency to teach the myriad tasks in Basic Combat Training. The diversity of the training and varying levels of proficiency exhibited by my cadre caused me to examine the reasons for the differences and possible solutions to correct it. After consulting with my Command Sergeant Major, who also recently arrived to the battalion, we began to better understand the challenges faced by Basic Combat Training units in terms of manning, re-sourcing, and cadre preparation. The challenges faced by our battalion are no different than those issues both the generating and operational forces confront daily under the current operational tempo of our Army. However, the need for a formal program at the battalion level to develop our ability continually to train Soldiers became apparent after applying a holistic view of the situation—a program to address the differences in the overall level of training between companies. The concept we developed was instituting a formal Cadre Training Program. The intent is to develop our cadre, primarily Drill Sergeants, into master trainers who understand and can teach the variety of tasks in Basic Combat Training within the Band of Excellence.

Defining the Problem

The majority of tasks with Basic Combat Training are combat arms tasks, such as Marksmanship, Warrior Tasks and Battle Drills, Physical Readiness Training, and Tactical Combat Casualty Care. Although applicable to all branches and Military Occupational Specialties (MOS) within the Army, they tend to be trained and better understood amongst Non-Commissioned Officers (NCOs) who have served in combat arms units. In Basic Combat Training, Drill Sergeants come from a variety of MOSs, and their experiences with these tasks throughout their careers vary greatly. Consequently, there is a difference in the levels of familiarity with the BCT tasks that must be addressed by the receiving unit once the Drill Sergeants report for duty.

Another factor affecting the readiness of Drill Sergeants is the operational tempo of our Army and availability of seasoned NCOs to serve in the training base. Several Non-Commissioned Officers are reporting to Drill Sergeant duty newly promoted to the rank of Sergeant (E-5) with only a couple of years in the service, a model very different from the previous decades when most Drill Sergeants had 10-15 years of service and held the rank of Staff Sergeant (E-6) or Sergeant First Class (E-7). Complicating the equation is the reality that the majority of NCOs serving as Drill Sergeants have recently returned from multiple tours in combat with only the training from the

BCT Cadre Proficiency Dilemma



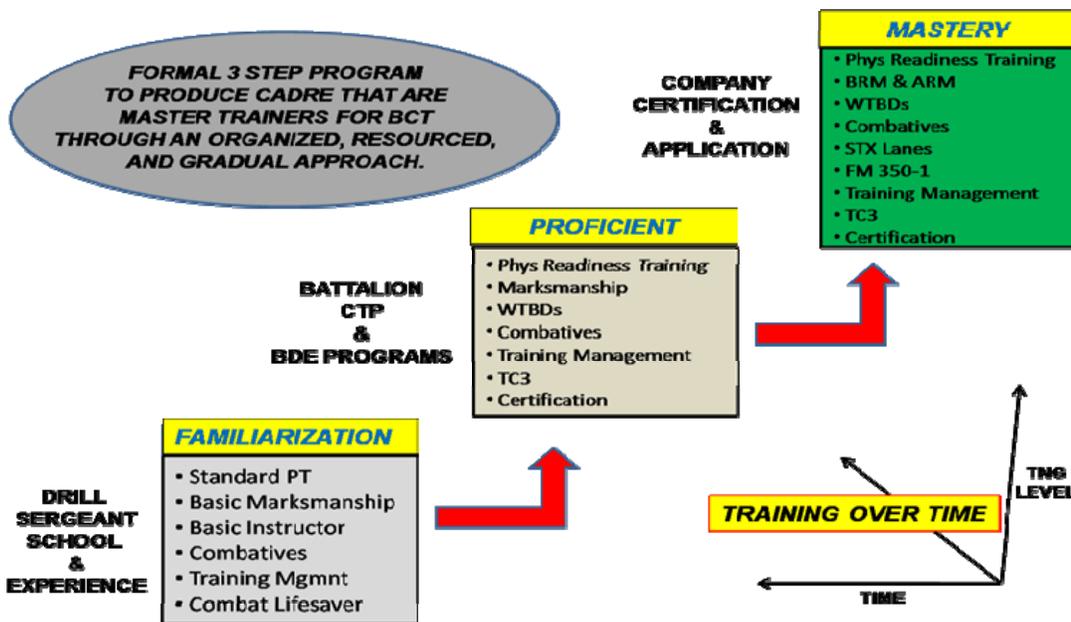
Cadre Training cont...

Drill Sergeant School to prepare them for the numerous tasks they are required to know, at a high level of proficiency, in order to teach in Basic Combat Training properly. Based on these factors, we made the following assumptions to develop a plan of action.

- Cadre (Drill Sergeants) are not fully prepared to train to standard the Program of Instruction (POI) tasks to Basic Combat Training Soldiers upon graduation from Drill Sergeant School and reporting to BCT Battalions.
- Lack of Cadre preparedness is based on a lack of experience, POI familiarity, and the rapid transition from operational assignments to Basic Combat Training.
- Cadre require a formal training program upon assignment to BCT units to prepare them for their responsibilities as Drill Sergeant Instructors.

Solving the Problem

In order to address the observed training deficiencies we came up with the concept of a formal Cadre Training Program at the battalion and company level. The purpose of the program is to produce Drill Sergeants who are master trainers in all the subjects within the BCT Program of Instruction (POI). Our reasoning is that a Drill Sergeant who is a master trainer will produce a better Soldier out of BCT. In our model to achieve excellence, we have



identified three stages of training progression; familiarity, proficiency, and mastery. These progressive stages are gradual, realizing that it takes time, experience, and formal training to produce Drill Sergeants who are expert trainers in all subjects. The first step within the program is establishing the NCOs' baseline of training proficiency – which is a derivative from their military background and their graduation from the Drill Sergeant School. In this first step, we expect familiarity of the POI tasks and their responsibilities as a Drill Sergeant and build from there.

The second stage of the process is to conduct a formal training program at the battalion level on the POI tasks for all the Drill Sergeants assigned to the unit. Supplementary courses are also offered at the brigade level throughout the year for additional training on specific topics requested by the battalions and resourced by the brigade headquarters. The objective of the battalion CTP is to train the trainer and go into greater detail in understanding and teaching the Tasks, Conditions, Standards, and Desired Outcomes for the major blocks of instruction for BCT. The goal is to raise the level of training proficiency to a much higher level through formal instruction and practical exercise. Training is planned, resourced, and executed at the battalion level during designated periods within the training cycle, normally during BCT cycle breaks. The battalion also conducts certification for several areas, such as

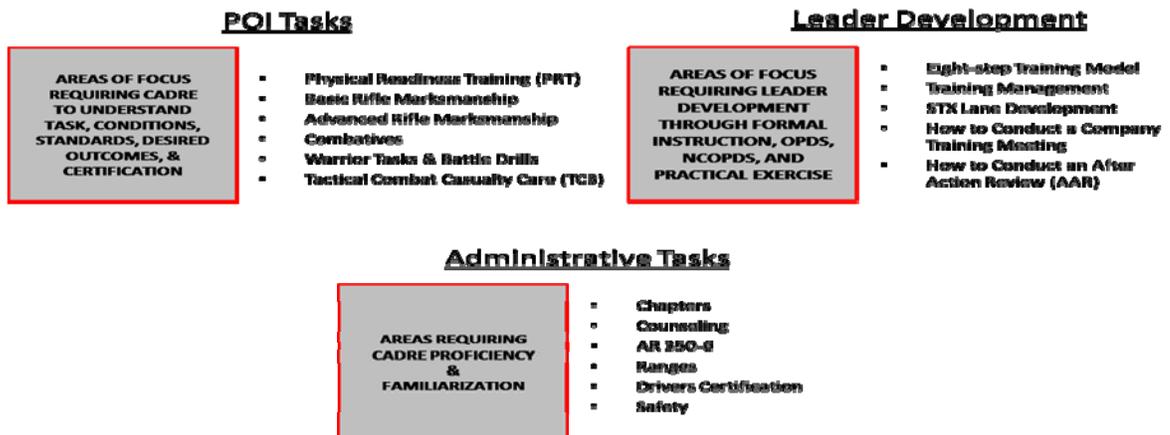
Developing a Cadre Training Program

training management, safety, drivers' certification, and the battalion training standards.

The final stage of the program is executed at the company level and is more gradual than the battalion. At the company level, the company leadership certifies that Drill Sergeants are fully capable to train the BCT tasks through rehearsals, practical application, and constructive evaluations at the individual Drill Sergeant level. During this stage, senior instructors or Drill Sergeants serve as coaches and mentor new Drill Sergeants in the execution of their duties. The Company Commanders and First Sergeants manage the program of immersion for the new Drill Sergeants with the IET Soldiers in order to gradually develop them as master trainers.

Components of the Cadre Training Program

In order to develop a successful training program, we incorporated several components that both established its importance and facilitated its execution. First, we had to create the mutual understanding and respect amongst the cadre and the battalion leadership that we are a "learning organization." A learning organization, according to organizational theorist Peter Senge, is where "people continually expand their capacity to create the results



they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to learn together." In BCT this translates into recognizing our training deficiencies throughout the organization and, through humility, promoting individual and collective learning. The training is situated away from the IET Soldiers, amid the Drill Sergeants in an atmosphere where they can let their guard down to individually learn the tasks expected from them and collectively share ideas and lessons learned for their mutual benefit. Facilitating this atmosphere by the battalion chain of command is absolutely essential.

The next component of the program is to instill the knowledge to attain mastery in the POI tasks. This is done through fully reading and comprehending the respective BCT Tasks, Conditions, and Standards. Reading the training manuals and doctrine is critical to establishing what tasks to train, how tasks are trained, and reinforcing the expected standard. Learning to train without this step is wanton and misleading. Every block of instruction begins with reviewing the POI tasks according to the applicable manual or Training Support Plan (TSP). Upon review, a demonstration is conducted so that the task can be understood through a visual representation. After the demonstration, we conduct practical exercises at the individual or collective level. At this point, new Drill Sergeants conduct the task under the supervision of their senior instructors and chain of command so that they can demonstrate proficiency and receive constructive criticism. A subsequent dialogue is facilitated among the entire cadre to discuss lessons learned and best practices in training the task. This step creates the necessary component of sharing ideas, reinforcing comprehension, and trainer to trainer/peer cooperation. In most cases this generates a great deal of discussion and learning, along with developing the desire to improve and achieve a higher level of proficiency in training. Another tangible benefit is the standardization of the Tasks, Conditions, and Standards for the of POI tasks to the Army standard across the entire battalion, addressing the earlier observations we made among the companies.

Executing the Cadre Training Program

Cadre Training cont...

The Cadre Training Program is approximately 4-5 days in duration. This amount of time is necessary in order to train key POI subjects. It is scheduled every quarter during IET cycle breaks and coincides with the normal rotation of new cadre into the battalion. Classes are assigned 6-8 weeks out with key milestones managed by the battalion staff.

The Command Sergeant Major conducts pre-briefs with all instructors and their First Sergeants prior to execution in order to ensure that the instruction is correct and well-resourced. Cadre attendance is mandatory for training unless excused by schooling or leave. Normally, the training is followed by a 3 or 4 day pass or leave for cadre to spend time with their families prior to arrival of the next BCT class.



Our battalion focus for the Cadre Training Program is to train the major POI tasks in BCT. These are Basic and Advanced Rifle Marksmanship, Warrior Tasks and Battle Drills, Physical Readiness Training, Combatives, and Tactical Combat Casualty Care.

Additionally, classes on Safety and Composite Risk Management, Training Management, administrative procedures, and review of TR 350-6 are included. The majority of the blocks of instruction are assigned to different companies to teach the entire battalion. Certain classes are retained at the battalion that the Command Sergeant Major and I determine are necessary to be trained at our level. This methodology serves to share ownership of the program and reinforce leader development and training management for the company leadership and their senior cadre.

Upon completion of the battalion CTP, companies are responsible to develop further and certify the Drill Sergeants' readiness and proficiency to instruct IET Soldiers. The commanders and First Sergeants continue the professional development of their cadre through rehearsals, practical exercises, actual execution with IET Soldiers, and AARs. This process normally takes one to two cycles for Drill Sergeants to perfect their proficiency in preparing and training BCT tasks and attain the level of mastery required to operate within the Band of Excellence. We have noticed a greater level of cadre confidence in training after the CTP and received great feedback in continually enhancing the program throughout the year.

Conclusion

Due to the operational environment in our generating and operational forces, it is necessary for us to realize the unit responsibility to develop and perfect our cadres' ability to train Soldiers. Transforming civilians into Soldiers that can fight and win in today's contemporary environment is not easy but doing it correctly is absolutely essential. Soldiers deserve the best training that we can offer, and this is only possible if our trainers are masters of their trade. This training level is a difficult and time consuming process, yet achievable through a well-resourced and structured training program. In Basic Combat Training a method is to establish a Cadre Training Program executed and supported at the battalion and company level with assistance from the brigade headquarters. Through the CTP our Soldiers can feel confident that their Drill Sergeants are professional and competent, and that their training is the best in the world and well within the Army's Band of Excellence.

LTC Bryan Hernandez is the Commander, 3-34th Infantry Battalion at Fort Jackson, SC

Why We Need a Better Website

By Mr. Wayne Marken
Director, BCT CoE Quality Assurance Office

What can the internet do to help IET cadre and Soldiers perform better? How can we, as an Army, enhance the experience of all members of the Army Family? How can we involve more people, more often without overburdening our leaders, trainers, and the Soldiers participating in training, all of whom should stay focused on training? This article addresses these questions, offers a solution, and discusses alternatives.

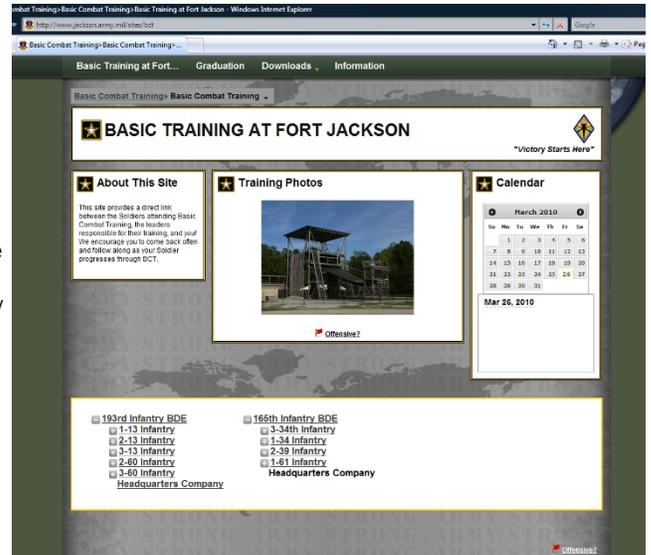
Several years ago, the IET community took its first faltering steps to integrate some modern technology into the classical BCT training model with the introduction of "Internet Cafés." These small computer centers were intended to be used by IET Soldiers to communicate with their friends and loved ones using mediums they were comfortable with, particularly e-mail, in a setting similar to the weekly phone call. Unfortunately, the net effect of the program was essentially to increase the number of phone calls Soldiers had the opportunity to make. Time was limited, the labs underfunded—often stocked with computers slated for turn-in, and the communication was still primarily one-way and one-person. "Hi mom, made it through another week, doing well, send a care package, love you, Johnny," would not be an atypical message. In addition, units often placed these café programs in locations that could not support them; more than one battalion blew their local transformer trying to

put 20 computers into a room that could only sufficiently power three or four. Something better and less resource-intensive was needed.

Army public websites have traditionally been a source of "brochure-ware," a website style that emphasizes providing basic information about functions, services, and contact information—activities functionally similar to a printed brochure. Typically, a unit or other organization posts biographies of some of the leadership, office hours, and phone numbers to various staff elements. This type of site is useful but not very interesting and, more importantly, this type of site does not address the needs and questions of Family members. Family members want to know what is going on with their Soldiers. These websites served their initial purpose well but the Army can, and should, do more.

First, we must determine what function our websites should serve. Brochure-ware sites generally lack interaction and emphasize appearance and looks with the primary purpose of driving communication towards another medium such as phone calls. "Make it pretty" is the most common type of directive concerning these sites; these are the definition of form over function and are most effective for non-e-commerce sales sites. The best example of this type of site is the GoArmy.com site; the site is visually impressive but provides little internal functionality...people can not actually join the Army through the site...they actually have to talk to a recruiter. To be clear, brochure-ware sites are not "bad"; the goarmy.com site is perfectly suited to its needs. However, that needs of operational and training units is different.

The alternative direction is to decide what a website needs to accomplish and build functionality to support those goals. Appearance is unimportant or at least secondary to this desired functionality. The most famous example of this "function first" concept, developed by Google, consists of a single text box, a banner, and two buttons. This describes a very a boring site. However, the site performs its primary function, in this case search, tremendously well and has become extraordinarily successful



An example of our new system result. Each part of this page is generated by the system and can be instantly updated as needed.
<http://www.jackson.army.mil/sites/bct>

Appropriate Functions by Audience

- Family – Training descriptions, training progress, specific Soldier information, photos, update and feedback systems.
- Recruits / Students – Course expectations, read-aheads, study guides, expectation guides, handbooks.
- New cadre – Arrival checklists, appointment scheduler, sponsor link-up system, community links,
- Official Visitors – Notification / request system, biographies, RFI system
- Staff Support – Contact information, duties, mission, and support descriptions, POCs.

Better Websites cont...

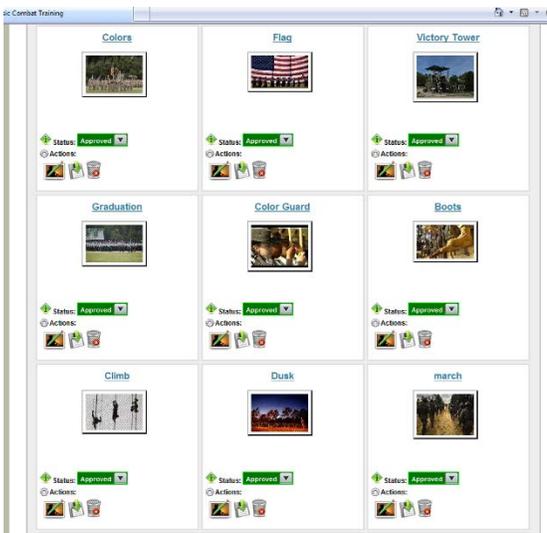
because of that.

Second, identify the audience. Audience determines content need. What audience should Army websites target? New recruits, Family members of new Soldiers, new cadre coming to the unit, official visitors, other organization staff support, or all of the above could be valid audiences? Some specific audience considerations are provided in the sidebar.

For the purpose of this article, the focus will be on one specific audience, the Family member of an IET Soldiers. Some assumptions about this specific audience include:

- Does not understand military terms, acronyms, and hierarchies
- Has a “Hollywood” view of the military ... “Everything I know I learned from the movies!”
- Does not yet have access to restricted Army system to include AKO
- May not have broadband access to the internet
- Wants to know about their specific Soldier, not necessarily the unit except for how that information relates to their specific Soldier:
 - Information about who is training their Soldier...and what makes them qualified
 - How the unit prevents Soldiers injuries and medical support if something goes wrong
 - How well the unit performs its training
- Have limited technical savvy; they can access a website but may not be comfortable with things even as simple as e-mail
- Will most likely not have a local e-mail client (Outlook or Outlook Express) but will instead use an internet-based provider (Yahoo, Hotmail, or GMail)
- Does not understand the training program and what it entails
- Does have influence on the Soldier being trained
- Does have a vested interest in interacting with the unit

- Does have desire to learn and participate and wants information about how they can participate (graduations for example)



Built-in Photo management function includes the ability to perform basic photo editing, organization, and approval of each individual photo for publication.

Each of these assumptions tells the unit a little about what website should display. A navigation structure that is not entirely based on the military chain of command is critical so that Family members can find the information they are looking for based on function. Website solutions must include items such as photo journals or web logs (blogs) so that Family members can look for their Soldier and get at least some generic information about how their Soldier is doing. Forms or data collection must be processed through the website rather than opening up an e-mail client. Videos of training events combined with explanations will help Family members talk to their Soldiers. Family members will want a way to communicate back to the unit, so their voice and concerns can be heard.

Functional websites are much harder to design and develop, but once the work is complete, they become easy to update and can affect success of a mission at a much lower level of effort by units. That work has been completed.

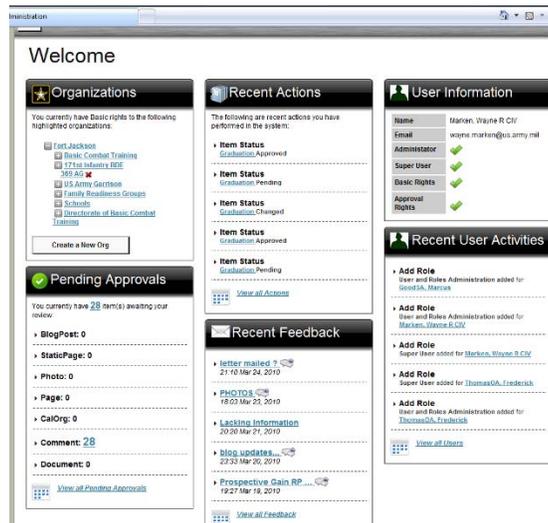
The DBCT with the support of the BCT CoE began work in December 2007 on the Family Communication Program (FCP). The program’s goal is to increase the ability of IET Cadre to communicate with Family members about the progress, status, and successes of the Soldiers going through training. While this program is currently focused on BCT units at Fort Jackson, the end-state will make similar capabilities available to all organizations on Fort Jackson; BCT, AIT, directorates, staff, and garrison. A Certificate of Networkthiness was granted for the program in March 2010 allowing the system to be expanded to all other installations with an interest or need to improve

Better Websites cont...

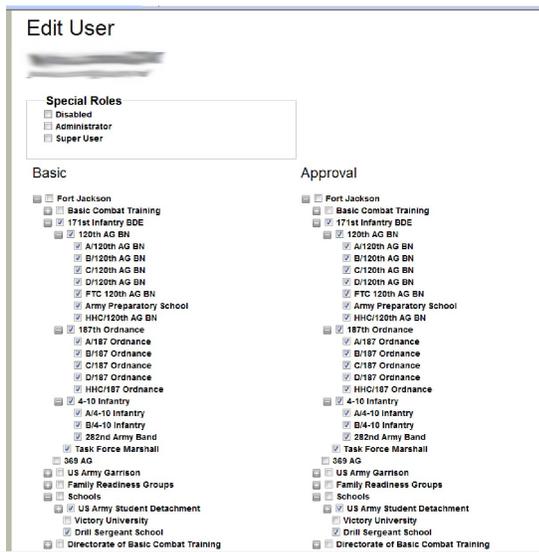
their ability to communicate online.

The FCP provides near instantaneous publication capability. Building new websites, organization pages, and content takes minutes instead of weeks. The Public Affairs Office (PAO) controls access to the system but capability to manage the content is pushed down to the operator level...to the level desired by the commander. Full audit, non-repudiation, and authorization support are built into the system using existing CAC so that users don't have to remember another set of passwords. The audit system allows the PAO to track changes to the websites and review content on a regular basis in order to fulfill their regulatory requirements for review of public release information. In addition, the ability to create and modify content is separated from the ability to approve content for publication. In other words, if a particular organization is not comfortable with the ability of its members to identify what should and should not be published, the responsibilities to complete the changes and manage the content can be pushed down to the lowest levels while final determination to publish can be retained to a higher level of authority.

In addition to rapid publication, the FCP provides web optimization for all content with support for photos and videos and built-in compliance with the Americans with Disability Act section 508 which outlines requirements for things like the ability of screen readers to "read" a page to a user. Perhaps most importantly, the FCP requires no user software other than a web browser, so there is no software management program required of the local NECs.



This master page provides access to update the entire website from a single point of entry. Access, rights, editing, and approval are all managed from one location.



Users are managed at a very fine-grain level. All users are granted exactly the level of permissions they need and no more, no less.

Army units continue to explore alternative solutions to this problem and have generally settled on social networking sites such as Facebook. These web tools are incredibly powerful and can be very useful, but they have some shortfalls. Dependence on 3rd party applications like Facebook, Google Buzz, or even Twitter forces us to match our needs to their capabilities. Some units still just need a brochure site; Facebook demands fresh content to be useful. In addition, an independent site such as Facebook will always have the right (and hence the risk) of choosing to shutdown either some or all of the content on its servers. However, if used properly as an additional tool in strategic communications and not the only tool, social media provides a lot of power to our system.

Websites have been around for decades and the Web 2.0 revolution has already passed on its way to Web 3.0. The Army must improve its methods and capabilities in communication to match the expectations and requirements of modern civilizations. The FCP and integration with other online media services are a great first step in this process.

Wayne Marken is the Director of Quality Assurance for the Basic Combat Training Center of Excellence and a previous BCT company commander. Prior to joining the military, he was the lead project manager for design and development of Web-Based Data Application Programs using Oracle and ASP for a Fortune 500 company subsidiary.

If you are interested in getting this software setup at your installation you can contact Mr. Wayne Marken at 803-751-7910 or wayne.marken@us.army.mil for assistance.

AITPSGC Consolidation

By: LTC Scott Heintzelman
Director, Victory University

All Advanced Individual Training Platoon Sergeant (AIT PSG) courses were consolidated at Fort Jackson effective 1 January 2010 in accordance with a CG, TRADOC directive issued on 1 July 2009. The AIT PSG Course started in 2007 following the removal of Drill Sergeants from the ranks of AIT units. NCOs were selected to replace Drill Sergeants in AIT units so as to replicate more accurately the environment of a unit in the operating force and, therefore, develop Soldiers who can be more effectively integrated into their first unit of assignment. The purpose of the course is to train NCOs from the operating force in the basics of the Soldierization process, Standardized Physical Training, Warrior Tasks and Battle Drills, and TRADOC Regulation 350-6 before assuming their duties as a platoon sergeant in an AIT unit. Initially, multiple IET installations started their own courses with Victory University (VU) serving as the proponent for the Program of Instruction. Now, Victory University will serve as the sole trainer of new AIT PSGs and will ensure a uniform standard for all AIT PSGs across TRADOC.

As part of the consolidation effort, VU received four additional instructor positions in order to implement small-group instruction for the course. Before this addition, all instruction was conducted by Drill Sergeants who were assigned to teach other courses at VU. These new positions are all coded for AIT PSGs; Sergeants First-Class with the "Y" identifier who have successfully completed the AIT PSG Course and have completed at least 12 months of AIT PSG duty in an AIT unit. After a selection process similar to choosing Drill Sergeant Leaders, the first group of AIT PSG instructors reported for duty at VU on 10 March 2010. To showcase the high quality of the NCOs selected, one is the current TRADOC AIT PSG of the Year, SSG Luis Duran from Fort Eustis.

The arrival of these instructors signal a shift away from only Drill Sergeants serving as instructors. By May of 2010, students will receive instruction mainly from this team of AIT PSGs, who will be better able to coach, teach and mentor the future PSGs on their duties and responsibilities in an AIT unit. However, VU Drill Sergeants will continue to play a role in daily training, focusing specifically on the areas of SPT and WT&BD training. VU also has an existing vacancy for a course manager; a slot authorized a Captain and ideally a highly successful former AIT Company Commander. Even with this position vacant, VU is better manned than ever to accomplish this vitally important mission.

With the consolidation, Victory University will run 10 AITPSG classes in FY 10 and up to 11 classes in FY 11. This will produce up to 350 new AIT PSGs in FY 10 and up to 385 in FY 11 to feed the population of approximately 680 AIT PSGs across all of TRADOC. The optimum size for each class is 32 students; however, VU can surge to accommodate up to 35 students per class. Most instruction is conducted in small groups, with an instructor to student ratio of 2:16. The students are broken into even smaller groups for the conduct of Standardized Physical Training and Warrior Task and Battle Drill training, with one instructor per eight students. With four instructors now dedicated to each class, this breakdown allows for full implementation of the small-group instructional model which in turn improves the quality of training that all students receive.

Also part of the consolidation, VU will open a new AIT PSG facility in May 2010. This building will have two fully-automated classrooms, each of which can seat up to 35 students in a "U" shape around an instructor in the center of the room. With two classrooms of this size, instructors can consolidate the students for guest lecturers into a single classroom, then split back into their small groups of 16 for VU internal classes. Each student will have a desk top computer to use at their desk, along with a laptop to take back to the hotel room for further study at night. This new, functional facility and automation set will better support the daily training while ensuring the best possible experience for each student.

There is no change to the two-week Program of Instruction approved at the January 2009 Critical Task and Site Selection Board. Each day of the ten day course starts with SPT at 0530 and ends by 1830 following a review of the day's material, with the only exception being the 36-hour FTX. To add to the challenge, each student will also spend 1-2 hours each night completing study and preparation for the next day's training. The days are intense and similar to that of a Drill Sergeant candidate. However, with just two weeks available to complete all required training, every hour is valuable. The next CTSSB is scheduled for January 2011, which will be another opportunity to make the AIT PSG Course POI even better and continue to meet the needs of AIT units. In the meantime, VU continues to welcome input and visits from all AIT leaders.

LTC Scott Heintzelman is the Director of Victory University and a former BCT Battalion Commander.

Marine Corps Basic Training

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

The Marine Corps has a strong tradition of basic training. Of all the services, it probably resembles Army Basic Combat Training (BCT) the most. Studying their approach can be useful in understanding ours. An immediate major difference is their structure. The Marines divide their recruiting and basic training into west of the Mississippi River and east of it. Recruiting and training for the east answer to the Parris Island commander in South Carolina. The western half occurs at Marine Corps Recruit Depot (MCRD) in San Diego. Recruiting and training are joined at the first general officer level. If the trainer is unhappy with who arrives, it is easy to track down from where the recruit came. Our focus in this article will be on Parris Island, although the western sector is equivalent in Program of Instruction (POI) and fundamental structure.



<u>Recruit Training Breakdown</u>	
Processing	Receiving (3 days)
Forming	Form Training Units (3-5 days)
Weeks 1-3	General Military Subjects & Core Values Training
Week 4	Swim Week
Week 5	Initial Evaluations
Week 6-7	Rifle Range (Table 1)
Week 8	Team Week
Week 9	Basic Warrior Training & Table 2
Week 10-11	Final PFT, Academic Testing & Drill
Week 11	Crucible
Week 12	Marine Week & Graduation

Parris Island is resourced to handle 24K in new recruits this fiscal year (FY 2010). They are expecting only 18K a year in the current mission. For comparison purposes, the entire Marine annual total of basic training is approximately the load that Fort Jackson trains each year. Parris Island has 12 Companies for males and 3 companies for females. They do not do gender integrated training in basic training—another noticeable difference from Army BCT. The companies are formed

into three male battalions (1st-3rd) and one female battalion (4th Recruit Training Battalion), forming one brigade-sized element called the Recruit Training Regiment. The regiment also includes a Weapons and Field Training Battalion that includes committee cadre. Each company has six to seven platoons based on fill for a total of 300 to 500 new recruits. Based on the time of year, companies can swell to 700 Marines in the summer and down to 200 in the winter.

Each platoon has 4 Drill Instructors (DIs). They lead the recruits through one week (5 days) at reception and 12 weeks in the training unit. DIs are sergeants in the grade of E-5 to E-7 with ages from 22 to 37. About 75% arrive at Drill Instructor School as E-5s and around 25% as E-6s. Some make E-7 over the 3-year tour as a DI. They are almost all volunteers, and it is regarded as an outstanding assignment for career progression in the Marine Corps. Parris Island tries to give the cadre a two-week cycle break after every cycle, and they run about 3 cycles a year for each company.

Enlisted women are only trained at Parris Island—none at San Diego. The 4th Battalion cadre is all women—females are only trained by women DIs (who wear identical headgear to males). Although they may be trained by male committee members, their direct chain of command is female. The majority of all Marine recruits are 18-24 years old. At Parris Island, they have only had a handful in their 30's this year. They do not see 40-year old recruits.

Marine Corps Basic Training cont...

New Marines arrive at the reception unit on a bus and receive a strict arrival. They get off the bus and put their feet on yellow marked positions. Cadre describes the process as “shock and awe” and “stripping civilian” from the recruits. Upon arrival, new Marines walk through two metal doors to the reception building. This entry signifies their entrance to the Marines. These doors are not used for anything else or



even by the cadre—only for new recruits on the first night. Cadre never uses these doors themselves and normally uses the side doors with a ramp. This door tradition is taken very serious as a means of honoring a Marine's entry into the Corps.



Reception is similar to what is done in Army Reception Battalions. They are allowed to make a quick phone call home. Specific instructions are taped inside the phone cover for the recruit to follow quickly and to the letter. The Regimental Commander then sends out a family letter to follow-up the initial call. In the informational letter, he references families to <http://www.mcrdpi.usmc.mil/> for more information.

There are many similarities and differences in training. Marines conduct many days of drill and ceremony. It is integral to their transformation process, and the longer boot camp allows for more than the Army has. The DIs are distinguished by headgear and swords during these drill periods. They also have Swim Week that teaches all recruits how to swim at an excellent swim facility. Unlike the Army, deployments on ships require the need for each recruit to be able to swim.

The Marines stress values based training (VBT) in their entire approach to basic training. Similar to Outcomes Based Training and Education (OBTE), the trainer desires to instill mental intangibles and enabling attributes in recruits as they go about all of their training. They stress their three core values continuously: honor, courage, and commitment. These values are posted all over the training area and barracks.



Basic Rifle Marksmanship (BRM) is done over two weeks. The first week is called grass week, and a BRM cadre trains the recruits to shoot. Very few rounds, if any, are fired in the first week. The second week the recruits fire Table 1 with 50 rounds on a Known Distance (KD) range. Everyone fires slick on a rubberized surface similar to a running track. Table 1 is their equivalent to the Army M-16 qualification. Recruits will fire around 250 rounds in Table 1 week. Roughly 15% (around 35 % for females) will fail Table 1 and have to repeat the second week. Although the company moves on with all those that passed, the failing recruits almost always succeed the next

Values Based Training

“Values based training (VBT) is the method by which we thread our Marine Corps core values throughout Recruit Training. It encompasses the foundational aspects of the training continuum that prepares Marines to make ethical and moral decisions over their careers and during their lifetimes. VBT also serves as the adhesive that bonds our core values to our organizational values. Organizational values such as “Every Marine a Rifleman,” “First to Fight,” tradition, fitness, teamwork, take care of our own, and small unit leadership define who we are as Marines. The end state, from a Recruit Training perspective, is a Marine with the fundamental character and warrior ethos, who is committed to our core values in service to the country.”

Core Values for the Marine Corps

Honor: To live your life with integrity, responsibility, honesty, and respect.

Courage: The mental, moral, and physical strength to do what is right in the face of fear, uncertainty, or intimidation.

Commitment: Unwavering, selfless dedication to mission accomplishment, and personal and professional responsibilities.

Marine Corps Basic Training cont...



week and missing Team Week is easily made-up. They basically have almost a 100% BRM pass rate in the end.

The units return to a different range for the Table 2 field fire. They must now fire this table with equipment. They currently use the old flak vests as they work to get a full complement of newer body armor. This second block equates to their version of Advanced Rifle Marksmanship (ARM). They fire around 70 rounds in the Table 2 week, so each new Marine shoots around 320 rounds in basic training. About 98% pass Table 2 that week.

The Marines culminate their basic training with the Crucible—a 54-hour gut check designed to stress recruits to their limit. They will move to different training events around an old runway, receiving little sleep or rest. Upon completion of the Crucible, recruits are presented their Marine pin at the Iwo Jima monument at the graduation site to recognize their completion of basic training

requirements.

By the end of the basic training course, 10.31% of males and 16.72% of females have attrited. Marines have done their Physical Fitness Test and the new Combat Fitness Test that includes a ½ mile run, two minute ammunition can lift, and around a 10-minute obstacle course. Recruits have also become the first belt (Tan) in the Marine Martial Arts program.



Upon completion of boot camp, all Marines (except Infantrymen who go to a longer session) receive 29 days at the School of Infantry (SOI). Conducted at Camp Lejeune or Camp Pendleton, all Marines are now trained as riflemen. This phase is their first real tactical training. Hence, Marines receive an additional four weeks of training before going to their Advanced Individual Training equivalent.

Drill Instructor School (DIS) is headed by a Director and Assistant Director, both are captains, and a First Sergeant (E-8) and is conducted on Parris Island. There is a school in San Diego for those assigned there with an identical POI. DI instructors are Staff Sergeants (E-6) and Gunnery Sergeants (E-7) and will have 6-7 cycles in basic training before they come to the school to be instructors. The DI course is 11 weeks with 57 total training days. There are four classes a year at Parris Island. Each class is programmed for 60 students, but

Marine Corps Basic Training cont...



they can surge to 110 per class if needed. DI candidates stay in 2-man rooms and can go home on weekends if they have no training conflict. The school embraces the values based training approach in the curriculum, so the student DIs can use it when they arrive in their training units. Hence, there is a constant threading of the Marine core values, leadership, and warrior ethos through all subjects in DIS. Training units will have refresher training every cycle break at DIS before they pick-up. This period serves as a sustainment training time to receive the latest changes to the POI and as a final review before pick-up. This refresher is between Tuesday and Friday, and they always pick-up the new Marine recruits on a Saturday from reception to start the new cycle.

The time allowed by the Marines to conduct basic training with the follow-on School of Infantry weeks is significant. They have 12 weeks of basic training followed by 4 weeks of SOI for a 16-week total—all before their AIT. This time allows for transformation from recruit to Marine. Their cadre is predominantly made of volunteers who will be rewarded for the basic training assignment in career progression. Both of these factors help the Marines to obtain maximum success from their basic training experience.

COL Craig Currey is the Director, Directorate of Basic Combat Training.



IMT Impact of Repealing “Don’t Ask, Don’t Tell”

By: CPT Amanda Watkins
Commander, A/1-48 Infantry, Fort Leonard Wood

[Ed: Because of the sometimes controversial nature of the topic of this article, the author wishes to emphasize that the points and opinions expressed in this article are hers and do not reflect any official position of her chain of command.]

The Commander in Chief’s recent initiative to repeal the “Don’t Ask Don’t Tell” (DADT) policy has caused a wave of emotions for supporters and non-supporters of the existing policy in our military. Secretary of Defense Robert Gates ordered a comprehensive study; however, other senior leaders comments would suggest the decision to repeal has already been made. Are we prepared to cope with the ramifications of this repeal? Military benefits, base housing, and fraternization are only the tip of the iceberg of issues that will have to be addressed. This article is not to criticize our leaders and policy makers but to engage in the discussion by stating why the DADT policy should remain in effect.



During a recent discussion of the repeal of DADT among my peer Basic Combat Training (BCT) Company Commanders many issues were brought up concerning if this policy was repealed. The number one issue was close quarters living. Unlike the majority of the civilian population, which according to recent polls agreed with repealing the DADT policy, our Soldiers live together during BCT. Close quarters living in the IMT community means shared open showers, shared latrines, and shared bunk areas. According to a recent survey conducted by the Army Times, 52% of Soldiers surveyed felt uncomfortable sharing a barracks room with an openly gay person, while 58% felt uncomfortable showering with them. I would assume that this survey would reflect the same if not greater numbers from the IMT community. I in a recent open dialogue on the platoon leader and company commander web forums an Army Officer stated, “Men and women in the military don’t shower together or change in



front of each other for obvious reasons. Everyone has the right to privacy from those who may be sexually attracted to them and the same principle applies to gays and lesbians. Whether a homosexual is attracted to a heterosexual isn’t the issue. There is potential for sexual attraction and that should be enough when considering the privacy of those who are heterosexual in the military.”

In the IMT community, “Battle Buddies” are assigned to the same gender in order to decrease potential fraternization between males and females. If DADT is repealed, I feel that it will directly impact our Battle Buddy system because our control measures will then be compromised. During Field Exercises males and females have separate tents because of that reason. Will we

Repealing “Don’t Ask, Don’t Tell” cont...

then have to separate field areas according to sexual preference? This is just not feasible. Consider the ramifications of the previous scenarios that could take away from Soldiers’ training and our cadre’s focus; a rise in the number of wrongful sexual acts, sexual contact, and violence from heterosexuals who may feel that a homosexual “came on” to them. The next underlying issue stems directly from the first, command climate and morale. The talk of the repeal alone has stirred up many emotions of those who believe the policy is fine as it is. Many BCT commanders believe that eliminating the DADT policy will create worse, not better, climate within the IMT community.. Some suggest that it would be very difficult to enforce a new tolerance policy which causes more harm than good. . A Soldier on platoonleader.com stated that, “the majority of the Soldiers I work with do not believe in overturning this policy. The military is asking many Soldiers, Sailors, Airmen, and Marines to give up their own moral values by removing this policy. DADT was created for homosexuals to serve with honor while protecting those in the military who prefer to live a heterosexual lifestyle.”



What about the rights of those who believe homosexuality is morally wrong? Repealing the DADT policy would most certainly cause problems as many service members would feel that they were being forced to act contrary to their beliefs. For instance, Army Chaplains play a huge role in the morale of initial entry training (IET) Soldiers in BCT. They confide in them about issues adjusting to military life and issues concerning their significant other. If the DADT policy is repealed, does the Chaplain then have to disregard his/her religious beliefs and morals in order to counsel a homosexual who wants to talk about issues with his or her “partner?” That example, which is one of many, could place a majority of our service members in very compromising positions which would degrade unit morale.

Lastly, the issue of the Army’s current EEO policy will surely undergo additions/changes if homosexuals are permitted to serve openly. I can already foresee a rise in hate crimes and harassment against open homosexuals if DADT is repealed. There will also most likely be an increase in sexual assault cases amongst the homosexual population.

General Conway of the U.S. Marine Corps made a compelling argument by asking, “do we somehow enhance the war fighting capabilities of the United States Marine Corps by allowing homosexuals to openly serve?” I submit that the answer would be no. According to the Army’s TRADOC Regulation 350-6, “The mission of enlisted IET is to transform volunteers into Soldiers who have demonstrated the requisite character and values, possess a warrior spirit, are competent and confident in their war fighting and technical skills, and who can successfully contribute to their first unit of assignment.” The argument is not whether or not a homosexual person can accomplish this mission or whether or not they can successfully serve in our armed forces because we know that they can. The argument is why disclose potential harmful information which could cause unwanted distractions from training, degrade the cohesiveness and combat effectiveness of our units, and create irrelevant stress. TRADOC REG 350-6 also states that, “Stress in training should result from task accomplishment and meeting standards... any stress involved in that exertion must be due to meeting the standard, not from a stressful environment.”

If we cannot establish positive effects of repealing DADT, then the policy should remain as is. Under the DADT policy, those who are homosexual are protected against being separated and heterosexuals are protected from having to enforce policies that are against their religious or moral beliefs. I truly believe that repealing the DADT policy, under these conditions, could create discomfort, threaten cohesion, and jeopardize morale within our units. The political benefit of repealing DADT may sound good, but is the “boots on ground” level of disruption worth the cost? If our leaders determine the cost is worth the benefit, how do we solve these issues for our Soldiers and unit commanders in IMT?

CPT Amanda Watkins is the Commander of A/1-48 Infantry, a Basic Combat Training unit at Fort Leonard Wood.



To submit a story, please send to the editor:
Mr. Wayne Marken, Director, Quality Assurance Office
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We are looking for articles of interest to share with the IMT 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.tradoc.army.mil/dcgimt/index.htm>

DBCT MISSION: The DBCT will develop, refine, and support Basic Combat Training (BCT) across DCG-IMT through doctrine, education, knowledge management, research, and training support. Serve as the proponent for BCT, Drill Sergeant Program, IET Reception, IET Leader Education and Training (Victory University) Courses, Army Physical Readiness, and Warrior Transition Course (WTC) to ensure training is current and relevant. Achieve outcomes from strategic and critical thinking that determine the right tasks, drills, and support to transform individuals and institutions effectively, while at the same time providing the highest quality of life and care for Soldiers, Civilians, and Families. On order, perform duties as directed by the Commanding General of the DCG-IMT.

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In Brief: Notes and Notifications...

Lesson Plans and Training Support Packages are being continuously updated. You can always get the most recent copy of the Basic Combat Training Program of Instruction and its associated lessons and support documents at our AKO Site:

<https://www.us.army.mil/suite/files/6544544>

The changes to the BCT POI identified during the IMT Conference have been posted in the AKO site listed above.

The IMT Research Workshop has been scheduled for 13-14 October 2010.

The next IMT CDR/CSM Conference has been scheduled for 13-16 September 2010.

The new Physical Readiness Training Circular (TC 3-22.20) has been approved and is scheduled for general Army release on 5 April 2010. After that date, the TC should be available for download through the Reimer Digital Library but the Final Draft is available now at <https://www.us.army.mil/suite/page/346316>.

Master Resiliency Training will begin at Victory University starting 5 April. TOMA will be directly issuing available seats to installations over the next several months.