



# INITIAL MILITARY TRAINING

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## From the DCG-IMT...

- 1 By: LTG Mark Hertling  
Deputy Commanding General—Initial Military Training
- 2 The IMT community continues looking at ways to improve training for our new Soldiers and junior leaders.
- 10 In this edition COL Craig Currey provides us with an update on OBTE as a method of training, COL Bryan Rudacille provides insight on attempting to improve Army Values training, and COL David Wilcox writes about a new initiative his Brigade has started at Ft Leonard Wood..."Smart Training." These initiatives are nested in what GEN Dempsey is trying to do with TRADOC in focusing on a new Learning Concept.
- 13 Many of the initiatives in our Army suggest shifting the concept of teaching from instructor- or SME-focused to learner focused methods of instruction. LTC Wayne Brewster leads his battalion cadre on a discussion about treating our Soldiers as the future combat leaders they will be and, in some cases, already are (and this is also addressed in COL Wilcox's article).
- 15 As discussed in previous IMT Journal's and during the last IMT Commander Conference, an improved basic rifle marksmanship program and revised Combatives program have been implemented within IMT. Details of those changes have been included in this edition to improve overall knowledge of the goals of those programs.
- 16 We've also had several sessions and conferences to discuss updates of TR 350-6 and the new TR 350-36 (which specifically addresses BOLC issues); those are both addressed in this edition, and these documents will continue to help us refine our actions and set the conditions for our continued success.
- 20 Finally, we're making huge progress on what will likely be the first iteration of the "Apps for the Army" program; the ability for applications to opportunities for engaging the Soldier early, often, and effectively – sometimes even before Soldiers even arrive at their Basic Training Unit! The updated Soldier handbook, "The Blue Book", is available as a mobile application now, and when I bring it down from my personal iPhone it plays the Army Song, bugle calls, and recites the Soldier's Creed! It was a snowbird 2LT (and recent OCS grad), who took on the project of writing the new Blue Book, and she did an excellent job. The app was designed by MAJ Greg Motes at the Signal School, and I'd highly recommend it to all of you who have smart phones.
- 27 Similarly, Mr Frank Palkoska and I recently did an interview with "Men's Health" on our new Physical Readiness Program and manual. Telling the reporter that he can pull down our new document (TC 3.22-20) as an "app" was quite a thrill for him (and me!) That "app" is available as a mobile application with related video guides to help teach leaders and Soldiers what right looks like with exercise precision. And by the way, this application is particularly noteworthy because – as The Blue Book – it was on an app while the printing plant still hasn't produced the document!
- 28 And...one last reminder. As the summer drags on and the heat builds at all our training sites, I encourage our leaders to follow-up on their heat prevention training; particularly as command teams continue to turn over during the summer rotation period.
- 30 Resources are limited, time is stretched, and temperatures are up. But IMT leaders are making training happen, safely, efficiently, and effectively.

*Soldiers are Our Credentials!*

## Smart Training

By: COL David Wilcox & LTC Randall Wickman  
Fort Leonard Wood, MO



Lieutenant Colonel  
Randall Wickman

Our current Initial Entry Training program does not have a deliberate learning model, modern instruction methodology, nor does it prepare our enlisted entry Soldiers to think critically, make sound decisions, or adapt independently to evolving situations. We require new Soldiers to possess basic proficiency in the new Warrior Tasks and Battle Drills but we do not formally develop certain qualities we already know are desirable for better immersion in the contemporary operating environment. We do ensure each enlisted Initial Entry Training (IET)<sup>1</sup> graduate meets Army requirements but we do not cultivate initiative, independent confidence, collaborative leadership, higher levels of self and group accountability, or the type of thinking that fuels mental agility.

What we currently do is not wrong, but we are not aggressive enough with the raw potential of the Millennials<sup>2</sup> in Basic Combat Training (BCT). Our current practice fails to capitalize on millennial adult learner traits that can be easily expanded into the intangible Soldier qualities we want.

Our hypothesis is that if we use a SMART training andragogy<sup>3</sup> then we will increase our ability to achieve the Army graduation standards and also develop new Soldiers' ability to think critically, make sound decisions, adapt quickly, and be better equipped for full spectrum operations upon arrival at their first unit of assignment. If we are clever in our program design, with everything on the table as negotiable, we can also reduce Drill Sergeants' operational tempo.

The question is, "How?"

We implement a learning methodology that requires the Millennials to take active ownership of their training by assuming some previous Drill Sergeant centric responsibility. This individual and collective responsibility requires the trainees to comprehend the problem, understand the "why" driving the requirement, and focus on outcome based solutions. We push the trainees towards collective problem solving, collaboration and focus on leaders' intent to achieve success: all millennial learner traits.

Our Drill Sergeants move away from conditioning the trainee to focus on every single barked instruction to instead coaching decision making, critical thought, and mental agility. Drill Sergeants will always have the requirement to indoctrinate, teach skills, and instill discipline, but we must advance from, "Because I said so Private. Don't think. Do as you're told!" Towards where the young Soldier is coached to take initiative, use what they know, and act decisively on commander's intent in their leaders' absence.

We are conducting a pilot at Fort Leonard Wood, in 3d Chemical Brigade that is pushing into a brave new world. Although we have a small but enthusiastic following we'll cross over the horizon to prove the world is not flat. We expect by using an active learning andragogy, that simulates real world application versus lock step one module at a time training, we can make improvements in dynamic intra-group communication skills, develop a higher level of thinking and adaptation, increase collaborative teamwork with more mental agility, and create a more open attitude towards learning and teaching.

**The SMART Training Andragogy** The six elements to SMART Training: One, have guiding principles that drive the model and the system. Two, employ a type of adult learning model that fits millennial trainees. Three, capitalize on the millennial learners' strengths and attributes to best shape them into the type of Soldiers we want arriving to FORSCOM units. Four, be efficient using time wisely and by creatively organizing the training schedule to facilitate elements two and three. Five, design cadre resilience into the program. Six, enforce a commander centric resourcing model for supporting what we need for mission success.

### 1. The Principles of SMART Training.

We, the trainers and educators, need to adapt or face educational irrelevance with this and future generations. Civilian education methodology has continued to progress where we have not and are now decades behind. The guiding principles of SMART Training serve as our handrail for the rest of the andragogy.



Colonel David Wilcox

## Smart Training cont...

First, we must produce a quality Soldier able to pass the fourteen graduation requirements and able to demonstrate basic proficiency on the Warrior Tasks and Battle Drills. Better though, if we can also develop the new Soldier with increased cognizance, initiative, and mental agility able to retain more knowledge through arrival to their first unit of assignment.

Second, we should apply a millennial adult learning approach the trainees respond well to. Couple the Millennials' natural thirst for knowledge, multi-tasking capability and collaborative teamwork with a sense of responsibility and discipline never accepting "It is the way we've always done it," as an excuse to prevent progress.

Third, we need good training management: Crawl, walk, run; maximize efficiency. Use concurrent training consisting of other Program of Instruction (POI) blocks of instruction, work ahead when possible and make the trainees themselves take charge of concurrent and reinforcement training. If a topic is complex, teach the basics and circle back to it later to amplify and expand.

Fourth, let's put the Drill Sergeant formally into the equation; enable their resilience by program design. Establish the correct student to teacher ratio, sufficient time to address complex topics and a scheduling strategy that keeps the trainees engaged but reduces contact ratio requirements on our cadre.

### 2. An Adaptive Adult Learning Model.

Develop a mind that is always alert, responsive to continuous stimuli, used to change, and conditioned for independent or collaborative problem solving. We want our new Soldiers capable and competent on Warrior Tasks and Battle Drills but we expect them to be independent, intuitive, and initiative taking Strategic Corporals.

We can easily develop these intangible skills by breaking the current modules of the POI apart to add more mental depth to the training day. The BCT Course Road Map and Training Support Packages (TSP) require us to maintain pre-requisites but do not restrict a commander from breaking modules apart or combining periods of instruction where they make sense to complement one another.

We can adapt our training schedules to train multiple subjects in a day and multiple subjects in a week. We want agile Soldiers with a mind developed to always be collecting and assimilating new different information, process it, and use it instantly; just like the contemporary operating environment. We must condition the trainee to process and interpret information as it comes, to be comfortable with not having the complete solution but use what they already know to decide and act. We stop teaching one subject a day all day, one module at a time, never returning to the topic after an end of module test.

Combine complementary periods of instruction within a day and week to fit contextual learning through a vignette or scenario that recreates a recent real world situation. The scenario is presented day one hour one of the training week then re-presented at the end of the week to reinforce why and what the trainees learned. This vignette can also be the basis for a comprehensive end-of-week performance check on learning.

We spiral back to the most complex and important periods or modules of instruction<sup>4</sup>. We should no longer train continuously on only one subject, complete an end of module test, and not return to the topic. We should no longer train any single subject continuously and in isolation without adding in different complementary contextual subjects.



Trainees leading one another through the Team Development Course.

When we train only single tasks, without promise to return to it, the trainee places the information in their short term memory only long enough to complete the test then flushes the data from their brain. If we teach and continuously return to the most important subjects the trainee places that expanding knowledge in their long term memory knowing they'll need it again and again. Continuous repetitive return to important drills and skills, with increased rigor and challenge over time best ensures long term retention and application.

## Smart Training cont...

On the most important shoot, move and communicate skills, we increase the depth and detail each time we start up the subject again. This modern adult learning model improves our new Soldiers' ability to rapidly add to what they already know, switch focus and re-focus, comfort with being uncomfortable, use information currently on hand to make a decision, collaborate and deliberate on a desirable outcome.

We recently tested two randomly chosen groups of new Soldiers who completed BCT in this methodology. These new Soldiers demonstrated greater performance on their Warrior Tasks and Drills plus superior collaboration, teamwork, problem solving and cognizance while also decision making in the absence of a Non-Commissioned Officer Leader<sup>5</sup>.

### 3. Consider the Millennial Learner.

One of our millennial trainees' strengths is indefinite multi-tasking. We can capitalize on and develop that militarily through an adaptive adult learning model. This learning concept is already boggling to some but it is not to our millennial trainees. Our new Army trainees are adept at multi-tasking normally beyond four simultaneous subjects or stimuli. Any one with teenagers knows they will listen to their stereo headphones, work the computer, tweet, text and eat a snack all at the same time while listening to you and absorbing just enough information to stay on your good side.

A second millennial trainee strength is responding best to a variety of learning inputs coupled with instant information gratification. Based on our survey of trainees over eight cycles, roughly sixty percent of trainees prefer interacting with a subject matter expert and getting directly to hands on application. This preference most resembles our current BCT instruction technique but fails to tap the trainees' raw potential by allowing them to remain in their comfort zone. This also means we're missing a connection with forty percent of our trainees. The other forty percent of trainees prefer to learn ahead through a variety of printed, digital application or audio visual tools. About ten to fifteen percent prefer to reach back and have tools to review something they missed or did not fully understand. We are missing many of these mechanisms for these groups; however, we can compensate for the missing mechanisms through peer-to-peer coaching.

The third millennial trainee strength is peer-to-peer learning and collaboration. Anyone with two siblings knows the younger of the two developed certain skills faster by watching and mimicking the elder: walking, talking, skills and mannerisms. There is no reason we cannot capitalize on this in BCT. Each platoon and squad has a trainee gifted at shooting, first aid, nutrition/fitness, JROTC experience with Drill & Ceremonies, etc.

When we empower those individuals to be assistant instructors, that trainee then becomes responsible for concurrent training stations and peer-to-peer coaching in lieu of the Drill Sergeant. The millennial trainee consistently responds well to that responsibility and accepts ownership to ensure their peers are successful in that skill. Chances are, these empowered and gifted trainees are our future Non-Commissioned Officers and Officers; no reason to not start them on a path toward leadership early.



Millennial and mother. This new Soldier can easily multi-task up to four simultaneous functions. One task at a time is boring.



A basic trainee teaches urban movement techniques to peers. The trainees just completed the main topic of the day: land navigation. These trainees are conditioned to use time wisely and began this instruction on their own.

## Smart Training cont...

The peer coaching mechanism is very powerful when used as concurrent training. When the Drill Sergeant is engaged on another topic, the concurrent training coaches work keeping peers proficient. It isn't a stretch to allow the trainees themselves to be the primary instructor on some of the peripheral POI events, assuming proper prior controls are taken.

The fourth millennial learner trait is to rapidly assimilate different subjects and types of information quickly as long as it is in small bits. Imagine surfing the internet; we all are now conditioned to gather the gist of an article quickly through a picture and a caption, and then move on. The millennial trainee responds well to concurrent training presented in the same manner. The Drill Sergeants focus on the main training event but the concurrent training need not be directly connected to the main training event. One possible example is to have a peer to peer coach lead Drill and Ceremonies practice behind the firing line at a range.

Lastly, not all trainees are meant to pass each subject. Considering the standard education bell curve<sup>6</sup>, ten to fifteen percent of students will be top performers: probably the peer coaches and our future leaders. Sixty to seventy percent of trainees will be average and as expected. Ten to fifteen percent of trainees, our data shows, will not do well on a given or multiple subjects. Those greater top 10% leaders, as peer coaches are naturally inclined and now empowered by you to work off-line with those who are struggling and get them into the middle of the bell curve.

### 4. Efficiency.



Some topics, but not all must be Drill Sergeant centric. No reason to not empower trainees to conduct concurrent and refresher training once certified by Drill Sergeants to do so.

We suggest by training multiple subjects in a day, multiple subjects in a week, adds to the mental depth that will feed critical thinking and mental agility. We want to use contextual frameworks to explain why we are learning a task and how that task complements or interacts with other tasks to enable sound decision making. We can maximize our refresher and reinforcement training by using peer-to-peer coaches in concurrent and round-robin training sessions to solidify knowledge in long term memory.

We can also use other POI periods of instruction as concurrent training. There is no reason we cannot teach drill & ceremonies, first aid, communications and land navigation to those waiting their turn on the firing line; as one example. No reason we cannot teach nutrition while standing in line at the Central Issue Facility.

We want to make maximum efficient use of every single peak training hour. There are hundreds of POI hours that are either stand alone or are topics that can be taught by any Drill Sergeant anywhere at any time. Why not use those periods of instruction as concurrent training?

We recommend focusing our Drill Sergeants on peak training hours 0800-1700, Monday through Friday and primarily on the main training events. We can move the periods of instruction requiring fewer instructors to Saturdays, after dinner and as concurrent training. This encourages Drill Sergeants to work ahead, smartly and efficiently as when they are complete, they can go home. The peer-to-peer coaches can easily cover in the Drill Sergeant's absence.

The millennial learners are adept at multi-tasking and are digitally savvy. It is possible we can equip our trainees with a digital capability of applications specifically crafted to help the trainee learn ahead or reach back for information. Requiring and encouraging the new trainee, as early as the Recruiter's office, to learn certain periods of instruction prior to the formal class will reduce both time and effort to teach the class. Enabling the trainee to consult a peer coach or a digital class on a device after the formal instruction also reduces this challenge to the Drill Sergeants.

### 5. Cadre Resilience.

This factor is so critically important it is both an element to the andragogy and a guiding principal. Poor training management and inefficiency most impact the Drill Sergeant and their family. If we are able to maintain or improve the quality of

## Smart Training cont...

the new Soldier but also reduce the Drill Sergeants' operational tempo while on the trail, why wouldn't we want this methodology? We suggest cadre resilience is a secondary but necessary benefactor of program design.

Commanders maintain no major training events on weekends, emphasis on peak training hours Monday through Friday, 0800-1700, using anytime, anywhere, any instructor classes as both concurrent training and for use during non-peak hours. Commanders schedule only the main training events and give the Drill Sergeants a "to do" list of all the other POI events. The Drill Sergeants develop their plan on how and when they train those other POI events to standard. This incentivizes Drill Sergeants to work ahead and look to use every peak training hour to accomplish the "to do" list. If the list is complete by close of business Friday, is there anything wrong with reducing Drill Sergeant coverage that weekend?

Clever commander and first sergeant teams will learn quickly to design training schedules that reduce cadre coverage by upwards of fifty percent each weekend. The exceptional command teams will start before each cycle a DA-6 Duty Roster tying duty requirements directly to the training schedule. When a command team can identify what specific days, nights or weekends a Drill Sergeant work months in advance, then unit families can plan on what weekends they expect their Drill Sergeant home. Our pilot companies have tested this concept and been rewarded with a huge spike in perception of family quality of life.

### 6. Agile Resourcing.

Breaking the modules apart creates greater mental depth each day and week but also allows for "Murphy," weather, re-training and resource issues. The way we currently schedule is restrictive and rigid. We train only one module of instruction at a time and once complete, then and only then, move on.

We need a resourcing system that is both commander centric and agile enough to support commanders' training needs. Externally schedule only the main training events: place no-more than four to five of those main events, Monday through Friday, leaving Saturday free for an emergency. Scheduling this way actually frees range and facility flexibility: Saturdays are always open for emergencies and the gunnery densities are more fluid versus stair stepped and restrictive.

For multiple company or a battalion level fill schedule, those four to five main training events must be trained in that week but need not be the same sequence as the other companies. If company A wants BRM 6 on Monday, companies B-E go on a different day within that same week.

We organizationally resist the urge to fill every second of every day with other POI blocks of instruction. We suggest placing the 1/100 or other POI blocks of instruction on the "to do" list for the week and empower the platoon and drill sergeants to work that training in during white space. This encourages the sergeants to conduct training management and necessary retraining when most appropriate and incentivizes working ahead to clear off topics that might have to be taught Saturday if not yet complete.

This will seem overly complicated or dangerous to many who are compelled to control every minute of the Drill Sergeants' and trainees' day. This notion is counter-intuitive to what we want in our complex operating environs where independence, adaptation and responsibility are most valued.

This concept causes a stir with the installation training support staffs who are accustomed to the way it has always been and have become stagnant or resistant to change. Our current lock-step, single topic at a time methodology works best on the resourcing calendars but does not best facilitate the training commanders' necessity to adapt training to the learner. Agile resourcing does not add any more time, facilities or ammunition requirements to the current BCT bill.

### Testing Our Hypothesis

Our hypothesis is that if we use a SMART training andragogy then we will increase our ability to achieve the Army graduation standards and also develop new Soldiers' ability to think critically, make sound decisions, adapt quickly and be better equipped for full spectrum operations upon arrival at their first unit of assignment. We will use a smart, adaptive adult learning model that focuses on active learning, maintains or improves elements of the Army graduation requirements and also develops a new generation of Soldier that is able to think critically, make sound decisions, and adapt to evolving environments. This prediction expresses expectations as to results from the changes that we introduce into the training; peer-to-peer training, concurrent re-directive training, small group collaboration, peer coaching, and direct responsibility for one's learning.

We will prove that because of these changes the new regimen group and unchanged groups will differ because of the new andragogy effects. We selected two groups of pilot subjects: the experimental group; which will be exposed to the an-

## Smart Training cont...



dragogy of SMART Training and our control group which will remain under the current block-lock-step, traditional IET training technique.

After we have imposed the different regimens we must then measure whether or not there is a difference between the two groups. Does SMART Training produce a new better generation of Soldier? The SMART Soldier?

We can easily measure our Soldiers' ability to successfully meet the Army's graduation requirements by simply reviewing their scores in qualifying with their weapons, physical fitness scores, observations of first aid, etc. but it is the constructs, the intangibles that will ultimately prove that we have developed the SMART Soldier.

In measuring these constructs we developed two observation tools: one, scaling; we assigned scores to the behaviors in order to obtain a measure of construct. The scaling technique we designed for this experiment is the Likert Scale; a summated rating scale which assess the attitudes and aptitudes of the SMART Soldier, Drill Sergeant, and traditional IET training Soldier on the positive or negative affect towards the training, this measurement of attitudes presumes the ability to place the individuals along a continuum of favorableness to un-favorableness toward the training. Two, observations; direct observations to be exact, "the situational test" where the observation of the subjects is conducted in the "real-life" situation that would ultimately require the Soldier to display the elements of our SMART Soldier; thinking critically, making sound decisions, and adapting to evolving environments<sup>7</sup>.

The intent of the direct observation is to determine and identify the presence of our constructs and to identify to what extent in each treatment group our constructs are present. We borrowed already established performance indicators from the Army's Cadet Command in the areas: Values, Presence, Intellectual Capacity, Leadership, Development and Achievement.

The pilot results and data collected thus far indicate we are moving in the right direction. Knowledge retention by the trainees due to the incorporation of peer-to-peer coaching has increased significantly. Studies and theory in academia already prove that knowledge retention is 50-80% greater when executing an active learning methodology and our results are supporting that theory.

We already noted some performance increases in areas such as physical fitness and marksmanship due to the flexibility and adaptability of the training schedules, and Soldiers are no longer waiting to be told what to do and how to do it— Soldiers are being told the mission and then without hesitation moving out smartly – The SMART Soldier; thinking critically, making sound decisions and adapting to their evolving environments.

### Conclusion

We are early in testing our hypothesis but the results so far are encouraging. The SMART Soldiers appear better thinkers, deciders and more mentally agile than their traditionally trained peers. These Soldiers, we believe retain acuity on their Warrior Tasks and Battle Drills better and longer, have met the 14 graduation requirements, but also possess intangible traits we never before developed from their raw potential. We know we better developed future NCO's and officers by pulling them into roles as leaders and coaches with inherent responsibility for group success. The peer-to-peer learning increased trainee cohesion and enabled a spike in cadre perception of increased resilience. We will track and compare

## Smart Training cont...

these SMART Soldiers to others as they move forward towards their first unit of assignment. We expect to report how we are progressing and on modifications we made to the andragogy to achieve greater efficiency in program design. This andragogy should work in most if not all IET units; however, implementation at each brigade and post will be unique in the agile resourcing component. If the SMART Training notion is not feasible, we hope to increase the professional dialogue into what will work in IET.

### AUTHORS

*Lieutenant Colonel Wickman commands 2d Battalion, 10<sup>th</sup> Infantry Regiment, "The Tomahawks," responsible for Basic Combat Training. Previously, Lieutenant Colonel Wickman was privileged to command the Reserve Officer Training Corps detachment at Marquette University. While at Marquette, Wickman observed four distinct classes of cadets each with their own level of military acumen but all the same millennial learner traits. These observations, combined with the latest in civilian education andragogy led to the genesis of SMART training.*

*Colonel David Wilcox commands 3d Chemical Brigade at Fort Leonard Wood, Missouri. The 3d Chemical Brigade is the most diverse in TRADOC responsible for Basic Combat Training, Transportation and Chemical Advanced Individual Training, all Chemical Branch Basic and Advanced Officer Courses and all Chemical capability and education courses in the U.S. Army.*

### EDITORS

Ms. Barbara Kiltbau, the contributing editor to this project, is the Director of Education, Training and Evaluation for 3d Chemical Brigade. Ms. Kiltbau and her team ensure testing and evaluation accuracy, as well as academic modeling of the pilot program.

Major Laura Skinner, the Tomahawk's Executive Officer and professional educator, is my editor in chief and good counsel on the project design.

Captain Joe Miller, the Tomahawk's Operations Officer, formerly commanding E/2-10 IN, demonstrated the potential and plausibility of the efficiency and agile resourcing elements to SMART Training.

Command Sergeant Major Hawley, the Tomahawk Battalion's Command Sergeant Major is a career long expert trainer and responsible for the constant grounding of this pilot in reality, possibility and sanity. I owe him a great deal of thanks.

### Photography Credit

Photographs are taken of Basic Trainees and Drill Sergeants assigned to 2-10 Infantry, "The Tomahawks," courtesy of Mike Ransdell, Photographer from the Kansas City Star. Rick Montgomery and Mike Ransdell recently spent quality time with the pilot SMART Training companies to produce the articles, "As the Battlefield Changes, so is the Army's Basic Training," and, "A Guest From the Press." For the Kansas City Star.

### References and Footnotes

<sup>1</sup> Initial Entry Training specific to Basic Combat Training (BCT), Advanced Individual Training (AIT) and One Station Unit Training that combines both BCT and AIT in one program.

<sup>2</sup> Millennial, Generation Z, Internet or Net Generation: Generally youth born 1990 up through early 2000's. Normal attributes associated with this generation are teamwork, accepting of authority, rule followers, smarter than Generation X and Y give credit for. Millennials are generally considered educated and affluent, ethnically diverse and extra-digitally connected and interactive; modest, up-beat with a "can do" attitude. An excellent reference: Howe, Neil, and Strauss, William, Millennials Rising: The Next Great Generation, Vintage Books, New York, New York, 2000.

<sup>3</sup> Andragogy, Wikipedia. Andragogy consists of learning strategies focused on adults. It is often interpreted as the process of engaging adult learners with the structure of learning experience. Malcom Knowles, an American educator, asserted that *andragogy* (Greek: "man-leading") should be distinguished from the more commonly used *pedagogy* (Greek: "child-leading"). Knowles' theory contained six assumptions related to motivation of adult learning:

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1. Adults need to know the reason for learning something.
2. Experience provides the basis for learning something.
3. Adults need to be responsible for their decisions on education; involvement in the planning and evaluation of their instruction.
4. Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives.
5. Adult learning is problem-centered rather than content-oriented.
6. Adults respond better to internal versus external motivators.

<sup>4</sup> Spiral Learning, Spiral Approach: A technique often used in education where broad basics are introduced without mastery or completion, but successive learning sessions increase in detail and difficulty. The basics are continually reinforced as more context is added and reinforced to help the knowledge enter long term memory and approach mastery of a skill or detail. Quick read articles on Spiral Learning are: 1) Dever, Martha, and Hobbs, Deborah, "The Learning Spiral," *Childhood Education*, Fall, 1998, ProQuest Education Journals, pgs. 7-11. 2) Dede, Chris, "Planning for Neo-millennial Learning Styles," *Educause Quarterly*, No. 1, 2005, pgs. 7-12.

<sup>5</sup> These are early results of a field test during Field Training Exercise Three of BCT. All fire-teams were chosen at random and independently evaluated against the exact same scenario based test. Two fire teams, using this andragogy demonstrated increased BCT knowledge retention and application, plus increased ability in critical thinking, collaborative decision making and both independent and group mental agility over groups trained in the traditional Basic Training manner.

<sup>6</sup> Bell Curve Grading: "In education, grading on a bell curve is a method of assigning grades designed to yield a desired distribution of grades among the students in a class. Strictly speaking, grading "on a bell curve" refers to the assigning of grades according to the frequency distribution known as the Normal distribution (also called the Gaussian distribution), whose graphical representation is referred to as the Normal curve or the bell curve. Because bell curve grading assigns grades to students based on their relative performance in comparison to classmates' performance, the term "bell curve grading" came, by extension, to be more loosely applied to any method of assigning grades that makes use of comparison between students' performances, though this type of grading does not necessarily actually make use of any frequency distribution such as the bell-shaped Normal distribution. In true use of bell curve grading, students' scores are scaled according to the frequency distribution represented by the Normal curve. The instructor can decide what grade occupies the center of the distribution. This is the grade an average score will earn, and will be the most common. Traditionally, in the ABCDF system this is the 'C' grade. The instructor can also decide what portion of the frequency distribution each grade occupies and whether or not high and low grades are symmetrically assigned area under the curve (i.e. if the top 15% of students earn an 'A,' do the bottom 15% fail or might only the bottom 5% fail?). In a system of pure curve grading, the number of students who will receive each grade is already determined at the beginning of a course." <http://www.k12academics.com/education-assessment-evaluation/bell-curve-grading>

<sup>7</sup> We use the TRADOC Cadet Command Leadership Performance Indicator criteria, Cadet Command 156-100-R cards.

## OBTE Update in IMT: Present and Future

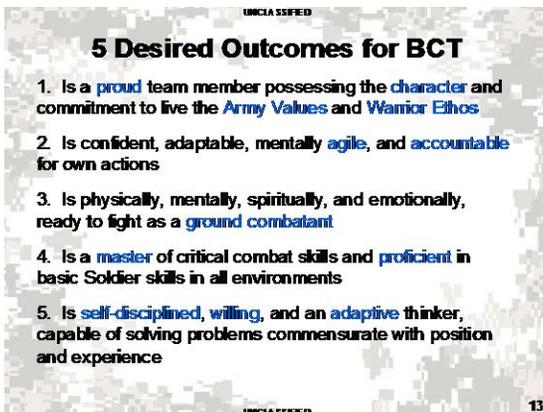
By: COL Craig Currey  
Director, Directorate of Basic Combat Training

Outcomes-Based Training and Education (OBTE) is an oft-debated and sometimes misunderstood concept by trainers in our force. Leaders struggle to understand its full effect and meaning in today's Army culture and training environment. Although a discussion topic and lecture in TRADOC's Victory University curriculum for two and half years [Pre-Command Course (PCC), Company Commander and First Sergeant Course (CCFSC), and AIT Platoon Sergeant Course (AITPSGC)], it tends to be oversimplified by some, confused by others, and misunderstood by most. With the AWG March 2010 publication of *An Initiative in Outcomes-Based Training and Education: Implications for an Integrated Approach to Values-Based Requirements*, it may be time to reassess how OBTE fits into the world of Initial Military Training (IMT).

### History of OBTE within IMT

In August 2007 at Fort Lee, the Commander of US Army Accessions Command (USAAC) directed the Commander of the Basic Combat Training Center of Excellence (BCT CoE) at Fort Jackson to develop

an OBTE approach for Initial Entry Training (IET). The training concept built on what COL Casey Haskins pioneered at Fort Benning while he commanded the 198<sup>th</sup> Infantry Brigade and what AWG was instructing in the Combat Application Training Course (CATC). The BCT CoE Commander instructed the Directorate of Basic Combat Training (DBCT) to coordinate a usable OBTE approach for all BCT. DBCT conducted a seminar in November 2007 at Victory University, calling representatives from the five Army Training Centers (ATCs). Selected BCT Brigade Commanders and CSMs developed what they termed as the "five approved outcomes for BCT Soldiers." These outcomes were meant to be the desired traits found in all Soldiers at BCT graduation. The majority of the five outcomes were "mental intangibles," a term that has morphed into "enabling attributes." Leaders at this early conference expressed that the development of Soldiers' attitude, confidence, and adaptability were as much or more important than physical skills or technical knowledge that Soldiers learned during initial training.



The workshop also formalized three levels of training competency (mastery, proficiency, and introductory) for Warrior Tasks and Battle Drills (WTBDs) in BCT. The outcomes and competency levels were staffed in the IMT community, and then the USAAC Commander approved them in January 2008. He encouraged units to develop OBTE and begin applying it in their units. At the March 2008 IMT Commanders/CSMs Conference at Fort Bliss, he directed commanders to implement OBTE within their brigades for both BCT and Advanced Individual Training (AIT). He allowed commanders at the brigade level to decide how to apply OBTE, to include any deviations from the five standard outcomes that they desired.

The result was varying OBTE approaches at all five Army Training Centers (ATCs). Outcomes, tasks, and approaches were inconsistent across IMT. AIT units lagged behind BCT units in any OBTE implementation, because their outcomes required further development related to their respective MOS.

Victory University began teaching OBTE in the winter of 2009 in an effort to enable brigade, battalion, and company leaders to be conversant in the topic and be able to explain it. The onus of teaching and training cadre was still on the gaining brigades, because they each had their own style of final OBTE execution—DBCT also developed an OBTE pocket guide in June 2009 in collaboration with AWG. The guide provided an IET implementation reference with a standard definition of OBTE, a model of how it could work, and important OBTE characteristics. The card still required the chain of command to advance its concepts. Even though the guide still provides a single source for IMT leaders to understand OBTE, without a consistent message on the philosophical training approach, it will remain unclear to most and simply a theory in a classroom. OBTE concepts are now found in some training literature, but the overall concept is not in doctrine. It is discussed in TRADOC Regulation 350-6, but that discussion does not develop the concept or its key principles well.

As USAAC split into DCG-IMT in the Fall of 2009, LTG Mark Hertling became the DCG for IMT. He discussed with commanders where they stood on the execution of OBTE, learning that many were still confused by the term. Various commanders were doing what they wanted with training at the expense of the program of instruction (POI) and with a lack of stewardship of increasingly constrained resources (especially ammunition, time, and adherence to other topics found in the POI). He continued to support OBTE and directed it in his What Right Looks Like #2, but there were limits on what the IMT community could do to support complete implementation. As late as May of 2010 in a cadre survey by Fort Knox of

## OBTE Update cont...

TRADOC Regulation 350-6, leaders complained of being confused by OBTE, how to implement it, and what it really meant. The survey confirmed Victory University observations of new students who are in their assigned positions, but completely incapable of defining what OBTE is or what it means in the performance of their duties.

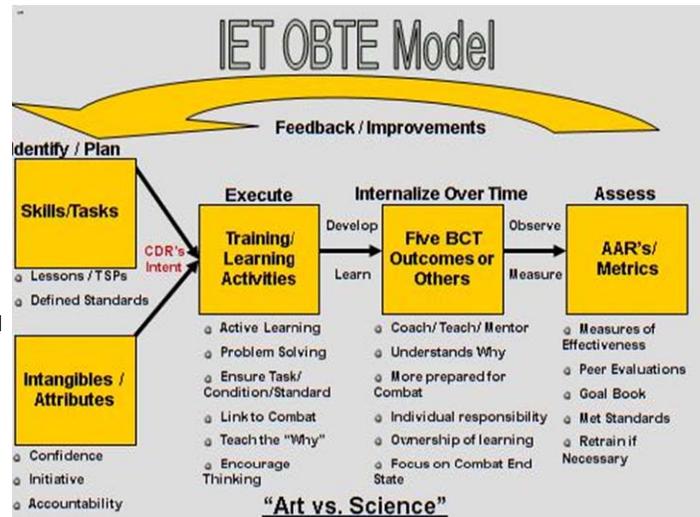
Many commanders and leaders on the ground are unable to differentiate between standards and outcomes, and many are also incapable of conducting adequate AARs and measuring training metrics which will improve performance of the individual and the unit. The fact that standards are clearly defined in the POI for what is being trained is a good starting point. Standards are the measurable end state for how to conduct a task whereas outcomes describe Soldier development at the end of the day or class cycle. Outcomes are broader in scope than individual tasks and often incorporate the mental intangibles behind the training, but these are difficult to evaluate and measure.

An example of this difference is found in training of the land navigation skill. An instructor would have tasks such as shoot an azimuth, do a pace count, or conduct a land navigation course that have defined standards for how the task must be performed. The outcome for the training day might be that a Soldier can confidently navigate from point A to B in combat. The daily outcome can also integrate into the end of cycle outcome of a confident Soldier who has initiative and is proficient in combat skills. Fundamental here is that the cadre knows there are higher purposes for teaching land navigation in the POI than just finding a marker in the woods. The whole Soldier development matters.

### What's Next?

As OBTE training continues at Victory University and AWG teams continue training workshops across the force, some realities are appearing for the way ahead in IMT:

1. Basic concepts, techniques, and measurable metrics are what matter to the trainer. The major ideas linked to OBTE should be incorporated into training, so training can become more relevant, valuable, and effective. But successful training will be conducted in a unit without concern for if it fits in a particular OBTE model or definition. We must get the right concepts into our training documents (TR 350-70, TR 350-6, and POIs). Knowledge Management (KM) and those who work lessons learned should capture the pertinent OBTE techniques from units, and then balance those techniques with metrics, AAR lessons, and observable differences in standards exhibited by the Soldiers. Trainers at the lowest levels need to execute "good and relevant training," rather than worry about defining multiple learning approaches or defining various terms such as OBTE.
2. The Army Learning Concept (ALC) that is currently under development must expand OBTE principles beyond the current "concepts," and it must be understood that metrics and AAR techniques are as critical to learning as the design of the event. Leaders also need to follow the ALC without promoting alternate learning theories. The force needs to get ALC right, so that it represents the best of learning theory and education. Commanders can then follow the ALC instead of advocating multiple theories such as spiral learning, inquiry based learning, or OBTE. We should not put commanders in the business of being education mavens charged with advocating various learning theories.
3. For those in the IMT arena, OBTE must have determined outcomes that include both skills and enabling attributes that the chain of command desires. These skills should be linked to WTBDs, POI required attributes, or MOS-relevant tasks for full spectrum operations, and re-enforced through continuous dialogue at all levels of the chain of command (i.e. it is not enough to state the desired skills and enabling attributes, but to generate continuous discussion that asks the question, what do they look like in training and are we achieving success). Soldiers need to know the "why" for the task while also executing the "what" and the "how," and the leader/trainer must engage the Soldiers in active learning that involves problem solving the task within a context rather than just a sterile classroom environment. Soldiers must understand the task, properly perform that task, and be able to adapt it to new situations. The training should encourage thinking in the Soldiers, and that training should be as effective as possible. Commanders must assess the training using metrics from the POI, gathered results, observations, and then improve the skills demonstrated during multiple iterations by incorporat-



## OBTE Update cont...

ing proper AAR and counseling techniques.

4. In pursuing active learning, we must minimize slides that bore Soldiers because this teaching method often fails to capture the imagination of the student (i.e. they are simply recording the answer for a future evaluation instead of dissecting the problem). The quality of the training that instructors receive to prepare them for their jobs must be the highest—they are teachers, coaches, and mentors. And after that initial instructor training, our cadre must also receive additional training and “certification” by their supervisors. Every time trainers train, they also should receive an AAR on the event from their peers to improve their techniques and training methods. Additionally, our trainers need to vary learning approaches to get the Soldiers engaged. If one technique isn’t working, they should hear about it from those who monitor them, and then the trainers will need to try a new training approach. Cadre need creativity to operate within the constraints of resources found in IMT. Cadre must invoke quality discussion and keep Soldiers engaged.

5. Soldiers must understand a task before they are asked to perform it or to adapt it to a changed situation. Knowing the “why” and how it fits into the larger Army mission enables them to execute the task properly in changing conditions. This knowledge also allows them to adapt better to changing environments, and the cadre can observe this successful performance and know that the Soldiers truly understand the task. For example, a Drill Sergeant teaches a new Soldier the proper steps to apply a combat application tourniquet (CAT). Later in a final STX lane, Soldiers use their belts to treat casualties when they have no CATs. The Soldiers have demonstrated understanding of the use of a tourniquet and adapted to their environment to accomplish their mission. This adaptability is exactly what Commanders desire in combat. Cadre should work creative opportunities and scenarios into field training and “hip-pocket” training to ensure Soldiers can apply what they have learned from the lesson plans in varying conditions. Soldiers must be confident they can triumph over any obstacle—adapting and overcoming in every circumstance.

6. There is more to developing mental intangibles than simply growing confidence, accountability, adaptability, and initiative. Although they are important, current lessons and training tend to emphasize the warrior ethos and Army Values. Leaders need to realize that every training event has second-order effects on Soldier development of enabling attributes. More than with experienced Soldiers, IMT has to mold Soldiers who may be entering our profession from a culture with less refined or different values than we desire. “Getting it right” will take significant effort, and every possible technique cannot be written on a prescriptive checklist. Cadre will need to counsel Soldiers, use peer ratings, and observe to ensure Soldiers are internalizing the many attributes that we want Soldiers to have when they arrive at their first unit of assignment (FUA). They then need to conduct AARs that polish the Soldier’s strength, and improve their weaknesses.

7. OBTE does not advocate “blowing off training” that is required or creating an environment that is not rooted in accountability and measurement, but some have forgotten those key issues as they attempt to incorporate their version of OBTE. Lesson plans still delineate an Action/Condition/Standard, and those items will contribute to the relevancy of the training and to the potential for improving adaptability by the trainee. As commanders establish an outcome for an event or for a new Soldier, be it from the POI or identified qualities, they need to express concerns for any POI modifications. The entire BCT POI was changed in six months, so we can change a task in BCT or AIT/OSUT if we find it necessary. Training regulations such as TR350-70 and TR 350-6 need to reflect these training fundamentals. We need to empower IMT trainers within the POI, keeping resources where they are without growing expenses that our Army cannot afford. We want the best results from our training, so we must articulate clearly what the training revolution needs to be in our regulations, doctrine, and POIs.

### **Summary**

We must ensure all training guidance has the principles of training that we desire; if not, the outcome is left to chance. Many of the OBTE principles are already integrated into the ALC. Proponents need to examine their lesson plans, and ensure “the why” is articulated; not simply as a statement, but in a manner that challenges the student to understand how the task or skill fits into the mission. IMT commanders need to be conversant in the intangibles that every Soldier must develop for effectiveness in combat, and use those intangibles as part of what we’re attempting to train. OBTE remains a valid approach, but as trainers train Soldiers, we must focus on the “how’s” of execution and the “why’s” of effectiveness with less articulation of theoretical learning concepts. Commanders must realize they are in the business of teaching, educating, and training Soldiers as part of the Profession of Arms, so we will have success in combat. Trainers must ensure that learning is active and involves problem solving, as well as executing—to standard—the tasks at hand.

## Changes and Updates to TRADOC Regulation 350-6

By: MAJ Christopher Mugavero  
Fort Knox, KY

In February, as part of the Training and Doctrine Command (TRADOC) Deputy Commanding General-Initial Military Training's (DCG-IMT) forum, LTG Hertling assigned training Brigades the vital task of reviewing one of the key pieces of regulatory guidance available to Initial Military Training (IMT) leaders, TRADOC Regulation 350-6, Enlisted Initial Entry Training Policies and Administration. This process, though done many times before, was to be different from previous attempts. The commander directed a holistic review of the entire regulation, encouraging any changes necessary to the regulation as determined by the team. As opposed to correcting grammar and punctuation, LTG Hertling was more interested in changes to the overall message of the document while maintaining its function and legal foundation. The commander's guidance was simple; allow commanders to command while providing them the tools to do so successfully. To that end, the 194<sup>th</sup> Armored Brigade, the coordinators for this effort, took many steps to systematically achieve that goal.

The assembly of a team across the TRADOC Major Subordinate Commands (MSC) was essential to start this process, and the MSCs responded. Units from across the organization volunteered their time and intellectual capital towards the goal of improving the regulation. Once assigned separate areas of focus, the teams went to work reviewing and updating their sections in accordance with the commander's guidance.

Used in a diverse number of units across TRADOC, the regulation covers a lot of ground. Part of the initial definition of the problem was the diversity of the organizations using the regulation and the challenge of making the regulation useful for all users. The risk in the review process was that reviewing units would see the problems from their perspective only, as is only natural, but will not understand the problems faced by their fellow trainers at other training bases. To address this the team implemented a strategy that focused on two key events. The first event was the development and execution of an electronic survey for users of the regulation. The second was a conference conducted at the end of June that brought the developers together with the commanders they represent to ensure that all organizations involved agreed to the pending changes and were able to make recommendations to the review of any section of the regulation. In this way we hoped to encourage participation across the IMT force and produce a final product that supported all of IMT's diverse trainers.

<p>Department of the Army Headquarters, United States Army Training and Doctrine Command Fort Monroe, Virginia 23651-1047</p> <p>1 July 2009</p> <p style="text-align: center;">Training</p> <p style="text-align: center;">ENLISTED INITIAL ENTRY TRAINING POLICIES AND ADMINISTRATION</p> <p>OFFICIAL: <span style="float: right;">MARTIN E. DEMPSEY General, U.S. Army Commanding</span></p> <p> RANDALL L. MACKEY Colonel, GS Deputy Chief of Staff, G-6</p> <p><b>History.</b> This regulation is a major revision. The portions affected by this major revision are listed in the summary of change.</p> <p><b>Summary.</b> This United States (U.S.) Army Training and Doctrine Command (TRADOC) Regulation 350-6 prescribes policies and procedures for the conduct of enlisted initial entry training (IET).</p> <p><b>Applicability.</b> This regulation applies to all active Army, United States Army Reserve, and Army National Guard enlisted IET conducted at service schools, Army training centers, and other training activities under the control of Headquarters (HQ), TRADOC and to all personnel, military and civilian, under the control of HQ TRADOC, who interact with Soldiers undergoing IET conducted on an installation, the commander of which is subordinate to, and within the supervisory chain of the Commanding General, TRADOC. Paragraph 2-4 of this regulation prescribes punitive actions and violations that may subject offenders to judicial or non-judicial punishment under Article 92 of the Uniform Code of Military Justice. This regulation applies only to TRADOC personnel. TRADOC subordinate commanders who are also installation commanders should issue local regulations or incorporate into pre-existing local regulations, the appropriate punitive provisions of TRADOC Regulation 350-6 as effective on their installations in order to protect Soldiers in training and preserve good order and discipline.</p> <p><b>Proponent and exception authority.</b> The proponent of this regulation is the TRADOC Deputy Commanding General-Initial Military Training (DCG-IMT) (ATCG-IMT), 11 Bernard Road, Fort <sup>*</sup>This regulation supersedes TRADOC Regulation 350-6, dated 8 May 2007 and TRADOC Form 350-6-1-R-E, dated May 2007.</p>	<p>*TRADOC Regulation 350-6</p>
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The electronic survey of TR 350-6 was an important step in ensuring the regulation's primary customers, the company level trainers, were represented in any effort to update it. As the primary, stand-alone, regulation that governs the conduct of training in the IET environment the review team and the command's they represent, felt strongly about getting input. The survey showed some trends in the use of the regulation and the company level satisfaction with its content.

The first thing that jumped out from the survey was the percentages of trainers that were satisfied with the regulation. Of the 947 respondents to the survey, 42% of whom were Staff Sergeants, about half were "Satisfied" or "Very Satisfied" with the regulation. Coupled with approximately 40% of respondents who labeled themselves "Neutral" to the regulation, there proved to be a small amount of "Dissatisfied" or "Very Dissatisfied" trainers using the regulation. This illustrated to the team that the regulation, in its current form, was not too far off of the mark from a user standpoint, though senior leaders still had some very specific items they wanted addressed, not the least of which was energizing the "neutral" population to bring them into the "satisfied" camp. This could be achieved by making the regulation easier to use and by addressing some of the concerns of the field.

Another product of the survey was insight into the areas of the regulation that were causing some confusion

## TR 350-6 Update cont...

across the training force, one of which was Outcomes Based Training and Education (OBTE). This important educational concept was not understood across the training base. Respondents, most of whom were Non-Commissioned Officers (NCOs) implementing the training, were confused as to the reason why OBTE was part of the regulation. From their perspective it was a confusing addition to the regulation with no way to measure whether or not an individual was successfully employing the concepts described there in. To that end the review team addressed an addition to the revised regulation that gave users a specific example of OBTE methods, something that the current regulation lacked.

In the survey conducted prior to the review of the regulation more than half of the respondents rated OBTE as Average (56%) or Poorly Written (5%). Most respondents (88%) thought the section was useful. This implies that users of the regulation do not think that OBTE needs to be removed; they simply want it clarified with something they can point to as a measure of their success.



Clarification of OBTE and what it means to successfully employ the theories of OBTE could be expressed in a variety of ways, and may be different for each user based on their duties and assignment. For instance, Drill Sergeants may consider themselves optimizing the use of OBTE in their training if they are asking soldiers leading questions throughout their training to aid in self-discovery or using visual aids to impart lessons. By defining some of these in the regulation leaders could assess themselves and their subordinates on their effective use of OBTE.

Another couple of areas that required close scrutiny were Advanced Individual Training (AIT) and One Station Unit Training (OSUT). The consensus among those surveyed, and among leaders across IMT, was that the regulation, in its previous editions, was focused too much on Basic Combat Training (BCT) and didn't give much guidance to leaders executing AIT and OSUT. As a result, the team proposed the expansion of areas addressing those types of training, while preserving the latitude that commanders have traditionally been given to conduct their training, within the boundaries of the regulations.

Chapter 2-11 of the July 2009 version of TR 350-6 talked about "soldierization" and training that must be accomplished as trainees progress in their AITs / OSUTs, but overall the regulation lacked a dedicated area that addressed all AIT or OSUT issues and guidance. This generated serious consideration for a change in the way chapters were broken down in the regulation, while still keeping the vital guidance intact.

With the research completed and input from the field being given full consideration, the team members held a conference in late June in Louisville, Kentucky. This hard working group had the task of turning all of the various pieces of information and guidance into a comprehensive regulation. The concept of the conference was to quickly break out into working groups and systematically review the regulation and apply the latest command guidance while doing so. A key part of this effort was to periodically submit each working group's work to the other groups for careful scrutiny. In this way, each group was not only able to give their input to the other groups, but they were able to ensure that their own work was on track and within guidance.

The conference ended with a final draft of the regulation presented to the team and presented for the approval of the commanders present. As the process moves forward LTG Hertling will give his personal notes on the draft product and the Training and Doctrine Command (TRADOC) will issue the final approval. Once approved the official copy of the regulation will be unveiled at the next IMT Training Forum in October.

## New BOLC Training Guidance: TRADOC Regulation 350-36

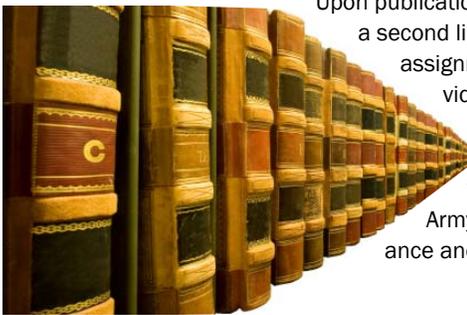
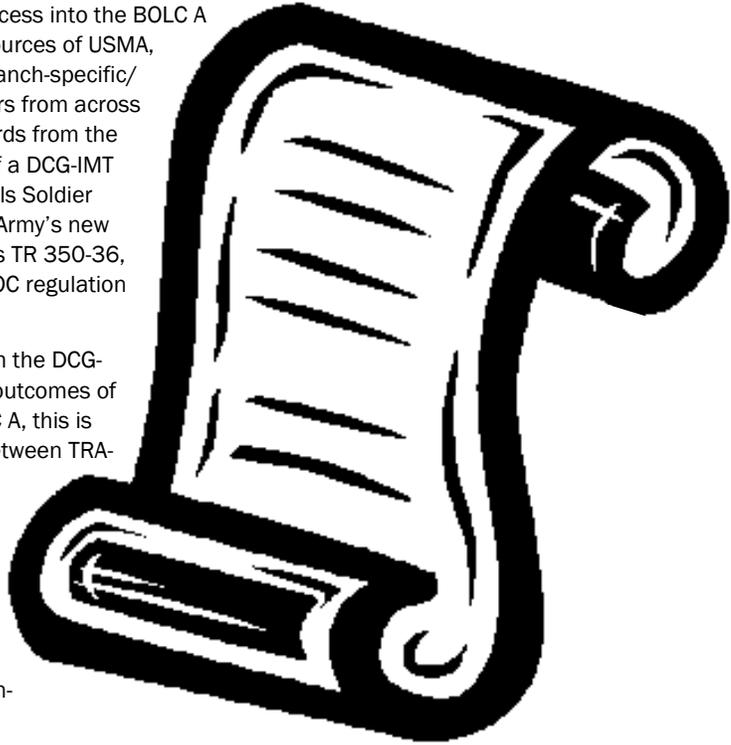
By: MAJ Timon Groves  
S3, 16th Calvary Regiment

The Army recently changed the way it develops new officers during Initial Military Training (IMT). In May of 2010, TRADOC began to merge what was formerly the BOLC I, II, and III process into the BOLC A and B process. BOLC A occurs within the commissioning sources of USMA, ROTC, OCS, WOCS, and DCC, while BOLC B occurs at the branch-specific/technical training schools. This approach allows new officers from across the Army to train to a common set of outcomes and standards from the very outset of their careers. BOLC changes are the result of a DCG-IMT led review to evolve and standardize the way the Army instills Soldier skills, values, and attributes during IMT. The details of the Army's new BOLC A and B process will be outlined as TRADOC publishes TR 350-36, *BOLC Training Policies and Administration* – the first TRADOC regulation to comprehensively capture the BOLC enterprise.

TRADOC Regulation 350-36 provides training guidance from the DCG-IMT, administrative policies and procedures, and common outcomes of officers graduating from BOLC A and B programs. For BOLC A, this is achieved primarily through Memorandums of Agreement between TRADOC and the many commissioning sources throughout the Army. For BOLC B, TR 350-36 outlines the development, approval, and amendment process of all BOLC B Programs of Instruction (POIs), as well as refinement of the Common Core Task List (CCTL), from which all IMT courses develop their training. Command and control and related relationships amongst IMT participants are outlined in this regulation to articulate organizational structures and responsibilities.

The detailed guidance from the DCG-IMT within TR 350-36 establishes the common skills, values, and attributes required of all officers completing Initial Military Training, as well as training and course management requirements. The skills common to all branches of the Army include Physical Readiness Training, Marksmanship, Combatives, and Counter IED training. The course management guidance pertains to POIs, the use of Outcomes Based Training and Education, instructor certification requirements, Field Training Exercises and the use of Live, Virtual, Constructive, and Gaming (LVCG) initiatives. The administrative policies outlined cover topics such as in-processing standards, handling of early arriving students, minimum graduation requirements, and the recycle/re-branch/separation process. This regulation applies to U.S. Army TRADOC schools for Active Army, Army Reserve and Army National Guard officers and warrant officers conducting training at BOLC B schools.

Upon publication, TR 350-36 will provide the foundational guidance for the competencies a second lieutenant or warrant officer must have prior to arrival at his/her first unit of assignment. TR 350-36 is the culmination of numerous reviews and inputs provided by the BOLC teammates, including commissioning sources, TRADOC Centers and Schools, and multiple staff agencies. The publication of TR 350-36 is long overdue; soon all BOLC participants will have a regulation that outlines the relationship of all officer IMT courses, ensuring that the Army's commissioning sources and branches are working from common guidance and toward common goals to produce quality officers for the operational force.



## Sexual Harassment / Assault Prevention Summit 2010

By: Ms. Carla Atkinson  
Director, ACS Fort Jackson

Training Soldiers and Leaders is a critical element of the Army's I. A. M. STRONG (Intervene, Act, and Motivate) Sexual Harassment/Assault Prevention Campaign Launched (Sep 08) by the Secretary of the Army and the Chief of Staff of the Army. Designed as a five year campaign with the ultimate goal of changing Army culture to prevent crimes before they occur, the campaign has four targeted areas of operations. Phase I is "Committed Army Leadership." Phase II, titled "Army-wide Conviction," addresses the commitment of every Soldier in the fight against this crime. Phase III, "Achieve Cultural Change," cannot occur without accomplishing Phases I and II. Finally, Phase IV is "Sustain, Refine and Share Best Practices".

The Summit brought together members of the government, non-profit, private sector, academic organizations, and Department of Defense to discuss and chart future Sexual Harassment/Assault Prevention efforts. The purpose of this summit was to build upon Phase I efforts and the launch of phase II of the campaign-Army wide Conviction, where all Soldiers and members of the Army community have direct ownership of sexual harassment and assault prevention.

General Anne E. Dunwoody, Commanding General of Army Materiel Command noted that the Army is fully engaged in preventing sexual harassment and assault. She stated, "We have critical work left to do though; we want our Army to be an example for the rest of the country."

General George W. Casey, Jr., Chief of Staff of the Army, spoke to the summit attendees about the progress made since 2007. Casey said Soldiers and Families are the most important element of the Army and their support must be sustained. "Sexual assault eats away at this support," he said. "We cannot tolerate it." He also let the audience know that he is not focused on numbers right now. "We need to create an environment and culture which rejects assault, where someone feels comfortable in coming forward to report an incident of assault." Casey said he believes by placing more visibility on sexual harassment and assault, the problem will be fixed faster. By using the Army structure in place, training can be pushed down through the ranks. "Every leader needs to see sexual assault as fundamentally counter to the warrior ethos," said Casey. "It's all about leadership and leaders setting the right examples." General Casey closed his brief, by asking the audience to think about three things: building conviction to fight sexual assault, sustaining momentum for the fight, and changing the culture to stamp out assault and harassment. He charged everyone in the room to take the energy and information that they learned during this conference back to their home stations.

LTC Darrell W. Aubrey, Battalion Commander of the 187th Ordnance Battalion stated, "Any form of sexual harassment and assault, subtle or overt, demoralizes the individual Soldier and disrupts the cohesion of the unit and mission accomplishment. This type of conduct interferes with an individual's performance or creates an intimidating, hostile or offensive environment, and it is our responsibility as leaders to ensure our Soldiers work in an environment free from sexual harassment and assault."

### Sexual Assault is incompatible with Army Values and the Warrior Ethos



### The Army's Sexual Assault Prevention and Response Program (SAPRP)

For more information or to report an incident,  
contact your local Sexual Assault Response  
Coordinator (SARC) at:



## Sexual Harassment / Assault Prevention Summit 2010

Personal involvement of all leaders and Soldiers is necessary for successful prevention efforts. All leaders, military and Army civilian, must maintain an environment that rejects sexual assault as well as attitudes and behaviors that promote such acts. Battalion-level sexual harassment and assault prevention programs are part of an Army-wide effort over the next five years to change Army culture to encourage reporting of incidents and to stamp out sexual assault within the ranks. The Army is on the offensive to stop the crime of sexual assault before it even happens. Commanders at all levels have been charged to aggressively implement the command's I. A. M. Strong prevention program.

"I would like to emphasize how educational the first two days of the conference were to me," stated LTC Earleywine, Department of Human Resources G-1 from Fort Jackson. The training was provided by subject matter experts and included information on the unnamed co-conspirator, popular culture and sexual assault, and offender red flags. Attendees listened to a personal story "Nobody Would Believe Me" given by Ms. Veraunda Jackson, a dynamic and powerful motivational speaker and author of *Everything Has a Price*. She told the audience that if you have strength to survive, you have the power to succeed and she has proven that time and again throughout her impressive life. Summit attendees were exposed to the "Mentors in Violence Prevention Program" (MVP). MVP provided attendees the opportunity to work through real life scenarios associated with sexual assault. Overall the training was very effective in providing resources, training expertise and motivating members to take the information home and share with their community.

More information on this program may be found at [www.preventsexualassault.army.mil](http://www.preventsexualassault.army.mil).

2010 Theme: "Hurts one. Affects all... Preventing sexual assault is everybody's duty."

<p><b>Response Guidelines:</b></p> <p><i>Remember, you are not law enforcement or a healthcare provider. You are a companion to support the victim in a critical time of need.</i></p> <ul style="list-style-type: none"> <li>◆ Remain calm, support the victim, and show respect. Offer to stay as long as needed possible but explain that professional help is needed (see Resources). Also, ask if there is someone you should call.</li> <li>◆ If the victim is in need of urgent medical attention, call 911 and apply first aid.</li> <li>◆ To protect evidence, ask the victim not to shower, change clothes, comb hair, brush teeth, put on make up, eat, or drink.</li> <li>◆ Report the crime to law enforcement and the victim's commander. If the victim does not feel comfortable reporting the crime, suggest speaking with a counselor to discuss concerns</li> </ul> <p>and questions regarding the assault and reporting process. Call Military One Source 24hrs (see number in "Resources").</p> <ul style="list-style-type: none"> <li>◆ Should the victim decide not to support the investigation, encourage him/her to seek medical attention due to potential injuries. This offers a safe and caring environment to discuss concerns (e.g., testing for STDs and birth control).</li> <li>◆ Should the accused come to the same medical facility for forensics, take care to keep distance and help the victim feel safe.</li> <li>◆ Refrain from asking for intimate details, making judgmental comments (e.g., "alleged" assault), promising to "get this person," and other similar statements. Instead, be a good listener and allow the victim to talk.</li> </ul> <p><a href="http://www.sexualassault.army.mil">www.sexualassault.army.mil</a></p>	<p><b>Crime Victims have the right to:</b></p> <ul style="list-style-type: none"> <li>◆ Be treated with fairness and respect for one's dignity and privacy</li> <li>◆ Be reasonably protected from the accused</li> <li>◆ Be notified of court hearings</li> <li>◆ Be present at public court hearings unless the court determines otherwise for fairness or other good cause</li> <li>◆ Receive information regarding conviction, sentencing, imprisonment and release</li> <li>◆ Confer with the attorney for the Government</li> <li>◆ Restitution, if appropriate</li> </ul>
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Guides and other aids are available at the SHARP Program Website

This guide is for responders aiding victims reporting sexual assault. Stay calm, respect the victim's rights, and convey the message that -- "professional resources that care about you and what you have gone through are needed and are available to help you."

**Resources:**

- The Victim's Unit Commander
- Military Law Enforcement/ Local Authorities (for emergencies, use 911)
- Military Treatment Facility [www.tricare.osd.mil](http://www.tricare.osd.mil)

**Confidential Resources\*:**

- Army's Sexual Assault Prevention and Response Internet Resource [www.sexualassault.army.mil](http://www.sexualassault.army.mil)
- Chaplain's Office

**For Military and their family members:**

- Military One Source, CONUS (800) 655-4545, International Toll Free (dial all 11 numbers) (800) 3429-6477, and International Collect (484) 530-5947
- All others please contact: Local Rape Crisis Center:

\*Additional confidential resources include psychotherapists and legal assistance attorneys.

**Aiding Victims of Sexual Assault**

The Army's commitment to victims of sexual assault:

- ◆ Encouraging victims to report all incidents of sexual assault
- ◆ Ensuring victims are properly treated
- ◆ Ensuring medical and psychological needs are properly met
- ◆ Providing effective policies and programs
- ◆ Prosecuting all crimes to the full extent of the law
- ◆ Consideration of all issues related to the incident



## Army Values in Initial Military Training

By: COL Bryan Rudacille  
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The Army values and Warrior Ethos are central to our professional service to the nation. They embody everything that we stand for as proud defenders of our Constitution. The Army values and Warrior Ethos are at the heart of our Professional Military Ethic, along with our oath of enlistment, the NCO and Soldier's Creed. As trainers, the incorporation of values training into Initial Military Training (IMT) is one of the most important tasks we execute. GEN Dempsey recently shared with leaders that instilling values in our Soldiers was one of the two most fundamental goals to accomplish in Initial Military Training. Considerable time, effort, and resources have gone into the revamping of the Basic Combat Training Program of Instruction (POI) and similar efforts are either ongoing or about to commence for other areas of IMT. At the heart of these revisions is a desire to train the "right" things. Once decisions are made on *what* to train, further review is necessary to make sure we are training tasks effectively and as efficiently as possible.

Our new Basic Combat Training POI highlights the importance of training and exercising Army values from Soldier reception to assignment at his or her first unit. The revised BCT POI is already in execution. In some instances, we continue to refine the products and tools that are available for instruction of assigned tasks. IMT leaders quickly recognized Army values training as one area requiring additional emphasis in material development for Cadre and Drill Sergeant use. In the past, the IMT community relied heavily on powerpoint instruction and/or "war stories" to serve as the foundation for instruction of Army values. While the powerpoint presentations were readily available, they often failed to spark an interest in Soldiers that is equal to the importance of the subject. The content and usefulness of our "war stories" in values training varied greatly based on the experiences and background of the individual DS leading the discussion. We can and must do a better job in providing consistency in our values training, and in supporting Cadre with useful tools for training. The purpose of this article is to share some methods and materials currently under development for use by trainers in IMT.

### IMT Values Tiger Team

In the spring of 2010, LTG Hertling directed the formation of an IMT Values Tiger Team to work in collaboration with the Army Center of Professional Military Ethics (ACPME) in the development of new training materials. The Values Tiger Team was formed of volunteers across IMT, consisting of representatives from BCT, AIT, OSUT and BOLC. Initial collaboration focused on establishing a framework for training, video content and technical support aspects. The partnership between the ACPME and the IMT Tiger Team resulted in an approved concept that received additional funding and support in June, 2010. The private contractor hired to complete the videos is currently editing films and will provide draft videos for feedback by the ACPME and the IMT Values Tiger Team. The target date for completion of the videos and access by IMT units for training is in early August.

The final product will be posted online for units to download and use in their values training. Each lesson is oriented on a single Army value and will include three separate videos with varying scenarios for the trainer to choose from. One video will be oriented on the selected value in an IMT environment; a second scenario will be based on combat operations; finally, the third video will depict the Army value as it pertains to garrison or off-duty time. The testimonies in the video's range from junior Soldiers through senior Non-commissioned Officers and Company Grade Officers. Questions will appear at the end of each video segment in order to assist the trainer in facilitating the discussion. The new values materials will provide a common baseline from which discussion can ensue as controlled by the trainer.

In the 165<sup>th</sup> Infantry Brigade at Fort Jackson for example, we begin each week with the "Value of the Week". The selected Army value



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is then discussed and reinforced throughout the week during various training events, and in the evening after the day's events are complete. We anticipate the videos will serve as the centerpiece of our weekly values training. Soldiers can then compare and contrast what they have seen, heard and done during the course of the week's training with the elements illustrated in the video and Cadre guided discussions. While the videos ensure we have a consistent starting point for understanding and discussion, they do not restrict the DS from guiding the conversation in a direction they think most beneficial for the group. Additionally, with experience utilizing the videos, DSs will undoubtedly develop their own set of questions to assist in channeling discussion towards significant learning objectives.

### Future Training Materials

More advanced tools are in development by the ACPME which are designed to exceed traditional learning models by making them interactive for Soldiers. The award-winning Virtual Experience Immersive Learning Simulation® (VEILS®) will enhance Soldier moral character development and encourage ethical conversations among unit members. The ethical decision-making video provides a playable character's journey through a series of challenging ethical scenarios encountered before, during and after an Army unit's deployment to a combat zone. The initial video is complete and is called "The High Ground". It provides immediate feedback to those playing the video on the decisions they make by displaying logical outcomes that ensure from their ethical decisions. The outcomes from one decision change the scenario for the next segment of the video,

which in turn presents new challenges to then player as he or she advances in video. An AAR at the end summarizes the Soldiers decisions and provides them with feedback that they can reflect upon. Presently, a second video is under development that will encompass a series of scenarios where a Soldier makes ethical decisions prior to entry into the service. The scenario will continue to follow the individual through IMT, carries on to the First Unit of Assignment, and culminates with the same Soldier in a combat situation. Choices made by Soldiers during the course of "play" will impact the path a player follows throughout the scenario.

A second ACPME initiative in development for future use in IMT intends to transform traditional Army ethics education by capitalizing on the popularity and success of the "America's Army" game. The game, "Moral Combat", will surpass traditional, case-study based instruction by injecting a series of challenging ethical scenarios into the existing maps, missions, and objectives presented in the America's Army game. The ethics version of the game will provide Soldiers with a fun, entertaining experience, further ethical awareness, and intends to stimulate and evolve the moral working self. Again, data captured during the course of the game supports ethics research and moral character development.

For more information on these and other ACPME products and information, go to: <http://acpme.army.mil/index.html>.

### Way Ahead

The development of new materials and a renewed emphasis on Army Values training has been a goal of IMT leaders over the past several months. The addition of video vignettes to serve as a common baseline for instruction will help to improve and standardize training across IMT, while giving trainers access to a new mode of instruction. Our Soldiers and Cadre deserve to have the very best tools at their disposal for training, and revising the products available for Values training is a necessary step in the right direction. The performance and conduct of our Soldiers is a direct reflection on us as their initial trainers; we want them to succeed in every capacity imaginable, especially in maintaining Army values. Remember, Soldiers are "Our Credentials".

### **Footnotes and References:**

1. The Army Center of Excellence for the Professional Military Ethic, accessed 8 July 2010, <http://acpme.army.mil/>.
2. Snider, Don M., Paul Oh, and Kevin Toner, "The Army's Professional Military Ethic in an Era of Persistent Conflict," Strategic Studies Institute, October, 2009.

## Laying a Solid Foundation: the Army's Future Combat Leaders

By: 2-47 Infantry Cadre

Submitted by: LTC Wayne Brewster, 2-47 BN Commander

In June of 2009, our battalion, 2<sup>nd</sup> Battalion, 47<sup>th</sup> Infantry Regiment (Basic Combat Training) at Fort Benning, Georgia, was faced with a preventable training accident that occurred in one of our Companies. A new and inexperienced Drill Sergeant was acting as an Observer Controller during a Field Training Exercise for his Company. The Drill Sergeant — having no previous training on pyrotechnic simulators — allowed an artillery simulator to explode in his hand. The detonation of the simulator significantly injured his hand and he became an urgent surgical casualty. Immediately realizing the severity of his injuries, the Initial Entry Training Soldiers around the Drill Sergeant seized the initiative and quickly began performing first aid on his hand. These Soldiers acted on their own accord with zero guidance. Within a minute, another Drill Sergeant quickly arrived on the scene and began making Medevac coordination. Although this was clearly the type of training accident we strive to prevent, the silver lining was our Soldiers' actions that day. We thought it worth exploring how we got to the point where our Soldiers could act on their own — internally motivated and self-directed — initiative. These were the type of Soldiers we were attempting to develop, and it was immensely gratifying to see that they had obviously internalized our values of self-confidence, teamwork, and adaptation, to name a few.

Although the ultimate purpose of this article is to address appropriately focused, relevant and outcome oriented training at the company level, it will not likely generate professional interest if not framed in the proper context. Without doubt, training units all over TRADOC are achieving similar training proficiency and readiness outcomes with regular frequency. What we often lose when sharing ideas is the context surrounding the events and the personalities involved. We strive to receive and share best practices with our sister units but we sometimes fail to execute their training plans as proficiently as we could (or should) since we missed the critical background conditions that made the events so successful. In fact, we submit that any ideas we try to share here are less important than the conceptual and reality-grounded framework that led the cadre to develop them. We found that changing the culture to elicit characteristics like empowerment, initiative and creativity was an arduous process; yet it had lasting positive ramifications on events executed at the company level.

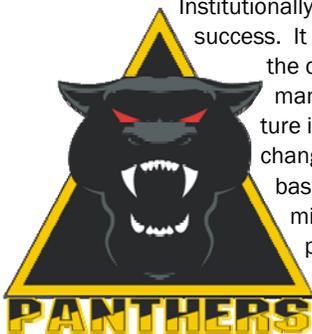
The rightful stewards of this movement are our junior leaders — both commissioned and noncommissioned officers — because they have led the charge in this pivotal endeavor from the onset. It seems a natural segue for experienced

junior leaders coming from multiple tours under vague and dynamic combat conditions to want to replicate and perpetuate the hard fought lessons that they, and the Army, learned over the years. When you come to love an institution — and the men and women who comprise it, men and women who are the very health and resilient life of an army — you begin to appreciate how strategically vital it is to lay solid foundations in the men and women who will someday lead our Soldiers in accomplishing tactically difficult and strategically vital missions for our Nation.

About 10 years ago, our senior Army leaders converged in their thinking on the desire and need — actually, the necessity — for adaptive leaders from corporal to general. We struggled and debated on how to achieve such an objective. Those same combat tours and experiences that have put a strain on our military have also arguably netted a great by-product: an adaptive military *culture* (Army Posture, 2010). What follows in this think piece is a description of how a group of those young leaders led the 2<sup>nd</sup> Battalion, 47<sup>th</sup> Infantry to create a new set of norms in our IET environment. Their desire was to continue the cultural change so we could inculcate what we have learned through blood, sweat, tears and toil in the firm belief that the initial entry Soldiers entrusted to us will be the benefactors and will be well-prepared to face the challenges that will continue to confront our military and Nation in the 21<sup>st</sup> century.

There seems no better time than now or more appropriate place to improve such practices as in the Generating Force. Institutionally, the American Army has a rich history of cultivating the leaders who went on to lead our military to great success. It is this willingness to invest in, educate, and develop the men and women at all ranks — who have made the commitment to serve the American people — that develops the mental agility to handle problems that will manifest themselves in future challenges. The unpredictability of the adversaries we might face in the future is a prime need for girding ourselves with Soldiers and their leaders who are capable of rapidly assessing changing conditions and adapting quickly to the environment. The same is true for emerging capabilities based on technological, intellectual or other developments. The essential ingredient for success is trained military professionals who can consistently and accurately assess conditions to anticipate frictions or opportunities that lie in the immediate, near-term and long-term future. The analogy that seems most appropriate is how some really good baseball hitters say they can see the seams of the ball as the pitcher releases it from his hand. Such expert professionals are able to identify the pitch in advance and react accordingly — rather than desperately react to circumstances when the pitch is split seconds away.

Failure to develop such a solid and rapidly adaptive cognitive foundation at this early juncture in Initial Entry Training



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(IET) will potentially put our Army and our Nation at risk in the future. Knowing this, our solemn obligation is to take the right steps now to ensure we are developing our next generation of competent and confident combat leaders.

### Back to the Basics

Our initial steps down this dimly lit path toward methods by which we could contribute all started with some inquiring questions by some of our drill sergeants and young officers about a year ago. These young leaders were concerned about the focus on fundamentals and other “environmental” challenges in the initial entry training realm. Their queries were so relevant and insightful that it prompted us to hold a battalion offsite workshop so that we could assess the mission and challenges in order to gain a better understanding of the scope and dimensions of the challenge to implementing possible solutions. Representatives included staff, company grade leaders, senior NCOs, drill sergeants and civilians.

The team spent time examining and considering everything from the TRADOC end state for Basic Combat Training (BCT) and other doctrinal references to the missions, visions, and priorities all the way to the Chief of Staff of the Army. It provided better clarity of the overall context for our mission, and it was also enlightening for us to see the nesting of several significant themes such as leader development and caring for our Soldiers and Families. We found the same accounting of such themes across various doctrinal references and the Army Posture Statement.

The group defined our institutional and organizational challenges, which ranged from our high unrelenting operational tempo (OPTEMPO), manning and steep divorce rates to our significant personnel turnover — to name a few. One area that kept rising to the forefront was a shared concern on when leaders had time to train themselves. They readily gravitated to this as a central concern as we continued to discuss the issues.

It was astutely pointed out that we will always train Soldiers and accomplish the mission no matter what the challenges are, but we would be better served to focus on educating and training ourselves in order to make initial entry training more effective in all the companies. At the crux of both officer and NCO concern was how to fully train, certify, and validate a new cadre member in the short period after arrival and prior to training Soldiers. Our trainer-leaders believed we also needed a mechanism to maintain those skills between cycles.

Our trainer-leaders felt it important, in light of their analysis, to train the individual tasks in such a way that would also develop those intangible qualities needed for our military operating in the 21<sup>st</sup> century. This thought process aligned with both the guidance and doctrinal references. The TRADOC Program of Instruction (POI) perhaps best laid out what the important intangibles were in the BCT course end state. Besides mastering the critical tasks and basic Soldier skills, the graduates should develop the capacity for adaptive thinking, self-discipline, self-accountability, confidence, competence, teamwork, pride, as well as the commitment to live the Army Values and Warrior Ethos.

These are arguably higher order cognitive skills. The behavioral psychologist Benjamin Bloom led a group in the 1950s in an effort to classify the different levels of intellectual behavior important in learning (Bloom, 1956). These skills range from simple recall of information (knowledge) to the ability to make judgments on the value of ideas or things (evaluation). We felt that a good portion of the individual tasks in BCT rested in the lower to middle cognitive domains, where cadre must train Soldiers to either recall information or apply a skill. However, the ability to meet the TRADOC end state for inculcating and nurturing the intangibles resides on the higher end of the cognitive domains. Pressing for standardization is a worthy endeavor; however, the frictions created from both environment and cadre experience alone pose substantial challenges when trying to attain such a subjective end state without sufficient, focused and suitable leader training.

This meant our cadre had to be versed not only in mastery of the 159 individual tasks (old POI), but also in the human dynamics of how to successfully teach the tasks in a manner that ensured seating of the intangibles. Often times, our best leaders capable of such instruction were our second and third year drill sergeants who had a vast amount of experience at leading, coaching and teaching Soldiers. Therein was the challenge. How could we successfully empower new cadre with the vast amounts of knowledge and teaching techniques prior to their certification and instruction at the company and platoon level? We printed the Training Support Packages (TSPs), POI, Warrior Tasks & Battle Drills (WTBD), and found those baseline materials took over 11 reams of paper and weighed over 240 pounds. This was simply the material required for mastery of those tasks; yet the average time to receive, integrate, certify, validate and begin duties averaged about two weeks. The reality of what transpired upon arrival was *“lore”* or *“that’s the way we’ve always done it”* heavily governed how and what our companies and platoons taught.

In reflecting on the context and problem set, our trainer-leaders determined we needed a process to train ourselves on how to better lead and teach to attain the most effective and efficient training outcomes possible. The cadre felt that anyone

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could teach the tasks, but the important metric was how effective the Soldiers were at retention and later application under different conditions. Equally important were Soldier demonstrations at inculcating those intangibles. We borrowed an idea from our sister brigade where Colonel Kessler and his 198<sup>th</sup> Infantry Brigade cadre developed a “cliff notes” book of two-page lesson plans that distilled the various TSP critical facets down to their essence while making it manageable for new cadre to digest and master as they started instruction. The book highlighted the vital aspects of each task while also capturing best practices for making the instruction more effective.

Our drill sergeants drafted our first copy and added some other products they developed while working through the analysis of our mission. The end result was the first iteration of what has become our Panther Leader Reference Guide (PLRG). Although it is a reference designed to better equip new drill sergeants in training, the most important part was that the process of creating the PLRG fostered a shift in cultural mindset about how we would train as a battalion. The mental process the cadre went through in attempting to discern our most significant organizational challenges to mission accomplishment started combating the dysfunctional byproducts of the OPTEMPO and turnover. It also ensured we did not lose sight of the visions, intent and priorities of the echelons above us. They put their definition of “Pantherization” more plainly. They said, “we need to teach a Soldier how to fish.” The person they were talking about in this instance is us — the cadre, support cadre and civilians.

### **Pantherization- Internalization of the Battalion’s Learning Culture**

By “teaching” ourselves, we attempted to mitigate our challenges. The cadre and staff spent time transitioning previous leader certification classes — like range safety officer, driving or mail handling classes — to those more conducive to developing ourselves on how to think. They drafted battalion-level instruction that highlighted the gains from the series of offsite meetings. We wanted to focus on how to identify and solve problems at the lowest level through grounding in the various doctrinal underpinnings. We also wanted to shift the preponderance of time allotted to the companies. This included a formal process for the initial reception of cadre as well as the need for reoccurring periods between cycles. We had previously validated that bad things happen if you truncate windows to “reset” before the next class starts.

While our insights might not constitute rocket science, we thought it was noteworthy that the organization’s junior leaders chose the route and undertook these developments. It was an effort to target our greatest threats of high turnover and time to train our leaders. Were it not for a seated cultural methodology initiated from the bottom up, we would be in a constant state of rebuilding. That alone has provided the framework to withstand turnovers, TRAP missions and all the other environmental challenges that threaten the effectiveness of training Soldiers. Such a methodology of continuous assessment prevented “organizational drift” from our mission and supporting doctrinal references and guidance. It’s heartening when you see the senior drill sergeants mentoring new cadre (whether active, mobilized reserve, or AT companies) and pull them aside to show them how our battalion leads Soldiers in training. Equally impressive has been their attention to various statements and speeches by our senior leadership that deal with Army requirements both current and future.

### **People Are Our Initiatives**

We diverted away from the inert and unguided “initiative approach” and spent that time investing in a successful and enduring approach and methodology in our people. It may appear to brief poorly but has profound impacts once it takes hold. The cast leading the charge at implementation was the senior drill sergeants. They’re the ones entrusted and expected to mentor their new drill sergeants in order to establish lasting functional systems that accomplish the mission in light of our various challenges. This approach fostered learning at the appropriate level from those who have a solid grasp on the complex conditions in our environment. When those conditions change based on mission changes (like a new POI) or other external stimuli (Georgia heat wave), the cadre engage in cross talk between companies to achieve an understanding and a shared vision of the problem before they make any decision or recommendations. More important, we get closer to seeing frictions in advance when we both empower and expect leaders to think.

The cadre applied metrics in an attempt to gauge Soldier progress as well with cadre aptitudes. Something as simple as briefing the plan for an FTX or presenting an assessment at an end of cycle brief served as training sessions to train ourselves. Such sessions afforded us opportunities to improve training management as well as ensure we were looking at the same problem and seeking feasible solutions. We wanted an organization without boundaries, where sharing was the norm and credit was not sought.

A year later and we’re on our second printing of the PLRG. It’s an ever evolving product as the various company and battalion subject matter experts work to refine portions as they identify gaps or develop new best practices. We have even crafted other terms to denote who the thinking leaders are in the organization. The moniker “Pantherized” refers to a trainer-leader

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who has been assimilated into the battalion culture. Our efforts are far from perfect, but the watershed in drafting the leader guide was the impact cadre members had on the organization. It's the mindset that they developed where, in this case, the process was more important than the product. They've managed to change the culture over the past year.

We often discussed the challenge of how we would know if we were succeeding, failing, or are even solving the right problem. We continue to struggle with these questions; however, what follows are some anecdotes we felt underscored the cadre's internalization and ownership of that methodology as evident in some company training events.

### Training Vignettes

**Phase Testing:** Drill sergeants gained a better understanding of the POI and where they could exercise some creative initiative in line with the POI and intent. Drill Sergeant Harman from Echo Company, a new DS at the time, sought a means to better assess how well Soldiers retained some of the more critical individual skills taught earlier in the course (Blue Phase Testing). He devised a simple lane that a squad would negotiate as they were waiting their turn to execute the Combat Field Fire (CFF). The squads would train on the other side of the road opposite of where the company was conducting CFF. A squad would negotiate a course consisting of about seven tasks on their way to their turn to fire. The short STX course was only about ten minutes long, but it increased the Soldiers' heart rates while they executed a battle drill, assessed a casualty and treated a wound, called in a 9-line MEDEVAC and performed a couple of other tasks. The trigger to move across the street was radio acknowledgement that the squad needed to move their casualty to a landing zone for extraction. Two drill sergeants alternated accompanying the squads negotiating the lane and provided them quick AARs before sending them to the remainder of the company drill sergeants who were supervising the CFF execution across the street. While it sounds simple, DS Harman's idea was a bottom-up refinement on how to make the phase testing events a more seamless inclusion to an established training event. It was simple — unsupervised and unobstructed — empowerment, and he demonstrated the initiative to maintain the core individual task in our curriculum while artfully adding an assessment mechanism to the event that made it even more realistic. To the Soldiers, it was all one training event given the orchestration of the tasks. The event validated core competencies while training on the mastery of the assault rifle under more dynamic conditions. Some notable intangible by-products from the event were teamwork, self-confidence and adaptive thinking.

**Confidence Course & Eagle Tower—Leading from the Front:** Alpha Company and the other companies have been sharing best practices that take these physically-natured events to achieve new heights. The cadre focus on leading their platoons through the execution of the training. The aim for these events is to build both physical and mental confidence. Initially, we missed opportunities to leverage the events to train on intangibles because we were either too uncomfortable or unfamiliar given the total control atmosphere that had prevailed in the past. In the physical sense, we facilitated the Soldiers' success, but missed the mark by a wide margin until the cadre started leading the platoons. We continue to see marked differences in how effective the events are at reaching some of the notable red phase objectives. Alpha Company and others have their drill sergeants lead through the various obstacles while making the point to work and support their teammates. As desired in TR 350-6, this simple shift in mindset elicits the teamwork and bonding necessary early in the course. We want Soldiers to function better as a team at the onset of red phase to pull the units together. These events afford a perfect opportunity for the Soldiers to support one another, as there are always Soldiers afraid of heights or those who — because of varying fitness levels — fall behind their peers. Drill Sergeant Peters happened to be one of the first who demonstrated the "follow me" attitude, and his Soldiers followed him through the rain and mud on a cold day. He was also the first to shout support for Soldiers of the platoon who were having difficulties, which in turn spawned a chorus from the others Soldiers to support their platoon. His actions have led to the establishment of this approach as the norm for cadre, and it is one of the primary reasons we are more able to hit not only the physical elements but the intangibles such as confidence, team building, leadership, personal courage and adaptability.

**Karate Kid Mindset:** We often use the old film *The Karate Kid* to help the new Soldiers understand the role of the trainees and the role of the drill sergeant. Needless to say, it is easy to understand who is who in this equation, and the new trainees grasp the concept very quickly. We make it a point to use this comparison because it highlights how Mr. Miyagi used repetitive training — wax on/wax off and paint the fence — to teach the importance of truly learning something, especially when taught by those with experience. It's easy to get impatient and not see the full picture until you see how the separate parts come together...like Daniel-san and karate. Our point is to reinforce the desired red phase Soldier practices espoused in TR 350-6 — pay strict attention to detail, conform to established norms, work as a team, etc. The same selfless servant leader mindset can also wield such references at other points in the course. The key is to understand what you are looking for so you are prepared to capitalize on the situation when it develops. More to the point, any person can teach a task, but the really good trainer-leaders know how to leverage whatever occurs or develops to illuminate and inculcate the intangible traits.

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**M&Ms:** Admittedly, this vignette is just about the purchase of contraband candy in the barracks. A Soldier was selling candy to his peers, some of which were packages of M&Ms. The drill sergeants in Delta Company caught wind of the illicit endeavor but did not know who the culprits were or how many. The time period was close to graduation during the recovery timeframe. The cadre made the point of asking the company for those involved to come forward. To their surprise, eight Soldiers stepped forward, including the ring leader. Naturally, the Soldiers knew they were going to get in trouble and were concerned about impacts on graduation. The impressive thing is how the company handled the situation. The drill sergeants adeptly homed in on the fact that these Soldiers were demonstrating some of our profession's intangible values, such as self-accountability, personal courage and integrity. After some thoughtful cadre deliberations, the drill sergeants were wise enough and professionally mature enough to temper with some prudence the adverse ramifications to the Soldiers' actions. They wanted to ensure the Soldiers were held accountable; however, they did not want to do something that had a lasting negative impact. The cadre made it a point to address the company just to emphasize the importance of choosing the harder right over the easier wrong. The cadre wrestled with what was an appropriate punishment given the circumstances and experience level. One thing the company wanted to do was leave a lasting mark in many of the Soldier's memories so they came away from the experience with a positive learned behavior about doing the "right" thing despite the fact that the Soldiers who erred in judgment or personal discipline would "get in trouble." It would have been too easy to pull a pass, but the cadre rightly anticipated potential negative second and third order effects on family and friends that were coming to the graduation. The cadre's ability to weigh the violation against the nesting of family wellness priorities listed in the echelons above us underscored the power of the commander's vision and the cadre's ability to think and discern impacts outside their own realm. We continue to use this analogy among new cadre to underscore the need to know your higher commander's intent at least two levels up in order to frame our potential actions in the appropriate context.

**Retreat:** Another impressive vignette occurred when our Bravo Company was performing a detail to render honors to our flag for evening retreat. The drill sergeant on duty had rehearsed the Soldiers on the task, and the detail was standing by in the battalion foyer. These Soldiers had only been in the company a couple weeks, but they had already had their instructional block on customs and courtesies. A sister company had an injured Soldier, which temporarily pulled the drill sergeant on staff duty away as he worked to help them evacuate their injured Soldier. The squad that was to assist the staff duty drill sergeant to take down the colors for retreat now was faced with an uncertain situation. Their NCO was not present, and it was nearly time to render honors and take down the colors. What transpired was that a member of the detail recommended that they should execute as they had practiced based upon what they had learned in their training, as well as the prior rehearsals. The brave ring leader fulfilled the NCO's position, and they grabbed one of the staff duty runners to assist. As the drill sergeant returned, he encountered the timid detail that had accomplished the task and was uncertain on how their "initiative" would be viewed. The drill sergeant was very astute and praised them not only for their initiative, but for their adaptive thinking. Many often chafe at the prospect of our new Soldiers being adaptive. The cadre have remarked on how the importance rests with their feeling that they should always assess conditions when the situation changes and determine if a new course of action is required. This particular vignette serves as a perfect illustration of how Soldiers rightly knew what needed to be done and felt confident enough to execute without fearing repercussions. More important, the cadre was aware that such an event can help reinforce an attribute at this important entry point in our profession. If we truly want to develop adaptive Army leaders, it starts right here where we are facilitating instruction on what we collectively champion as our core beliefs, values and norms.

**The Rangers:** Empowering our leaders is not solely left to the internal dynamics of a Battalion. For example, the 75<sup>th</sup> Ranger Regimental Commander and his staff have empowered our drill sergeants to nominate Soldiers for positions in the Ranger Regiment. In the past, many Ranger contracts were signed by Soldiers as part of their original enlistment contract, before they had demonstrated their potential as a Soldier. Consequently, the 75<sup>th</sup> Ranger Regiment was dropping a number of their Ranger contracted Soldiers because they were not receiving the right tempered, physically fit, and internally motivated Soldier. Realizing that the type of Soldier that gravitates to the Ranger Regiment is an internally motivated, driven, and physically fit Soldier, the 75<sup>th</sup> Ranger Regiment command team capitalized on the judgment of our combat experienced drill sergeants to identify these types of Soldiers after they had begun training. Who better to select these types of individuals—naturally infused with strong warrior ethos—than the drill sergeants who can readily identify them. Leaders at the 75<sup>th</sup> Ranger Regiment saw a more effective means to get talented and desiring Soldiers into their ranks by including our cadre in the process and *empowering* them. The powerful underlying thought process is to discern a need and empower others to find a way to accomplish it. We've sent some stellar young Soldiers along this avenue following their AIT for a great opportunity, but—and perhaps more importantly—our cadre has become an external part of a bigger team. The big take away for us is the continued realization that reduction of boundaries and sharing of ideas to

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solve common problems help us all improve.

**Engaging Families:** Early on, our cadre discussed the need for a mechanism or tool to better engage our new Soldier Families. Anyone who has experienced an IET graduation knows that this is perhaps one of the most impressive turnouts of family support for an Army school or course. They come from all over the globe to be a part of their Soldier's achievements on his special day. A legitimate concern is how we can nest with the senior leader guidance to take care and engage our Families, even when they are so new. The cadre discerned it was even more important to receive family members properly as this is their first experience as a part of the Army — whether supporting parents, spouse or simply friend. The cadre brought up lessons learned from our years at war on how we properly receive and integrate people into a unit, and they thought we should try to make the case here.

Our companies saw the great creative work at Fort Jackson and wanted something similar so we could share information and pictures earlier with the Families, so they could be a part of the transformation as well. It was certainly a warranted effort given that America's Families have entrusted their sons and daughters to our profession. All the companies leveraged various web means to provide this connective link with our Families, and it took-off beyond our expectations. The mediums used are less important than the desired effect: sharing their Soldiers' experiences from afar to elicit the same pride and confidence in a profession that they too will come to feel a close part of. Providing information early facilitated earlier planning and less uncertainty as Families stayed connected via cadre and cadre spouses engaging with news. We have been able to solve problems earlier through this discourse. Pay problems, DEERs challenges and a host of other frictions have been easier to solve prior to graduation than on graduation day.

What caught us off guard was the amazing group of previously graduated Soldier Families that return on our forums to also lend a hand. It all started because some drill sergeants in Charlie and Bravo posed questions like "why don't we leverage this capability to get at this part of General Casey's priorities like Fort Jackson does?" They did not rest with initial frictions or dead ends, and they found a way. At the core was their ability to assess a situation and tools available, share ideas across the companies and make a recommendation on how to proceed. Each company attacks the challenge in a slightly different fashion, but they are all achieving the same important end state at helping to take care of our Families through communication and an astute vision of timely engagement.

### What is required for the future?

Although these vignettes did not unlock the keys for better grouping and zeroing results, or crack the code on how to get new Soldiers to run faster, we hope they stimulate consideration on what our collective challenges are as well as possible solutions. We often hear people criticizing that basic training has gone soft and gotten easier. Truth is, at the end of the day, it's all a matter of perspective. Certainly, it would have been easy for me in the retreat vignette. I've been in the Army a number of years, and we learned early on that it did not pay to be different. I would have been the guy sweating and praying to heaven that the drill sergeant would come back. It's always easier to be told what to do than having the intestinal fortitude or personal courage to stick your neck out in uncertain conditions. Simply put, I would have done nothing. Such timidity in the face of adversity or uncertainty is simply incompatible with and counter to what our profession now requires.

Reflecting on the birth of our Army 235 years ago, one does not need to search far to find the same intangible characteristics and traits in our forefathers that we seek in our young Soldiers today. Faced with early defeats in New York in 1776, which almost led to the capture of the Continental Army and the collapse of the Nation, it was only the patriotism, selfless service, and adaptive thinking entrenched in the spirits of the Soldiers of the Continental Army that carried them through the winter of 1776 and on to victory seven long years later. Our Continental Army's incredible resilience combined with General Washington's adaptive thinking in the winter of 1776 transformed a seemingly calamitous winter campaign into one that conceivably turned the tide for the American Revolution. Washington's brilliant—and risky—decision to cross the Delaware River in the middle of winter and storm the Hessian Army by surprise epitomizes the resilient and adaptive nature of our Army. We honored our forefathers at our Army birthday celebration this week and are thankful that — among many other attributes — they internalized those intangibles of adaptive thinking, personal courage, and selfless service. They set the example of what is required and why we are such a respected profession.

We submit that this is what our military needs more than ever. We find ourselves in unpredictable times in a volatile and dynamic strategic setting for the foreseeable future. We need critical thinkers who can accurately assess situations, anticipate changing conditions and develop feasible solutions to the challenges that will confront our Nation and Army in the future. We need leaders who have cultivated and internalized such attributes. Many of the Soldiers we are training today

## Laying a Solid Foundation cont...

will be the future leaders required to face with courage and justified confidence uncertain times and conditions.

Our commanding general has a priority and theme he emphasizes at every turn on being an inspired leader. When taken to heart, it provokes some great internal discussion on not only what that means but — equally important — if we are achieving it on a daily basis in our unit. Our cadre have embraced the notion, and we try to exemplify it by being good servant trainer-leaders. Given our station, the cadre determined we needed to be that example for the host of Soldiers of all occupational specialties that pass through our training regimen and care. The cadre drew strength from watching others exhibit positive examples.

While you might be saying there is nothing novel about this, we'd likely agree — but go on to point out that the key and hard part for us was living it daily. It's human nature to inadvertently keep your blinders on and not look left, right, up or down to adjacent people or units. The ability to see not only yourself but outside your own organization is an imperative trait for the future as we look to the need for decentralized operations.

The American Soldier has always been of the innovative, adaptive, and entrepreneurial breed; the American War story is one replete with anecdotes of junior Soldiers or junior Officers making quick, adaptive tactical decisions that have great operational and strategic consequences in our favor. Surely, this trait in American Soldiers is an American cultural phenomenon. Our culture has always put the onus on the individual, and Americans — and American Soldiers — have relied on individual critical thinking to break them out of many complex problems. Hence, we know we already have the type of Army that is made up of the right people who can bring the innovation, adaptation, and critical thinking we seek.

What we believe we must do now, is create conditions in Basic Combat Training, and TRADOC, to empower our junior leadership to take the POI and execute the training tasks in a way that not only accomplishes the given objectives in the POI, but takes account of some of the larger mission and priorities our Army and Nation face. Specifically, we want to build adaptive, critical thinking, and initiative seeking Soldiers who can execute the commander's intent in uncertain and chaotic times. As reflected in all of the vignettes, this is exactly what our young leaders in the Battalion have been doing.

When our battalion reflected back on our drill sergeant's tragic circumstance, we could account for our Soldiers' actions in two ways. Yes, we were dealing with red-blooded American Soldiers whose cultural identity rewarded individual initiative. But it was only the leadership of that company that did not stifle the quick thinking actions of our young Soldiers when they were confronted with an emergency that demanded immediate action. Our Soldiers were living the Army Values, adapting to a leaderless situation, and executing training they had been taught.

The importance of the personal and professional commitment of the Battalion's trainer-leaders to the development of the Soldiers placed in our care for the few weeks that we are privileged to lead, train, mentor, coach and get them ready — from Day One — to serve as proud American Soldiers is perhaps starkly captured by the thoughts of Lieutenant General Albert Jenkins who said:

"To our subordinates we owe everything that we are or hope to be. For it is our subordinates, not our superiors, who raise us to the dizzyest of professional heights, and it is our subordinates who can and will — if we deserve it — bury us in the deepest mire of disgrace. When the chips are down and our subordinates have accepted us as their leader, we don't need any superior telling us; we see it in their eyes and in their faces, in the barracks, on the field, and on the battle line. And on that fatal day when we must be ruthlessly demanding, cruel and heartless, they will rise as one to do our bidding, knowing full well that it may be their last act in this life" (FM 22-100, 1999, Pg 1-62).

As trainer-leaders in our great Army, we have an awesome responsibility to do all that is in our power to ensure that when our Soldiers — with faith in their hearts about our way of life and in what we have taught them — rise up to do our bidding, it will NOT be their last act in this life. Let us reaffirm our professional commitment to serve our Soldiers, their Families and the people of America every day we have the privilege to lead and train American Soldiers.

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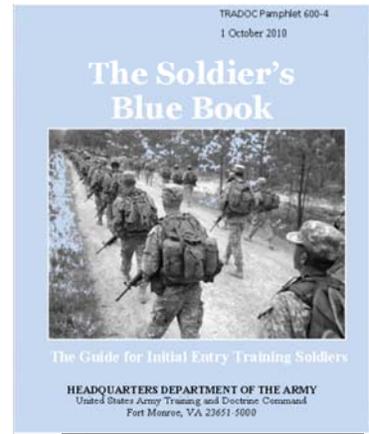
## The Blue Book

By: 2LT Denise K. Macias

Author of TRADOC PAM 600-4, *The Blue Book*

As IET Soldiers carry the load of their assigned weapon, a full canteen of water hangs by their waist-line from a green strap that rests across their shoulders. Soon, just below that canteen, a thin copy of *The Soldier's Blue Book* will be strategically placed in a cargo pocket as their new guide to Initial Entry Training and in future assignments.

Initial Entry Training is a place where, for new Soldiers, Army knowledge, culture, and training can be learned, understood, and executed. From the time they begin Basic Combat Training, IET Soldiers are given a Soldier's handbook to familiarize themselves with Army life and are required to carry it at all times. Presenting such important knowledge in a way that new Soldiers can understand it is just as important as making sure each and every one of them have a copy in their hands.



Not only will the *Soldier's Blue Book* be an Initial Entry Training guide for new Soldiers, but the revised TRADOC Pamphlet will also be a great reference for basic Army knowledge for all Soldiers. Full of the same time-honored Army principles, traditions, and customs as its predecessor, the new Soldier's handbook is a short, easy-to-understand, updated version and a remarkable resolution to training a new generation of IET Soldiers in Army Values and culture through the written word.

The *Soldier's Blue Book* is about a hundred pages shorter than the previous TRADOC Pamphlet 600-4 and has been formatted and written, so busy young Soldiers can read and navigate through the handbook much easier. The table of contents is short, concise, and topics are placed in order of importance and relevance, so Soldiers can locate subjects with ease. The text is also formatted differently. Each chapter is now in letter format instead of memo form. Information is sectioned into short paragraphs with subheadings to separate topics, which display a layout similar to a web page—the predominant media of the 21<sup>st</sup> Century Soldier. In addition to such changes, the technical jargon from past versions has been translated into conversational language with a motivational tone to inspire Soldiers to excel in their Army training. Along with a new page design and revisions, updated graphics and descriptive training information have also been added.

Classic photos have been replaced by modern images relatable to IET Soldiers in order to motivate them through their Soldierization process. A photo of IET Soldiers dawns the cover as a visual of what they can expect in IET; images of BCT and AIT Soldiers are also in the book as representations of the reader. These images and other graphics symbolize modern Army training and illustrate the topics and subheadings of each section. All four chapters in the handbook provide readers with the fundamentals of Army life and guidance on how to become a model Soldier and train to Army standards.

From the introduction to the succeeding chapters on Army traditions, history, and values, the book undoubtedly contains detailed knowledge for all Soldiers. The introduction leads readers to the history behind the original blue book, and the first chapter lays the foundation on the importance and role of a Soldier and the Army as a whole. Readers learn of the great legacy and stories of our Army history and unique lifestyle as a dynamic community and fighting force. The latter sections describe the transformation process new Soldiers will undergo and training requirements they must meet for Army excellence. In the next two chapters, the high level of values and training needed to be a Soldier and succeed in Initial Entry Training is covered in great detail to impress upon Soldiers the importance of our Army Values and training regimen.

Chapter two encompasses the essence of our Army principles, and the third chapter specifies the expectations and requirements for BCT and OSUT. New content concerning BCT, AIT, and OSUT have been added to educate Soldiers on the crucial training and information they will encounter and need to know in order to successfully complete their Initial Entry Training and succeed in their Army career. As IET Soldiers progress through their training, they and other readers can explore chapter three and four for AIT and OSUT information for perspective MOS training and preparation for first unit assignments. With the meticulous details of IET performance and Army familiarization in each chapter, the Soldier's guide concludes with appendices outlining essential Army knowledge and policies for all Soldiers to reference. The book even contains an appendix before the glossary that contains Army websites for Soldiers and Family members. As a result, after reading its entirety, Soldiers are more informed and greatly knowledgeable of the Army and their personal goals to become a strong Soldier.

Every section and word is geared toward creating a modern composition to help the energetic and eager-to-learn "millennial" generation read, learn, and train to Army standards. Initiated by the vision of LTG Mark Hertling, IMT Deputy Commanding General, the project to revamp the TRADOC Pamphlet 600-4 has been a rewarding challenge for myself and the DBCT team and will be a great training asset for new and experienced Soldiers.

Users with an Android Mobile Device can download the Blue Book as a phone app through the Android Market...search for "Blue Book"

## Update: IMT Combatives Program

By: MG Michael Ferriter, Commander MCoE,  
Mr. Matt Larsen, USA Combatives School,  
COL Ryan Kuhn, CDR 197th Infantry Brigade,  
and COL Terry Sellers, MCoE G3



We answered the call from the Operating Force to up-gun Army Combatives. Based on direct feedback, combat lessons learned and post combat surveys, we transitioned from ground grappling to fighting standing up with full kit. Using the Post, Frame and Hook; training moved from the wrestling mats to the flat range to the shoot house to replicate the urban areas, hills and valleys of the operational environment. Combatives skills are taught and drilled with full kit to replicate the real world. Initial Military Training teaches 22 hours of Combatives and Soldiers walk away a Warrior: adaptable, agile and confident.

Today's Operational environment, characterized by Full Spectrum Operations, (Offense, Defense and Stability Operations) demands that Soldiers are prepared for any potential contingency. Soldiers will encounter combatants, noncombatants and unknown personnel on any day. How our Soldiers engage and handle situations will have cascading effects on the immediate and future outcomes. Soldiers must be prepared to react quickly, precisely and with appropriate force as the situation dictates.

Army Combatives is about being a Warrior, which means the Soldier is able to defeat his enemy anywhere, anytime, regardless of the situation that may occur on the battlefield or in everyday life. We want to create that Warrior spirit and culture that Soldiers can live by. In 1945 Rex Applegate and William Fairbairn taught hand to hand combat to the Soldier using a series of **strikes and pressure points**. Then in 1995, the commander of the 2<sup>nd</sup> Ranger BN ordered a reinvigoration of the combatives program. With actual experience as their guide, the Rangers designed a system with grappling as the base. This enables the Soldiers to transition smoothly between ranges of combat with or without weapons, individually, or as a group.

With our nation engaged in conflicts around the world, the need for a Combatives program that is universal, foundational, motivational, and tactical is critical for our young men and women deployed in harm's way. The mission of the US Army's Combatives School is to train leaders and Soldiers in close quarters combat in order to instill the Warrior Ethos and prepare Soldiers to close with and destroy the enemy. The Combatives Program makes competent fighters, but more importantly this gives them the confidence needed to be



FRAME



POST

successful in combat. With each hand to hand situation that unfolds, the commanders throughout the Army have seen the need to make combatives a priority. The need has been met by modifying the Army Combative Program and nesting the program with the Initial Military Training Program of Instruction to ensure the Soldier is receiving relevant quality training.

Combatives remains a critical Warrior Task for building Warrior Ethos and sustaining Soldiers in Full Spectrum Operations. The Maneuver Center of Excellence (MCoE) in partnership with the Deputy Commanding General for Initial Military Training (DCG-IMT) and the broader IMT community developed the current nested Combatives Strategy employed in Basic Combat Training (BCT), One Station Unit Training (OSUT) and the Basic Officer Leader Course (BOLC).

Significant work across the IMT Enterprise resulted in the Combatives Strategy in Figure 1. All Soldiers and Leaders begin Combatives by day 3 of IMT Training. They learn to control and dominate the situation, control distance from civilian and military personnel, and

## Combatives cont...



HOOK

end an encounter or situation appropriately.

IMT Combatives contains 5 modules. Modules 1 and 2 include the basics of stand up fighting. Executed in the standing position, Soldiers are taught knee strikes, elbow strikes, and head butts. These clinch positions and strikes are now taught to Soldiers in Basic Training in the first 72 hours, so the Soldier has the ability to keep the fight on his or her feet. From the standing position the Soldier can access his or her tools easier, such as a knife or sidearm. He can also create space and use his primary weapon to engage the enemy and finish the fight.

Modules 3, 4, and 5 contain ground grappling that teaches Soldiers how to transition from one dominant body position to another. The Soldiers/Leaders learn a series of drills so that in the event the fight goes to the ground the Soldier has the ability to finish the fight there as well. As the fight progresses, these drills will also incorporate how to finish the fight using strikes, chokes, and joint locks from the dominant positions.

IMT Combatives aligns the institutional force with the operational force through realistic and relevant training. First, Soldiers and Leaders learned to fight standing up in their combat kit. Second, Soldiers and Leaders depart IMT imbued with the Warrior Eths and possess the



competence and confidence to react quickly, precisely and with appropriate force as the situation dictates. Finally, each Soldier and Leader understands that combatives occurs during physical training, on the flat range, in the shoot house, and replicates situations encountered in the urban areas, hills and valleys of the operational environment. Working collaboratively across the IMT Enterprise, The MCoE Army Combatives School will sustain alignment initiatives, improvements to the Combatives program, and expansion of Combatives subject matter expertise through enterprise wide Mobile Training Team (MTT) efforts.



### Basic Army Combatives IMT

<p><b>Basic Tactical: Lesson #1</b></p> <p><u>Module #1</u></p> <ul style="list-style-type: none"> <li>• Fighting with a Rifle</li> <li>• Control Range Standing using a Post / Frame / Hook</li> <li>• Employ Bayonet / Knife</li> <li>• React to Contact Front (with/without Combat Equipment)</li> <li>• React to Contact Rear (with/without Combat Equipment)</li> </ul>	<p><u>Module #2</u></p> <ul style="list-style-type: none"> <li>• Pummeling for Underhooks</li> <li>• Pummeling for Neck Control</li> <li>• Knee Strikes</li> <li>• Defend Knee Strikes</li> </ul>
<p><b>Basic Foundational: Lesson #2</b></p> <p><u>Module #3</u></p> <ul style="list-style-type: none"> <li>• Rear Naked Choke</li> <li>• Cross Collar Choke</li> <li>• Bent Arm Bar</li> </ul> <p><u>Module #4</u></p> <ul style="list-style-type: none"> <li>• Front Takedown</li> <li>• Rear Takedown</li> </ul>	<p><u>Module #5</u></p> <ul style="list-style-type: none"> <li>• Escape the Mount (Trap and Roll)</li> <li>• Pass the Guard</li> <li>• Achieve the Mount</li> <li>• Arm Push and Roll to the Rear Mount</li> <li>• Escape the Rear Mount</li> <li>• Escape the Mount (Shrimp to the Guard)</li> <li>• Scissors Sweep</li> <li>• Test</li> </ul>

**Where Taught:**

- Basic Training
- Basic Officer Leadership Course

10
7 Apr 10

Figure 1

## IMT Basic Rifle Marksmanship

By: COL Ryan Kuhn, Commander 197th Infantry Brigade and COL Terry Sellers, MCoE G3



The Army has reinvigorated Army Marksmanship. Leading this effort is the Deputy Commanding General for Initial Military Training (DCG-IMT) and the Maneuver Center of Excellence. Today's Operational environment, characterized by Full Spectrum Operations, (Offense, Defense and Stability Operations) demands that Soldiers are well trained, competent, confident, and prepared to immediately integrate into their units of assignment. The enemy is often a fleeting target mixed into urban settings along with the civilian populace. Alternatively, the enemy may attack and engage from covered and concealed positions at significant distances. Soldiers must be prepared to react quickly, accurately and lethally when the situation requires. This article provides an update on the Initial Military Training Basic Rifle Marksmanship Strategy.

Initial Military Training (IMT) championed standardization and a return to the foundational skills required to fully support an Army at War. BRM is an essential part of building Warrior Ethos and sustaining Soldiers in Full Spectrum Operations. To raise the bar in Basic Rifle Marksmanship (BRM) the strategy was standardized across the Army Training Centers, the frequency

and volume of shooting increased, and the effectiveness and realism increased.

The first big idea, achieving standardization across the ATCs, required the Maneuver Center of Excellence (MCoE) to partner with the DCG-IMT and the broader IMT community to develop the Basic Rifle Marksmanship Strategy. The strategy is codified in the approved BCT and OSUT Programs of Instruction (POI), lesson plans, and training support packages. BOLC POIs are currently being modified to incorporate all aspects of the approved BOLC BRM strategy. At the direction of the DCG-IMT the strategy is employed in Basic Combat Training (BCT), One Station Unit Training (OSUT) and the Basic Officer Leader Course (BOLC).

The second big idea, increasing the frequency and volume of shooting, was achieved by formally adding Advanced Rifle Marksmanship periods to BCT. Therefore, BCT Soldiers shoot more and more frequently by executing ten periods of Basic Rifle Marksmanship and six periods of Advanced Rifle Marksmanship over the ten weeks of BCT.

The BCT Strategy, Figure 1, is designed to train competence and confidence in fundamental marksmanship skills for all BCT Soldiers regardless of gender, size, or military occupational specialty. The focus is on achieving the maximal qualification proficiency prior to moving on to more advanced and difficult advanced marksmanship techniques.

The Infantry OSUT Strategy, Figure 2, is designed to train competence and confidence in fundamental marksmanship skills and produce a more proficient, and versatile Infantryman. It is essential that infantrymen demonstrate maximal qualification proficiency with their professional tool; the M4, Close Combat Optics (CCOs), and Laser Aiming Devices.

The third big idea, increasing effectiveness and realism, is

BRM STRATEGY			ARM STRATEGY		
Period/Day	Training	Ammunition	Day	Training	Ammunition
1 / 1	Introduction to Basic Rifle Marksmanship ACU / SC / Iron Sights	None	1	Combat Equipment Familiarization Fire IBA / MOLLE / ACH (EST)	None
2 / 2	Range Procedures and Marksmanship Fundamentals I ACU / SC / Iron Sights	None	2	Introduction to Optics, Lasers and Quick Fire IBA / MOLLE / ACH	None
3 / 3	Marksmanship Fundamentals II ACU / SC / Iron Sights	None	3/3N	Zero on M68 CCO and an AN/PAQ-4 IBA / MOLLE / ACH	40 rnds/Soldier
4 / 4	Group and Zero (300m zero - 25 m) ACU / SC / Iron Sights / 25m	Total: 30 rounds per firer	4/4N	Engage Targets with the M68 CCO (DAY) and AN/PAQ-4 (Night)	40 rnds/Soldier
4 / 5	Group and Zero (300m zero - 25 m) ACU / SC / Iron Sights / 25m		5/5N	Reflexive Fire (Day and Night) IBA / MOLLE / ACH	50 rnds/Soldier
5 / 7	Confirm Zero (300m zero) ACU / SC / Iron Sights KD Ring or LOMAH	Total: 40 rounds per firer	6	Barrier Shoot IBA / MOLLE / ACH	30 rnds/Soldier
5 / 8	Confirm Zero (300m zero) ACU / SC / Iron Sights KD Ring or LOMAH		7	Combat Field Fire IBA / MOLLE / ACH	30 rnds/Soldier
6 / 9	Field Fire I (75/175/300 meters) ACU / SC / Iron Sights	Total: 40 rounds per firer			
7 / 10	Simulated Field Fire (EST2000) ACU / SC / Iron Sights (EST)	None			
8 / 11	Field Fire II (75/175/300 meters) ACU / SC / Iron Sights	Total: 80 rounds per firer			
9 / 12	Practice Record Fire I / II ACU / SC / Iron Sights	Total: 80 rounds per firer			
10 / 13	Record Fire ACU / SC / Iron Sights	Total: 40 rounds per firer			
		310 rounds per Soldier			

Total: 500 rounds

Figure 1: BCT Marksmanship Tables

IN OSUT BRM STRATEGY			IN OSUT ARM STRATEGY		
Period/Day	Training	Ammunition	Day	Training	Ammunition
1 / 1	Introduction to Basic Rifle Marksmanship ACU / SC / Iron Sights	None	1	Reflexive Fire (EST) IBA / MOLLE / ACH	None
2 / 2	Range Procedures and Marksmanship Fundamentals I ACU / SC / Iron Sights	None	2	Reflexive Fire IBA / MOLLE / ACH	60 rnds/Soldier
3 / 3	Marksmanship Fundamentals II ACU / SC / Iron Sights	None	2N	Night Fire (Intro PAQ-4) IBA / MOLLE / ACH	40 rnds/Soldier
4 / 4	Group /Zero BUIS / M68 (5 Rnd) ACU / SC / 200m	Total: 70 rounds per firer	3	Barrier Shoot: Kneeling, Standing, Prone IBA / MOLLE / ACH	60 rnds/Soldier
4 / 5	Group /Zero BUIS / M68 (5 Rnd) ACU / SC / 200m Zero		3N	Night Fire IBA / MOLLE / ACH	40 rnds/Soldier
5 / 7	Group /Zero BUIS / M68 (5 Rnd) ACU / SC / 200m Zero	Total: 60 rounds per firer	4	Movers IBA / MOLLE / ACH	40 rnds/Soldier
5 / 8	100/200 Meter M16 Group/Zero ACU / SC / KD Ring		5	Barriers: Cover to Cover IBA / MOLLE / ACH	60 rnds/Soldier
6 / 9	Field Fire I (75/175/300 meters) ACU / SC	Total: 40 rounds per firer	6	Combat Field Fire IBA / MOLLE / ACH	60 rnds/Soldier
7 / 10	Simulated Field Fire (EST2000) IBA / MOLLE / ACH (EST)	None			
8 / 11	Field Fire II (75/175/300 meters) IBA / MOLLE / ACH (LOMAH)	Total: 80 rounds per firer			
9 / 12	Practice Record Fire I / II IBA / MOLLE / ACH	Total: 80 rounds per firer			
10 / 13	Record Fire IBA / MOLLE / ACH	Total: 40 rounds per firer			
		370 rounds per Soldier			

Total: 730 rounds

Figure 2: IN OSUT Marksmanship Tables

## Marksmanship cont...

achieved through the addition of Combat Field Fire (CFF), Figure 3, conducted on range that simulates the current operational environment with barriers. CFF provides a challenging final exercise in which Soldiers demonstrate competence, confidence and proficiency with their assigned weapon. The outcomes include:

- Conduct target acquisition and make combat relevant choices.
- Demonstrate weapons proficiency without coaching/ assistance.
- Use available cover and transition to alternate firing positions.
- Clear stoppages / malfunctions, change magazines, and continue to engage / kill the enemy.

CFF is evaluated on a “GO” / “NO-GO” basis. To receive a “GO”, a Soldier must “KILL” 7 of the 15 targets exposed during CFF. While this appears easy, as illustrated in Figure 3 several of the target exposures require multiple hits to achieve a “KILL”.

Targets are programmed to bob until the correct number of programmed hits is registered OR presentation time expires. Task complexity increases with the requirement to manage multiple magazines loaded with 30 live and a set number of dummy rounds that will induce stoppages and require magazine changes. CFF is evaluated and the results are forwarded to the first unit of assignment. CFF is not a graduation requirement.

The BOLC Marksmanship Strategy is designed to train competence and confidence in fundamental marksmanship skills for all newly commissioned junior officers regardless of branch. The focus is on proficiency and achieving the maximal qualification score prior to moving on to more advanced marksmanship techniques. BOLC BRM periods mirror BCT periods with the exception of the number of iterations for Period Nine – Practice Record Fire and Period Ten – Record Fire. BOLC students will only fire each period one time (Figure 4). Two critical ARM periods were added after BRM Period Ten – Record Fire. The Barrier Shoot and Combat Field Fire provide lieutenants with experience firing in combat equipment from combat relevant positions.

The strategy was approved at the April 2010 BOLC B Common Core Task List Conference in Newport News, Virginia. The 199<sup>th</sup> Infantry Brigade at FT Benning is completing the required lesson plan revisions based on the BCT/OSUT lesson plans. Upon completion the lesson plans will be staffed with the BOLC and IMT Enterprise for DCG-IMT approval.

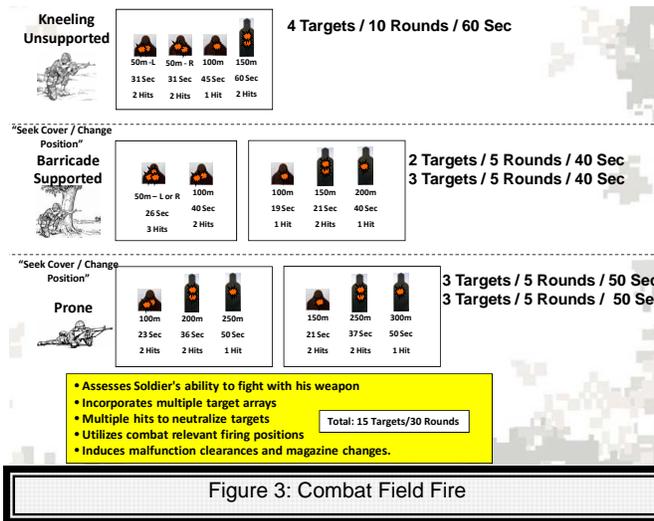


Figure 3: Combat Field Fire

Period	BRM STRATEGY	
	Training	Ammunition
1	Introduction to Basic Rifle Marksmanship ACU / SC / Iron Sights	None
2	Range Procedures and Marksmanship Fundamentals I ACU / SC / Iron Sights	None
3	Marksmanship Fundamentals II ACU / SC / Iron Sights	None
4	Group and Zero (300m zero - 25 m ACU / SC / Iron Sights / 25m	Total: 30 rounds per firer
5	Confirm Zero (300m zero) ACU / SC / Iron Sights KD Rng or LOMAH	Total: 40 rounds per firer
6	Field Fire I (75/175/300 meters) ACU / SC / Iron Sights	Total:40 rounds per firer
7	Simulated Field Fire (EST2000) ACU / SC / Iron Sights (EST)	None
8	Field Fire II (75/175/300 meters) ACU / SC / Iron Sights	Total: 40 rounds per firer
9	Practice Record Fire ACU / SC / Iron Sights	Total: 40 rounds per firer
10	Record Fire ACU / SC / Iron Sights	Total: 40 rounds per firer
11	Barrier Shoot IBA / MOLLE / ACH	Total: 30 rnds/Soldier
11	Combat Familiarization Fire IBA / MOLLE / ACH	Total: 30 rnds/Soldier
		290 rounds per Soldier

Figure 4: BOLC-B Marksmanship Table

With critical support from the DCG-IMT, TRADOC approved a \$325k dollar unfunded requirement for Engagement Skills Trainer (EST) 2000 modification in support of the IMT BRM Strategy. On 23 June 2010, 325k dollars were transferred to Program Executive Office – Simulations Training Instrumentation (PEO-STRI) in order to modify the existing EST2000 software. The system upgrades replicate the five round shot group and bobbing targets required in the BRM Strategy EST2000 scenarios. Upon completion, PEO-STRI fields the modified software to each of the ATCs and subsequently to the Operational Army.

The 197<sup>th</sup> Infantry Brigade at the Maneuver Center of Excellence staffed the changes to FM 3-22.9, Rifle Marksmanship and will promulgate the revised manual to the field NLT 15 July 2010. In addition to sending the manual to units across the Army, the electronic version will be filed with the Reimer Digital Library.

Basic Rifle Marksmanship for Initial Military Training is standardized across BCT, OSUT and BOLC. The revised program of instruction, lesson plans, and training support packages raised the bar for BRM and bring the institutional force into alignment with the requirements of the operational force. Soldiers depart IMT with competence, confidence, imbued with the Warrior Ethos and prepared to be the versatile Soldiers and Leaders that the Operational Army requires in the deployed operational environment.



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 Directorate of Basic Combat Training is changing its name as part of the continued evolution of the DCG-IMT. The organization will soon be re-named the Training Strategy and Support Directorate (TSSD, DCG-IMT).

Based on recent changes to the BCT POI, the DSS Proponent office has scheduled a Task Analysis Review Board (TARB) for the week of August 23. Unit leaders are encouraged to begin soliciting feedback from trainers and supervisors in preparation for this update to the DSS POI.

The IMT Research Workshop has been scheduled for 11-14 October 2010.

The next IMT CDR/CSM Conference has been moved to 4-8 October 2010.