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PRESENTATION BY MG GORMAN
SENIOR MANAGER'S WORKSHOP
"THE ARMY TRAINING SYSTEM"

What is "The Army Training System"? As a senior TRADOC executive, you know the answer to this question, but I think it's important for you to hear the answers that we provide at HQ TRADOC to visitors from the Department of the Army, or from the Department of Defense, or visitors from foreign Armies. In the first place, of course, everyone understands that a Training Command provides trained leaders and soldiers to the serving units of the United States Army. In this respect, the TRADOC is no different from the Air Training Command, or the Navy Training Command or the training commands of other armies throughout the world.

There are, however, important differences between the TRADOC and those others just mentioned. In the first place, the TRADOC is responsible for the Army's combat developments. And by that, I mean the development of those concepts which will govern how the Army will fight in the future, those weapons systems with which it will be equipped, the organizations in which those weapon systems will be embedded, and the tactics and techniques with which those organizations and weapon systems will be employed on future battlefields. This is a unique function for a training command. There is no training command anywhere in the world that has a similar charge. And yet, the possession of this responsibility puts the TRADOC in a position to meld with the instruction that it is giving to leaders and soldiers of today, a thorough understanding of what it is that they will be facing tomorrow. This is particularly important for the United States Army at this juncture, because over the next 10 years, the US Army will absorb more new weapon systems than at any time in its history with the possible exception of World War II. Forty-four major systems will enter the Army between now and 1985 as the thrust of our current Combat Developments program continues.

Secondly, the TRADOC has a serious responsibility for training development. That is, the devising of training standards for the force. The development of training techniques which will enable the force to obtain those standards and, of course, the development of training devices which will make possible new and better training techniques towards the standards previously mentioned. It is impossible to overstress the importance of developing cogent training standards for the Army of today and tomorrow. By training standards, I mean, for example, Table VIII of Tank Gunnery or the Train-Fire rifle qualification for the basic rifleman as well as, of course, those standards that apply in institutional training within

TRADOC's specific undertakings. It is the TRADOC which must determine what it is that the force must do in order to prepare for battle, and just how good they must become in training. This responsibility must be discharged concomitant with its combat developments responsibilities.

As a matter of fact, the TRADOC is now charged with developing each weapon system in such a way that when it enters into operational test number two, we will have available a training subsystem for that weapon system which will be tested at the same time as the materiel itself. Let me read you here a recent directive from the Secretary of the Army. This is a draft of Army Reg 1000-2.

Operational tests will be conducted in a truly tactical environment involving the use of field maintenance, training, manuals, countermeasures, and so forth. A complete Integrated Logistics Support Package, and Training Package must be validated during OT II. Sufficient test hardware will be procured early enough to prepare for and demonstrate during DT/OT II the adequacy of the training and logistic support package.

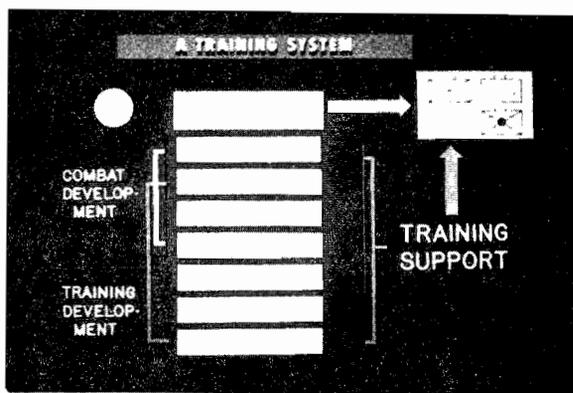
Thus, one of the critical responsibilities of TRADOC Managers is to insure that the interface between combat developments and training developments is extensive, thorough and continuous throughout the development cycle. This does not preclude, of course, work on training developments for systems that have already been fielded and in the hands of the force and this is an important part of the undertakings which your organizations are already involved under weapons systems training effectiveness analysis, training device evaluations, work with better training techniques within the institutional training environment and in countless other ways in which we are probing the frontiers of knowledge in how to train or educate and insuring that the United States Army has available to us the best, the most efficient, the most effective training means and methods available today.

Now there is a third, and equally important function, called training support, which each TRADOC manager must understand, appreciate and support. Training support is the means whereby we put into the hands of unit commanders, noncommissioned officers and soldiers serving throughout the Army, the products of our work with combat development and training development today in real time.

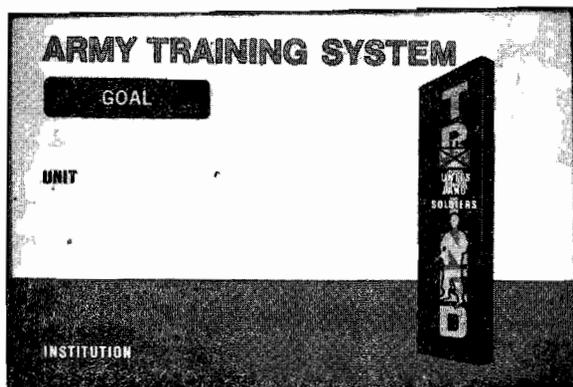
Of course, it is true that the soldiers and leaders that we train in the service schools will convey to the units of the US Army important and useful information concerning combat developments and training developments. They are one of the principal conduits by which TRADOC reaches its clientele Army wide. But we should not rely on the graduates of our programs to carry our message out there. In the first instance, many of them are very junior and their influence in their organizations will at best be limited. In the second instance, our graduates suffer as do all professionals

today from very rapid technical obsolescence. It is true that a graduate of Leavenworth of 1973 would, today, be simply ignorant of much that has transpired within TRADOC over the past two or three years, important reforms in the combat developments field, and important changes in the training developments field. The graduate of this year will be a very different product from the graduate of just three years ago. Therefore, the Army needs, and the TRADOC must provide the Army a mechanism whereby the Army's units can tap into the work of the TRADOC which is on-going today and those mechanisms, the means we refer to as training support. And by it we refer to the whole broad range of ways by which the TRADOC communicates with the field; through printed matter, field manuals, training circulars, etc., through audio visual, the training extension course materials, through correspondence courses and through a hundred other means including, importantly, commanders' conferences.

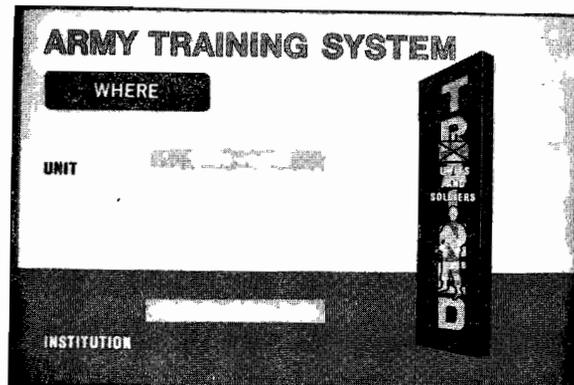
Now, looking at this chart one more time, you can see listed hereon four major functions for the TRADOC. Training leaders and soldiers to go directly to the force, conducting combat developments, at the same time conducting and interrelating with combat development, training development, and finally training support. As a TRADOC Senior Manager, you must understand that those four functions just described are program elements in the TRADOC's financial and manpower program as it is presented to the Department of the Army and as the Department of the Army presents it to the Department of Defense and the Congress. In other words, your activity is funded under program elements identified as training, combat development, training development and training support.



Now let me offer you a different perspective on TRADOC and its role in the Army training system. As this slide suggests, both the TRADOC, which is responsible for institutional training, the dark area on the bottom of the slide, and unit commanders, the light area on top of the slide, are responsible ultimately for producing a trained force--trained soldiers, trained units capable of discharging their missions on the battlefield of tomorrow. We're all serving the same goals, whether we're in TRADOC, FORSCOM, USAREUR, or the Army in Korea.



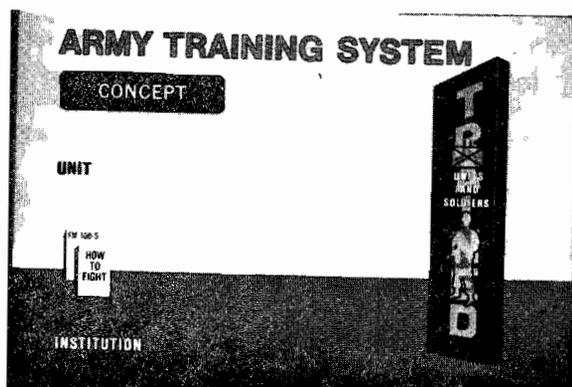
Now, what the TRADOC has to resolve with those operating commands importantly is where the training should occur. As this chart suggests, most of the training opportunities for most soldiers occur while they are serving in units. This does not denigrate the importance of institutional training, but simply says that during the limited time that we in the TRADOC have access to the soldiers we must do our best by them to insure that they take a maximum advantage of their time.



It also says that we have got to reach out from the institutions of the Army, our service schools and our training centers, into the units to insure that professionalism of the soldiers are enhanced year by year whether they are in the TRADOC or out there in the serving commands.

Now, they cannot make a progress in the profession unless they have a clear idea of what it is that the profession involves. They cannot make progress towards training for the first battle of the next war unless they understand something about the nature of that battle, its shape and how we'll go about fighting it.

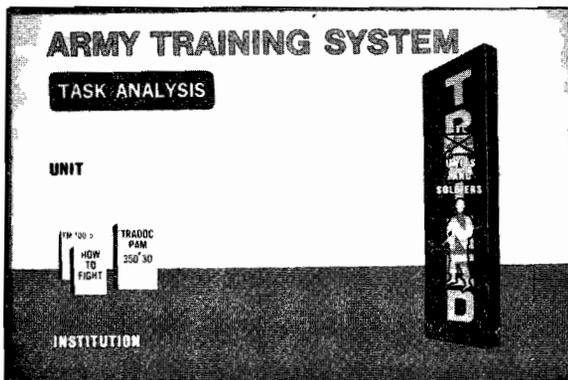
Concept, the establishment of basic ideas on how to fight is probably the most important contribution that the TRADOC can make to the Army at large. Concept, as expressed in the how-to-fight manuals, as for example, in Field Manual 100-5, which is now in the hands of troop units throughout the world and is being used in the service schools is one vital expression of what the United States Army properly refers to as doctrine



the basic ideas on how to fight. But understand importantly that doctrine is not what is embedded in the field manual. Doctrine is what over half of the Army believes and is prepared to operate on. Doctrine is shared ideas or concepts, shared importantly between the service schools and the Army in the field, and it is the establishment of this consensus between those two widely separated portions of the Army that make doctrine so important. The work of the TRADOC in establishing consensus through training support, through the production of sentient graduates of our institutions, through all of the other mechanisms such as commanders' conferences serves the purpose of making a living doctrine in the United States Army.

Recently in Germany, the TRADOC sponsored with USAREUR a training conference, TRAINCON '76, familiar to many of you. You all should review the television tapes that were made at that conference because they illustrate well two important points for this discussion. First of all, it is doctrine making or consensus building in exactly the way that the TRADOC ought to be serving USAREUR. Secondly, through the mechanism of television tapes, we have shared that consensus building with other commands. It will be possible within the next few months for soldiers and officers in Korea to experience, perhaps in a more vivid way than even the participants in the conference themselves, what transpired in Grafenwoehr, Germany, in November of 1976. That's sharing concept, that's spreading the word, that's building consensus, that's creating doctrine.

Within the Training and Doctrine Command, we observe a process and approach to training which rests fundamentally on task analysis. This document, TRADOC Pam 350-30, of which I show the executive summary and model, sets forth the basic premises upon which we operate in the TRADOC in establishing our training programs. Whether those programs pertain to what transpires within TRADOC or whether they pertain to what we hope will transpire in the field commands, task analysis is the root of all of our work with training in the modern Army. Task analysis equates to establishing the criterion for the standard, the training standard that we wish an individual or group to achieve. And when we speak to you in this course of criterion-referenced instruction, we are talking about instruction which rests basically on task analysis as defined in the publication.



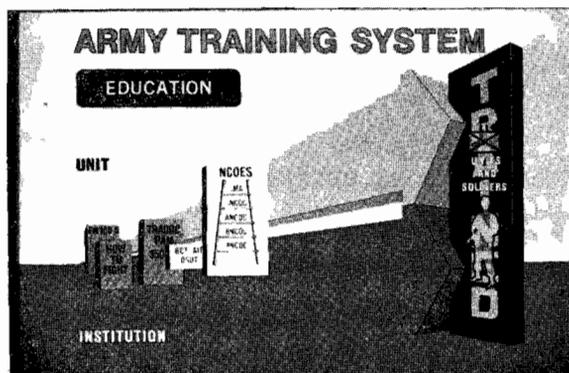
Task analysis or criterion-referenced instruction applies alike to individual training in the Army or to collective training in the Army. These are terms with which the Army is not yet fully familiar, and with which many older soldiers are unfamiliar. They like to speak of individual training and unit training, but it is important for you as TRADOC senior managers, to understand that unit training encompasses individual training. Soldiers learn jobs, soldiers learn weapon systems as individuals in units, and to the degree that the TRADOC is able to structure and forward individual training in units, it is assisting the progress of the Army towards that goal of readiness that we all seek. We prefer to use in the TRADOC the terminology, collective



training to refer to the training of crews, of platoons, companies, battalions, and higher aggregations. Individual and collective training takes place in units and we need to insure that both are advantaged by the very best that TRADOC can bring to bear by way of training support.

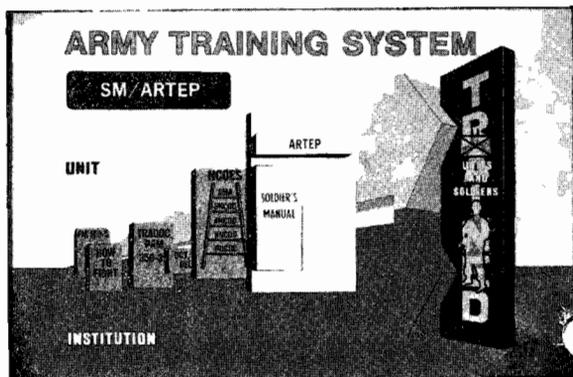
Now, the training systems that serve the enlisted personnel management system and the officers personnel management system are, of course, a major contribution that TRADOC can make to both individual and collective training.

We show you here the noncommissioned officer education system. And here are scenes from the courses which are conducted at one of our installations of one of our military occupation specialties under the NCOES. The non-commissioned officer education system is a shared enterprise. It is shared between the USAREUR and the TRADOC; it is shared between FORSCOM and TRADOC; it is shared between all the divisions of the Army and the commanders of TRADOC. NCOES is not



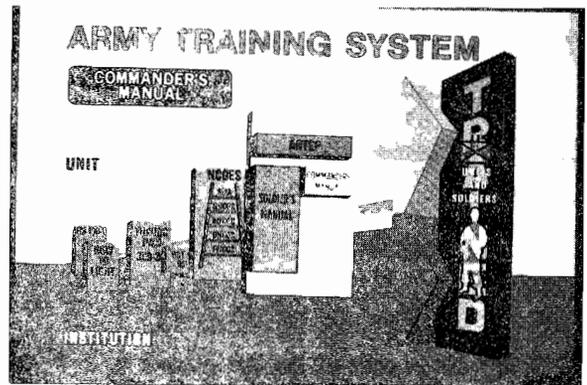
as it was just a few years ago, a sterilized patterned program which applies the same set of training strategies for every MOS. It is a very much more sophisticated program than it was at the outset and it is true that NCOES today offers to the noncommissioned officer more opportunities for structured training of the most advanced sort, than has been true at any time in the Army's past. If you don't believe me, I would urge each of you to visit at your earliest opportunity a basic NCO course being administered for the combat arms at one of the division non-commissioned officer academies. Those of us who have had an opportunity to visit or inspect one of these programs will tell you that here is the most advanced concept of education that is being executed anywhere within the TRADOC. We are here bringing criterion-referenced instruction to its fruition within the present state of the art. We've carried it about as far as it can meaningfully be applied in today's Army given today's tools. It offers great hope for the future and those of you who are not familiar with that program should see it because it is the objective of HQ TRADOC to take those approaches and apply them more broadly within our educational undertakings for NCOs and officers alike.

Beyond individual training programs, wherever they are conducted, there is a range of mechanisms through which the TRADOC expresses standards for the force either for collective training through the Army Training Evaluation Program, the ARTEP, or for individual training through the Soldier's Manual, the manual that is developed for each soldier that describes his MOS. One cannot understate how radical a departure it is for

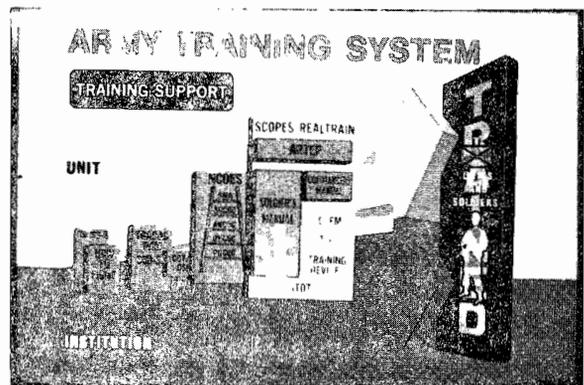


the United States Army to be publishing in this era manuals that are designed to be issued to particular soldiers throughout the Army. Manuals which define the job that the soldier must perform and set forth for him specific tasks, conditions, and standards which he must meet in order to be qualified in his military occupation specialty. The soldier's manual and the Army Training Evaluation Program have defined the training requirements of the United States Army as they have never been defined before. They are important, vital work and these documents must grow year by year in usefulness if the Army is to meet the challenge of its future.

One of the documents which is not well known in the Army and which deserves much broader exposure, is this, the Commander's Manual, which accompanies the Soldier's Manual to the field. This Commander's Manual in effect is a contract between you as a senior TRADOC executive and unit commanders in the field, because it describes in considerable detail the tasks required of each soldier in a given MOS at a given skill level and it tells which is available to support that training and it indicates who is responsible for first training the soldiers to the standards that have been set for a particular task. This illustrates then where the training will occur. It tells whether it will occur in the institution or the unit. It will indicate what training support is available in the latter instance to support the unit commander in doing his part of the job. Commander's manual is an important expression of the TRADOC's individual training plan for the soldier which takes him from enlistment through discharge.

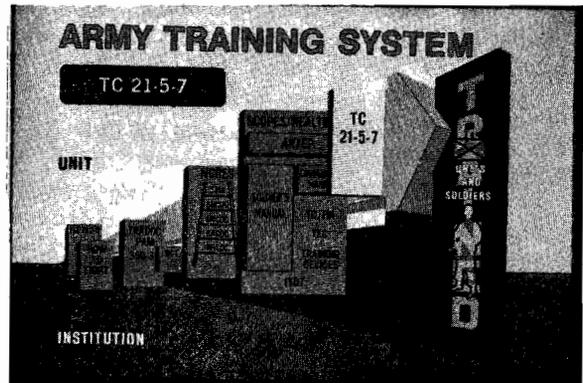


In addition of course, to all of the foregoing there are a range of training techniques such as the engagement simulation techniques showing here SCOPES and REALTRAIN as being those that we are this year stressing in collective training and a range of individual support mechanisms, our training circulars, field manuals, training extension course, and integrated technical documentation and training. All of these taken together are the wherewithal for supporting training throughout the Army. We have established criterion, we have referenced the materials that are available to enable the Army to train towards those criteria and we have insured



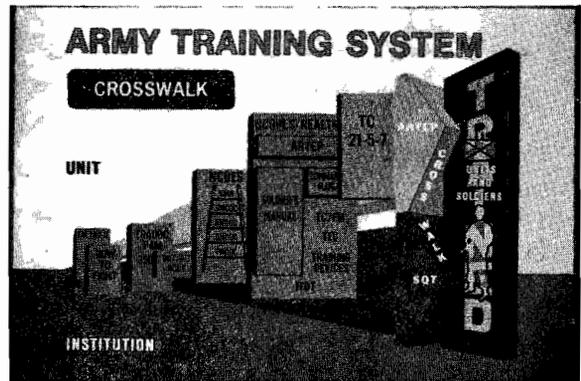
through our training support mechanisms that the whole is put at the disposal of unit commanders wherever they may be serving.

There is, of course, remaining the issue of how this unit commander puts all of that together. How does he manage it within the frequently hostile environment within which he must operate as a training manager? To answer that question, we have developed a publication called Training Management in Battalions. It is Training Circular 21-5-7. If you are not now familiar with the contents, you must take steps immediately to become so, because here is the doctrine of the Army as it pertains to Training Management. We are right now working throughout FORSCOM and USAREUR to build consensus on this doctrine and we hope that this book will become for the training manager what Field Manual 100-5 has become for the tactical commander.

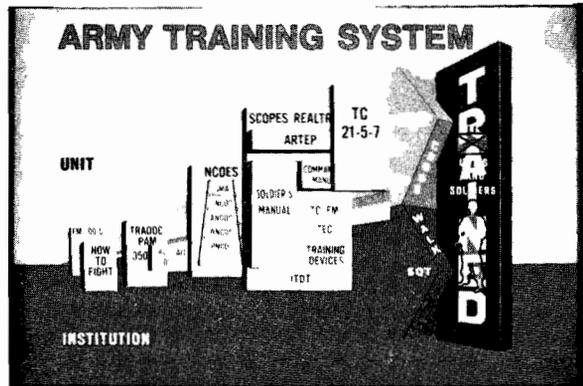


Now, finally we urge that the Army follow the Army Training Evaluation Program in accessing the state of training of units throughout the Army and that it employ skill qualification tests based upon our task analysis, using our criteria to establish individual readiness. In other words, we the TRADOC, have attempted to define the minimum qualification for readiness for the force at large.

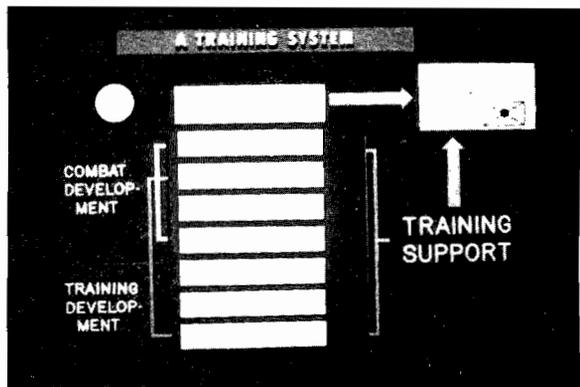
As this chart suggests, there is a crosswalk, or an interrelationship between the individual training measured by the skill qualification tests for evaluations based on the tests in the soldier's manual and the achievement of the unit as measured by internal or external evaluations following the Army training evaluations program. A unit that can meet those standards can probably truthfully say, "We are ready".



This has been a very broad and rapid overview. I have glossed over a hundred subjects that you may wish to discuss in detail. But I've given you this overview because it is important for you to have some appreciation comparable to it of what it is that the TRADOC is now trying to do for the Army. If you haven't done so already, you should read this publication which is the record of the Commanders' Conference which was held here at Fort Monroe in 1975. Inside you'll see the charts and actual transcripts of the proceedings in which many of the subjects that I have alluded to here today are discussed in much greater detail. The Training Management Institute will commend to you other publications such as transcripts of Gen DePuy's speech on the so called Temple concept through which the TRADOC persuaded the Department to reorder the program elements of our money and manpower programs to reflect the four functions to which I referred at the outset of this briefing, and other transcripts of speeches and presentations in which various aspects of my presentation have been elaborated by one of TRADOC's senior officers.



This is our visualization of the Training and Doctrine Command. We want you to adopt one similar to it. We understand that not all of you treat each of the four functions shown here. Some of you are concerned exclusively with managing the training of soldiers in training centers or schools. Others are combat developers or training developers. A few of you are concerned exclusively with training support. But all of you should understand that you are dependent upon the others in TRADOC performing



functions different from yours and that our interaction, our interdependence by and large measures the ultimate success of the TRADOC in serving the needs of the Army of the future. Quite truly in criterion-referenced instruction, which is the particular subject of this workshop, underwrites the training that we conduct for our soldiers in the schools and training centers. It should figure prominently in combat developments because if the combat developer does not identify the criterion for our weapons systems, then virtually anything we attempt in training developments, in training itself or in training support will go for naught. Training developments depends critically upon proper task analysis and the proper application of criterion-referenced instruction and so too, does training support. CRI then is central to the whole undertaking to the TRADOC and it should be central to your considerations as a key TRADOC executive.