Initial Entry Training Journal

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USABCTCoE Commanding General's Comments

By: BG Bradley May
Commander, USABCTCoE

Successful training continues through the winter months as Fort Jackson and the rest of TRADOC begin ramping up activities again following another successful Block Leave. I want to take this opportunity to thank all of those people who worked so hard to make this holiday season safe and enjoyable.

New programs and new ideas are also spreading around TRADOC as we work together to implement a better training strategy for all of our Soldiers. Some new programs include a variation of Combat-Focused Marksmanship at Fort Leonard Wood, the creation of a new Knowledge Management Program at Fort Jackson, and better integration of mental readiness to support physical readiness programs. Each of these programs brings new opportunities and better training to our most precious asset, the U.S. Army Soldier.

Continue your excellent work and continue to share the knowledge and experience you gain with other installations. Your efforts can only lead to better prepared, more capable Soldiers.

Knowledge Management in Initial Entry Training

By Mr. Wayne Marken
Director, BCTCoE Quality Assurance Office

What is knowledge? What does it mean to know something? How do you prevent the loss of knowledge? What is the cost of losing knowledge?

Knowledge Management is a program designed to answer these questions, not just for individuals but for entire organizations from squads, companies, all the way up to the Department of Defense. As senior leaders and experienced Soldiers approach retirement all of the knowledge and experience that they accumulated over a career may be lost forever unless deliberate action is taken to save that knowledge.

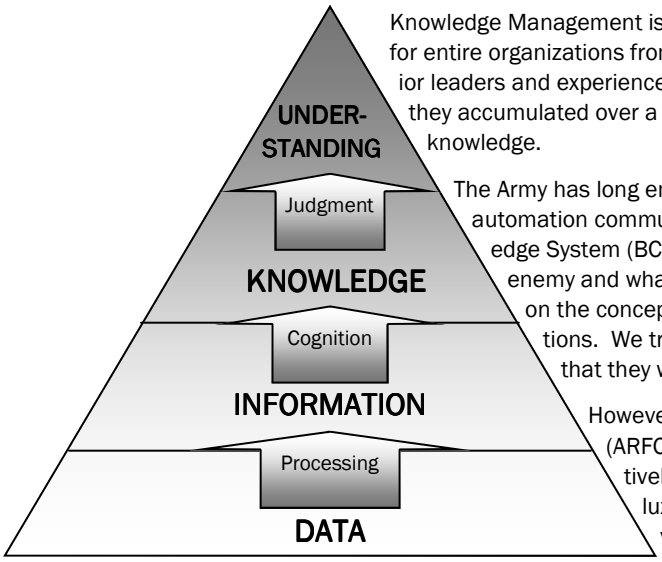

Figure 1: Knowledge Management and the cognitive hierarchy.

The Army has long embraced the concepts of Knowledge Management in the intelligence and automation communities. Many tactical leaders are familiar with the Battle Command Knowledge System (BCKS), a system designed to inform leaders about what we know about the enemy and what we know about ourselves. However, the institutional Army has depended on the concept of organization Subject Matter Experts (SME) to resolve knowledge questions. We train individuals up to the point where they are experts and essentially hope that they will transfer their knowledge to another expert before they leave.

However, the Army must move faster today. The Army Force Generation Model (ARFORGEN) requires Soldiers to arrive at their units ready to contribute effectively in combat, whether at the initial level or as a senior leader. There is no luxury or ability to depend on unit level training to "complete" a Soldier's individual preparation for combat. Furthermore, SMEs may have been lost dur-

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This journal is comprised of material submitted by Army personnel and others connected to or having an interest in Initial Entry Training (IET). The views and opinions expressed in the IET Journal are those of each individual author and do not necessarily reflect the official position of view of the United States Army Basic Combat Training Center of Excellence, Fort Jackson, the United States Army Accessions Command, the United States Army Training and Doctrine Command, the United States Army, or any other part of the United States Government.

Knowledge Management Cont…

Training organizations, like operational units, do not have the benefit of time to learn on-the-job; if the Soldiers must arrive trained and ready to fight, leaders and trainers must get training right on the first try.

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ing the reset phase of the unit, meaning there are no experienced SMEs available to train new SMEs. An effective Knowledge Management program can help reduce that training gap and provide Initial Entry Training leaders the information they really need to improve training when they need it, as well as assist in the training of new cadre responsible for the training, command, control, and quality of life of new Soldiers.

Unfortunately, most Soldiers and IET organizations do not know about Knowledge Management and, therefore, do not know how to implement it into their units. There are some basic concepts that all Soldiers and leaders must understand.

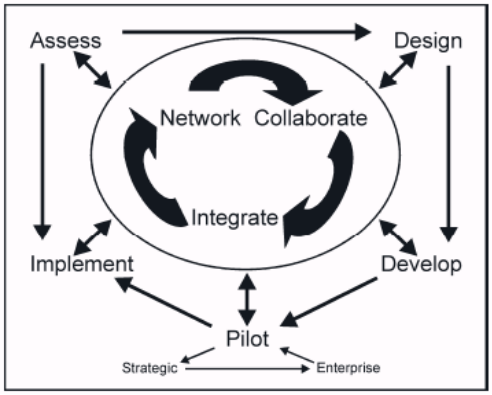

Figure 2: The formal KM Process

First, there are two types of knowledge, explicit and tacit. Explicit Knowledge is information that is written down or recorded. It is information that is easily given to another or shared. Think of a math book; all the information required to perform math problems are in the book, but the reader must have the skills to read and understand the book.

Tacit Knowledge is information that is inside minds and is not easily explained or given to other people. Think of a math teacher; they know **how** to do math, they know **when** to do particular problems, they can **adapt** specific techniques and general foundational concepts to new problems, but that knowledge can not simply be handed to inexperienced or unskilled people for them to start performing math; that tacit knowledge must be converted to explicit knowledge and transferred. Put simply, education is required.

This same situation occurs in all units, institutional or operational. A training instructor may have a written lesson plan (explicit knowledge) that describes procedures and specific information but what makes an instructor good is knowing the particular strengths and abilities of their students and being able to adapt that lesson plan to specific people (tacit knowledge).

A commander in the field may know that he needs to flank the enemy's right. If given time he could analyze the map and describe (convert tacit knowledge to explicit knowledge) and explain (knowledge transfer) that it was some terrain feature combined with the array of enemy and friendly forces that led to his decision, but in the end he just knew (tacit knowledge) what the right thing to do was since he had seen similar situations before.

Knowledge Management attempts to identify these situations and prevent the loss of knowledge when experts leave. In the case of the training instructor, a right-seat ride combined with class observations may reduce the knowledge gap. The instructor may update the lesson plan with personal notes and suggestions for dealing with different topics. With the tactical commander, a constant information feed of the situation to a class may provide students the opportunity to gain experience and make decisions before they see "live" combat for the first time. All of these actions comprise Knowledge Transfer, or getting usable information from one person to another **in context**. Context is what differentiates knowledge and wisdom from simple information.

Knowledge Management is not simply getting information to new experts from existing experts; other processes exist. For example, organizations do not have infinite knowledge, new knowledge is also created. Traditionally, new knowledge was created either through personal experience or through organization projects. If another organization could help, it wouldn't matter. Knowledge from other organizations was ignored or unavailable. Knowledge Management attempts to resolve this failure through two programs, Expert Management and Collaboration Network Systems.

Expert Management is exactly what it sounds like, a way to link experts together with other experts or non-experts. These form what are known as Communities of Practice (CoP). These communities may not be related in any way except for shared knowledge on a particular topic. By using

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KM Terms:

- Tacit Knowledge: Internalized information that forms the basis of wisdom.
- Explicit Knowledge: Codified information that can be easily shared but must be internalized to be useful.
- Knowledge Transfer: A deliberate process to convert tacit knowledge into explicit knowledge and make that knowledge available to those with a need to know.
- Collaboration: A deliberate process to create new knowledge out of existing tacit and explicit knowledge.

Knowledge Management Cont…

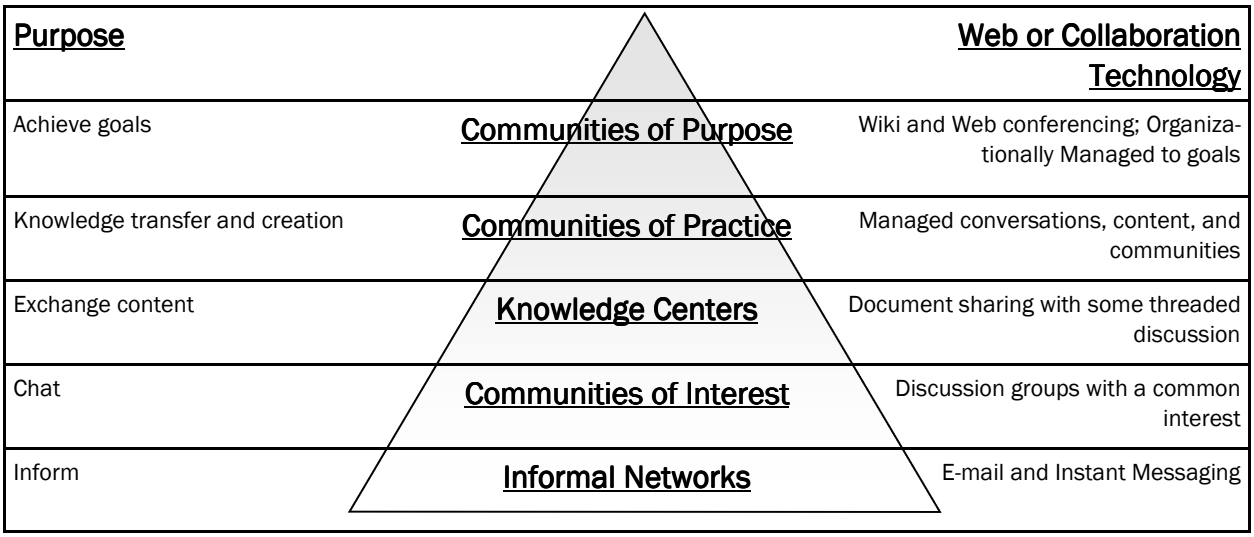

Figure 3: Different levels of virtual communities that can be established within a Knowledge Management Program. Note that actual knowledge transfer and creation does not occur until Communities of Practice are established.

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these pools of experts, projects can be more accurate and completed much faster. It also eliminates or reduces the risk of expert loss. For example, if you depend on your master gunner to know how to conduct weapon training safely, your unit will be compromised if the master gunner becomes unavailable. However, if you rely on a pool of experts in gunnery, you will continue to have access to that advice to conduct effective training and certifications as long as at least one person is available from that pool.

The Army has historically used this concept in leadership areas through programs such as Councils of Colonels or General Officer Steering Committees. However, these programs are dependent on a hierarchy for success, and hierarchies are often too slow for today's information battlefield, in both combat and in training. Network and matrix organizations can exist within a hierarchy so that those who know, not just those who are in charge, can be involved without slow, sequential communication. This improvement brings us to knowledge management concept of collaboration networks.

Collaboration as a KM concept is simply an extension of traditional collaboration. Units and organizations are accustomed to working together but that work tends to be either very expensive (in travel costs) or very slow (as documents and products move sequentially through different organizations). KM Collaboration is conducted across CoPs concurrently and at a much lower traditional cost. Membership to contribute to a project is not restricted based on costs or location but rather on a deliberate decision on who should or can participate; opportunity is selected by the leadership rather than restricted by the "bean counters".

These CoPs may not be physically together; in fact they most likely will not be co-located. In addition, these CoPs are rarely fixed…as people move and as the program advances, new members join and old members leave the CoP, but the knowledge is maintained. Modern internet-based collaboration systems such as Video Teleconferences (VTCs), web-cameras, virtual classrooms, and virtual meeting spaces eliminate the need to physically co-locate people to create effective work products. In fact, by leaving people in their comfort element where they are used to working and combing these technology solutions, SMEs can be even more effective than they have been in the past.

Collaboration should not be restricted by who can be physically present but rather by who can provide value.

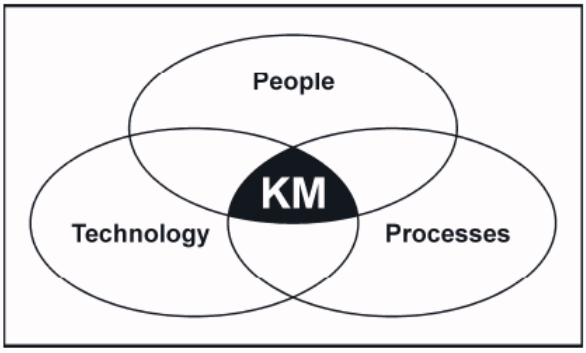

Figure 4: Technology does not create a KM Program; it is just one tool that makes a KM Program possible.

New technology can also enhance the use of CoPs. Server systems such as Microsoft SharePoint provide the capability for multiple people to simultaneously edit, recommend changes, and review documents without e-mailing multiple copies. A

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Knowledge Management cont...

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coordinated, concurrent process such as this can be orders of magnitude faster than the traditional method to generate a product which consisted of developing a local draft, staffing local draft, consolidating recommended changes to draft, getting local approval to disseminate, repeat with next higher headquarters, etc. This technology is not restricted to doctrine; it can be used to generate aspects of battle plans concurrently between organizations who can see what other organizations are doing in-real time...stovepipe planning is eliminated. Taken together, each of these different methods to collaborate, using traditional methods and new technology, create a Collaboration Network System.

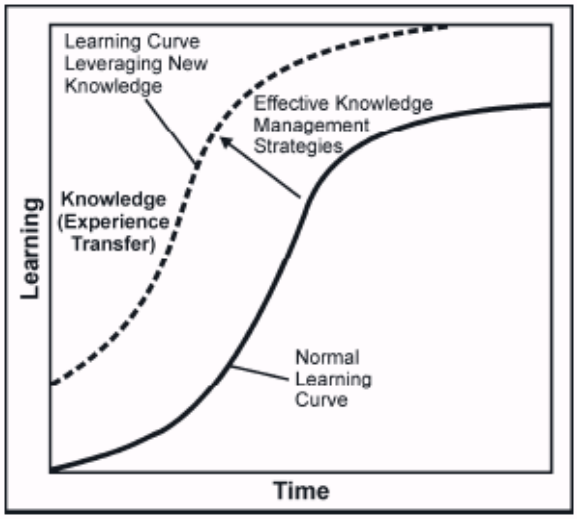

Figure 5: Effect of education and an effective KM Program impact learning vs. on-the-job training.

Of course, technology is not the solution to knowledge management; it is simply a set of tools within knowledge management. The most important element of any knowledge management program is the educational component combined with leadership emphasis. Any knowledge gained or created is wasted effort if that information is not transferred to another person for continued use. However, using KM systems is a paradigm shift for most people and requires constant emphasis and encouragement from leaders.

Education has a strategic impact; it is a requirement if training organizations and the institutional Army are to meet the needs of the ARFORGEN model.

Education is not just about task performance although the ability to perform tasks after education is the traditional goal of military education systems. However, the answers to some questions can not be measured in a controlled environment. Examples include "How is a positive command climate established?" "How does a unit best recover from a misconduct issue from the unit commander or first sergeant?" "How does using certain equipment create confidence?"

These questions suggest a correlation between education and leadership, a correlation already recognized by our military...leaders are better educated, in general, than non-leaders. In fact, the military has such a strong belief in this correlation that certain levels of leadership can not be attained without certain civilian education achievements or military school equivalents.

Education has an even greater strategic impact under a KM model. Education programs such as those under the Company Commander and First Sergeant Course (CCFSC) or the IET Brigade and Battalion Commander Pre-Command Course (PCC) prevent leaders from leaning old lessons the hard way in their units. If Soldiers must arrive at their operational units trained and ready to contribute under the ARFORGEN model, then new commanders and senior enlisted advisors do not have a cycle or two to learn the intricacies of their jobs; they have to get it right the first training cycle.

Education programs do not preclude traditional leader mentorship programs; in fact, education programs work best when followed on with a strong mentorship program; leadership still matters as stated earlier. However, education can not be substituted. Any unit leader that claims its leaders do not need any preparation training before entering a new environment does not fully understand the principles of the ARFORGEN model.

Because leadership and education have such a dramatic strategic impact, the future of Knowledge Management is assured in Initial Entry Training, but the form and processes of that KM program have not yet been defined. The Basic Combat Training Center of Excellence will continue to expand the KM program and push to expand it throughout TRADOC so that all units involved with the growing of competent, confident, and thinking Soldiers and their leaders will have the tools to start right. Some institutional training organizations, such as the Combined Arms Command (CAC) at Fort Leavenworth, already have effective KM programs in place; our goal is to expand those programs and principles into the initial training domain in addition to the operational domain.

Wayne Marken is the Director of Quality Assurance for the Basic Combat Training Center of Excellent. Prior to working with the military he was the lead for design and development of Web-Based Data Application Programs for a Fortune 500 company subsidiary.

ALL FIGURES FROM FM 6-01.1

Recruit Training in the Navy

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

Recruit Training Command (RTC) in Great Lakes, Illinois conducts all of the Navy's Basic Combat Training at its consolidated location. With a throughput of 41,021 in FY 08, a number similar to Fort Jackson's training load, it is useful for Army Initial Entry Training cadre and staff to understand how the Navy does its transformation. This article will outline the basic Navy approach to educate Army trainers on how one of our sister services does business.

A Directorate of Basic Combat Training team recently spent a few days at Great Lakes to learn the Navy's approach. A highly professional Navy cadre provided us full access to its process, so we gleaned as much information as possible. The Navy runs an 8-week cycle in which one week is reception, and seven weeks are training. They follow their Basic Military Training with Advanced School (their AIT), approximately 40% of which is done at Great Lakes depending on the various sailor skills.

RTC Mission

• Transform volunteers into highly professional Sailors through screening, equipping, education, training and attitudinal development. Instill in them and continually reinforce the highest standards of honor, courage and commitment with a basic professional background in support of fleet requirements.

The foundational training unit is a division of 88 personnel. Training at all facilities is designed to accommodate 4 divisions. There are 3 Recruit Division Commanders with one division. These RDCs are the Navy's Drill Sergeant equivalents and wear a distinctive red cord on their shoulders. When we visited in October 2008, 105 divisions were in session for a total of about 8,000 recruits. A gender integrated division would be half (44) women and half (44) men. Some divisions were not integrated based on the fill. In surge time, divisions can increase in size to 96 which is the size limit dictated by the barracks configuration.

Sailors arrive at the reception area that is called the Student Control Department, predominantly in the evening from Monday to Thursday. Only in summer surge do they arrive on Fridays. They spend the first night getting an initial "ditty bag" issue, urinalysis, tattoo screening, and bedding down. They meet their actual cadre the next day, a model that closely resembles blended reception. From that point on, their RDCs conduct the reception in-processing over four days. They can process 300-500 sailors a day through similar stations as in Army reception. The facility is new with connecting indoor passageways, so sailors need not go outside in inclement weather. Of note to reception cadre, they use five Aetrix machines to do running shoe sizing for an all-New Balance product line. The machines also give the arch type, so the sailors can buy the appropriate shoe for their arch. The machines are supposedly now being used for boot sizing as well. Furthermore, they also test arriving sailors on their knowledge assigned by recruiters. If they do well, recruits can earn an immediate promotion—an incentive to study before arrival at basic training.

Sailors arriving at reception are tested on knowledge assigned by their recruiters; those who perform well can earn an immediate promotion...incentive to study before arrival at basic training.

The sailors then move to their barracks with their RDCs on the fourth full day. These barracks, referred to as "ships", have an historical lineage and are closely guarded at all times. Guards challenge anyone walking into the area. Great Lakes RTC has nine barracks ships, each with 10-12 divisions. This battalion-sized formation is headed by a Navy lieutenant (0-3). There are far fewer officers in the Recruit Training Command than the Army would see at an Army Training Center (ATC). There are also very few Command Master Chiefs (E-9s). The ships are grouped into fleets (2 training and 1 support). Of note is that the Navy is completing an 800 million dollar military recapitalization program. Their barracks are top-notch with each ship having a galley and training facilities nearby, so sailors walk to all training. As a centralized effort, they have been able to plan their barracks locations well, even building a tunnel under a busy thoroughfare to prevent any traffic delays while sailors move to the reception area.

Galleys were impressive with a contract with Goodwill to run food preparation and clean-up. The facilities emphasize nutrition with a lack of

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Recruit Training in the Navy cont…

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fried foods on the menu. They did not even have deep-fat fryers. Desserts were not served in the chow line. A dessert cart was pushed out and manned once sailors were seated with their meal. Recruits then had the option to go get a dessert provided there was sufficient time. Division mealtime ended 13 minutes after the last sailor sits down to eat.

Sailors are expected to pass Navy PT standards by the end of Basic Training;, not a reduced standard for initial training.

Training is committee taught. The Technical Training Department instructs physical fitness (RDCs do PT with the sailors but the committee gives the final PT tests), swimming, various academics, fire fighting, seamanship, weapons qualification on pistol, familiarization on shotgun, and the Battle Stations 21 ship simulation. RDCs teach marching, uniform wear, and barracks inspections. RDCs also teach various academic subjects in large ship classrooms that have hundreds of computers. RDCs can monitor individual monitors to assess student progress as well as receive class feedback on results to various questions or quizzes. The training day begins with a wake-up at 0600 and lights out at 2200. RDCs and cadre work hard to get sailors to passing standards. About 25% fail swimming initially, but various training gets this figure to a near 100% pass. Some 50% initially fail the Navy PT standard (no reduced standard for Basic Military Training), but by week 6 they have it down to 5% and only .05% are sent home as PT failures.

Navy PT Standards:

- Male Requirements:
  - 1.5 Miles <= 12:15
  - 54 Curl-ups (2-Mins)
  - 46 Push-ups (2-Mins)
- Female Requirements:
  - 1.5 Miles <= 14:45
  - 54 Curl-ups (2-Mins)
  - 20 Push-ups (2-Mins)

The RTC also owns the 13-week Recruit Division Commander "C" School, their equivalent to our Drill Sergeant School. RDCs learn everything they need to know in the Red Book. It contains policies, regulations, and inspection standards. This school focuses on what the RDC will be responsible for and not what the training committees will teach. In many ways they are similar to AIT Drill Sergeants of old that moved Soldiers to training and then conducted their own training after the scheduled day. Sailors can earn various flags for their division based on academic, military, and physical performance—gaining these flags is an obvious source of pride for any cadre member. During the cycle, a Quality Assurance branch will inspect recruit performance regularly in marching, barracks appearance, academics, and uniform inspections to ensure the standards are maintained at the highest levels. RDCs, staff, and command elements, take these QA inspections seriously and work coordinated and informed efforts to improve sailor training.

RDCs do three years "on the trail." This highly career enhancing assignment requires one year with Basic Military Training then one year on less time intensive duty such as reception or training committees. In the final year the RDC returns to one of the training fleets, but not with the one they were initially. Hence they have three one-year assignments within the RTC, using the experience gained in each to perform their subsequent one better. At the end of the 3 year tour, they return to the Navy better able to serve and train. The leadership acknowledged some cadre abuse or inappropriate relations problems, but it is very minimal. Their model gives a one-year break at the one-year point, unlike the one-week Drill Sergeant Wellness program we use.

The recruit attrition was around 11 percent that do not graduate. Of this number, around 90% are existing prior to service issues for medical, legal, or psychological disqualifiers. Service-connected attritions accounts for about 10% of those who attrit. The RTC has aggressive programs to reduce attrition. They conduct a Fitness Improvement Training (FIT) for those sailors requiring remedial PT to pass the final PT test or the swim test. There is also the Recruit Convalescent Unit (RCU) for those sailors

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Recruit Training in the Navy cont...

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hurt in training, a unit that is very similar to Physical Training and Rehabilitation Program (PTRP). RTC also has a 2-4 weeks Fundamental Applied Skills Training (FAST) for those sailors needing improvement in reading and verbal skills. Finally, there is a 5-day Personal Applied Skills Streaming (PASS) program to help teach social and interactive skills for those sailors needing extra help in those areas.

At the completion of the final training exercise on a simulated destroyer, in which sailors train through the night on a simulated cruise, the sailors experience an emotional capping ceremony. They have earned the right to change their Recruit Cap to the Navy Cap. Days later, graduation is a very proud moment for every sailor and cadre member. They graduate up to 1200 sailors on Friday with each sailor having up to four guests. This 5000-plus group of participants and families is impressive, and the RTC graduates year round in a large indoor field house. There is never a concern about inclement weather. The ceremony has new sailor participation with a recruit marching band, drill team, state flag unit, and choir. They have drilled and rehearsed extensively for the ceremony, and the units look sharp as they parade in. Families and sailors are proud as their Basic Military Training experience ends. As one leaves, all are struck by the patriotism of the ceremony and the reality that the Navy has its own transformation process in 8 weeks that parallels the Army in many ways.

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

Combat Focused Marksmanship Program

By: LTC Jeff Butler
Commander, 2-10 Infantry

Fort Leonard Wood has recently undergone a retooling of the IET marksmanship program with the realization that many Soldiers now deploy to Iraq and Afghanistan only months after completing Basic Combat Training (BCT). For some, it's their only opportunity to learn about their weapon before departing down range. The marksmanship program has been renamed appropriately to combat focused marksmanship (CFM), and there is an urgency to not only teach IET Soldiers the basics of shooting, but to make them a master of the weapon as it applies to our current operational environment.

Combat Focused Marksmanship does not stop at the basics of shooting; it makes Soldiers a master of their personal weapon.

To improve the BCT Soldiers' mastery of the M16A2, the program focuses on advancing the individual's confidence and competence in the use of their weapon. No longer is hitting the target the only goal. Understanding the path to getting there is of equal importance. This approach requires breaking the ways of old wherein the drill sergeants made all adjustments to the weapons and the BCT Soldier aimed and fired. Now, the goal of the BCT Soldier is to fire just as well and know just as much about the weapon as his/her drill sergeant.

Combat focused marksmanship is an overarching term inclusive of all live firing in BCT. However, most of the recent adjustments center around basic rifle marksmanship and to some extent advanced rifle marksmanship.

Key concepts of the CFM program:

- Thorough preparation prior to going to the range. Soldiers undergo extensive training not only on the four fundamentals of marksmanship, but also on weapon mechanics, misfeeds, round trajectory and how it relates to aiming, sight adjustments, and the concepts of mechanical and battle sight zero. Ultimately, their fundamental knowledge must be just as good as that of the drill sergeant.
- Teaching Soldiers how to use boresight lights as a means to adjust their sights, moving towards battle sight zero prior to firing on the range. This method has proven invaluable to building confidence as many Soldiers now find their first rounds on or near the center of the grouping/zeroing targets.
- Allowing Soldiers to learn the basics of firing the M16A2 before imposing conditions. The biggest change is permitting Soldiers to fire 'slick' – no IBA or ACH until after official qualification. This decision allows Soldiers to focus and understand the concepts being taught better as opposed to being distracted by the discomfort of the weight of the IBA and the annoyance of the ACH sliding over their eyes due to ill-sized SAPI plates pushing on the back of their helmet. This approach utilizes the traditional crawl, walk, run training methodology.
- Requiring Soldiers to determine and make all adjustments on their own weapons during grouping and zeroing. Despite initial drill sergeant fears of wrong sight adjustments and using 'Kentucky windage,' Soldiers have performed extremely well. In support of this effort, units receive three days on the grouping/zeroing range as opposed to two. This schedule allows units to bring one or two platoons per day to the range providing a better drill sergeant to IET Soldier ratio for coaching purposes.
- Firing five or six round grouping/zeroing iterations. Based upon recommendations from the Army Marksmanship Unit, Soldiers now fire more rounds per iteration allowing

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PVT Rivers fires qualification using the kneeling supported position.

Combat Focused Marksmanship cont…

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for better determination for sight adjustments. In most cases, the initial concerns of Soldiers consuming increased amounts of ammo were offset by better adjustments and less iterations to zero.

- Increasing one-on-one time with the drill sergeants/coaches. On both the down range feedback lanes and field firing, drill sergeants man one lane apiece. This increase is an effort to help Soldiers make minor site adjustments or aiming adjustments under the watchful eye of their drill sergeants. Though it tends to require more time on the range, most drill sergeants feel this greatly adds to Soldier confidence dialing them into targets at all distances.
- Firing qualification using prone supported, kneeling supported, and kneeling unsupported positions. Kneeling supported is a very common firing position in the current operational environment especially for firing over hoods of vehicles and out windows. This position took the place of prone unsupported in qualification. The latter is still taught and implemented as part of advanced rifle marksmanship.
- Transitioning Soldiers to firing in IBA/ACH. This adjustment is considered the point when Soldiers have demonstrated their understanding of the basic fundamentals of marksmanship and are ready to execute under the conditions of IBA and ACH. IBA transition firing is an additional day on the range. Soldiers confirm zero and then move to a qualification range and fire a standard qualification table. The intent is for Soldiers to understand that the fundamentals previously learned are still valid. At this point, Soldiers are ready to move to advanced rifle marksmanship.

While adjustments to BRM are the main focus of the FLW CFM program, advanced rifle marksmanship has also undergone changes. Soldiers now fire from a variety of positions needed in close combat in urban operations – including prone, kneeling, and standing using side support techniques. They also get an introduction to firing with the non-dominant hand using the same positions. During the reflexive firing portion, Soldiers not only execute ready-ups and controlled pair firing moving straight ahead, but also perform 90 degree turns.

BCT Soldier fires advanced rifle marksmanship.

Fort Leonard Wood is still evaluating the effectiveness of the program; however, many of the drill sergeants are optimistic with the approach. According to DS Cox who recently served as a sniper in OIF, "We should have been doing this along time ago." Although it is too soon to determine statistically if Soldiers are performing better quantitatively during qualification, it is clear that their overall knowledge and ability to confidently operate the weapon has increased significantly.

Fort Leonard Wood will soon implement this program across all IET units at the Maneuver Support Center. 3rd Chemical Brigade was tasked to develop the initial concept and has since had all basic combat training companies execute at least one cycle. As lessons learned are shared and incorporated into subsequent iterations with the help of the MANSCEN Quality Assurance Office, OSUT units with 1st Engineer Brigade and 14th Military Police Brigade will begin phased implementation of this program.

CFM is viewed as a step forward toward better preparing our Soldiers for the current fight. However, it is also viewed as only an interim step considering the pilot program currently being conducted at Fort Benning – the proponent for BRM/ARM. Many of the same concepts were included in the crafting of the CFM program; however, this program was developed with consideration to constraints of ammunition and range availability on FLW. With the expected change to the BCT program of instruction, Fort Leonard Wood stands ready to take the next step in advancing marksmanship training of our Soldiers.

LTC Jeff Butler is the Commander of 2-10 Infantry at Fort Leonard Wood

CFM is a step forward for preparing Soldiers, but it is only a step…there is more that we can do.

Improving Motivation and Performance

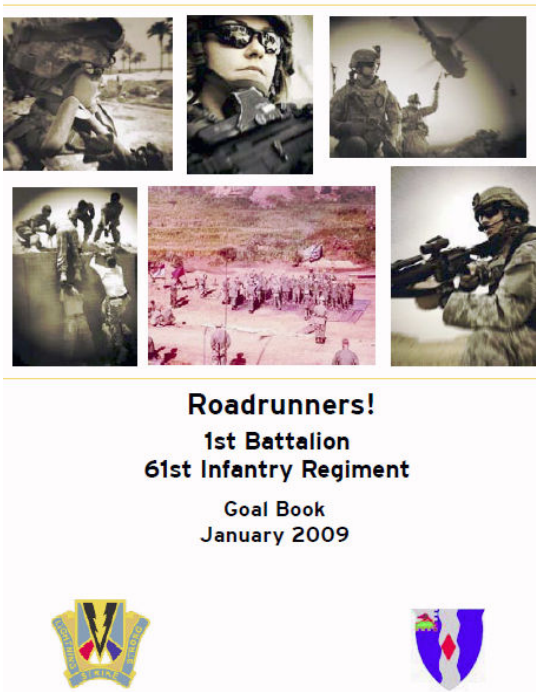
By Ms. Treva Anderson
Army Center for Enhanced Performance

Using goal setting in BCT not only improves immediate performance but also establishes habits that can assist Soldiers throughout their careers.

Determining how to improve the motivation and performance of Soldiers in Basic Combat Training is a continuing concern for all Army leaders and paramount to future combat effectiveness. The Army invests significant time, money, and resources into recruiting and then transforming civilians into competent, capable, motivated Soldiers. What effective tools are available that can increase the performance of Soldiers?

The emerging field of performance psychology provides insight into tools to impact performance with the greatest power; one of the foundational pillars of peak performance is goal setting. Goal setting is not something new to Army leadership. FM 6-22 defines leadership as "the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization." Goal setting is a skill that is naturally embedded in that process and can easily be implemented by leadership in order to have a lasting impact on the Soldiers as they make the transition from a civilian to a Soldier.

Goal setting is also referred to as a theory of motivation that emphasizes self-regulation. According to Cognitive Theory, people are typically motivated towards action either intrinsically or extrinsically.



Cover page of the original Goal Book

Intrinsic motivation involves an individual engaging in certain activities or behaviors because the behaviors themselves are personally rewarding or because engaging in these activities fulfills our beliefs or expectations. An example would be a Soldier who genuinely enjoys exercise and works to improve on the APFT because he enjoys being physically active.

Extrinsic motivation involves engaging in certain activities or behaviors that either reduce biological needs or help us obtain incentives or external rewards, (Plotnik, 1996). An example of extrinsic motivation is a Soldier who strives to win unit competitions in order to get praise and recognition from the Drill Sergeant and his battle buddies.

Research supports intrinsic motivation as the mechanism for directing behavior long-term. From a leadership standpoint, "purpose (goals) provides what the leader wants done, while motivation and inspiration provide the energizing force to see that the purpose is addressed and has the strength to mobilize and sustain effort to get the job done. Motivation and inspiration address the needs of the individual and team. Indirect needs – like job satisfaction, sense of accomplishment, group belonging, and pride – typically have broader reaching effects than formal rewards and punishment, like promotions or non-judicial actions," (FM 6-22, 2006)

Army leaders know about motivation. It supplies the will to do what is necessary to accomplish a mission. Motivation comes from within, but is affected by others' actions and work. A leader's role in motivation is to understand the needs and desires of others, to align and elevate individual drives into team goals, and to influence others and accomplish those larger aims. Motivation spurs initiative when something needs to be accomplished, (FM 6-22). The implications of successfully using goal setting in BCT is encouraging the new generation of Soldiers to perform in BCT with increased intrinsic motivation along with the already present extrinsic motivation, thereby increasing not only immediate results, but also developing a habit that will follow them throughout their career.

Goal setting is skill used to encourage Soldiers to increase their intrinsic motivation; goal setting helps them identify their own motivation for self-improvement. Along with steps for improvement, it assists in creating a positive attitude towards improvement and helps the Soldier think through how their behavior will align with their goals.

The underlying assumption of goal setting is that goals are immediate regulators of human action, (Locke, Shaw, Saari, and Latham, 1981). Locke and Latham (1990) reviewed over 200 research studies to determine that more than 90% of the goal setting research confirmed that specific, difficult goals enhance performance more than vague, easy ("do your best") goals or no goals at all. They went on to propose that goal setting assists performance enhancement by directing attention, mobilizing effort, enhancing persistence, and developing new strategies. Emphasis should be placed on setting performance goals, (ex: rhythmic breathing, trigger squeeze, steady position for marksmanship improvement) over

Improving Motivation and Performance cont…

(Continued from page 10)

outcome goals, the end state (ex: BRM expert qualification).

In research with athletes, Burton (1989) found that swimmers who were better at setting performance goals were less anxious and performed better than the swimmers who just wanted to win. The research supports goal setting as a skill, but the literature emphasizes that the initial process alone is not enough, there needs to be progress evaluations, modification of goals, and celebration of the small achievements.

So how can we train our BCT Soldiers to use this new skill? The Army Center for Enhanced Performance (ACEP) embarked on a journey to answer this question with the support of a BCT Battalion at Ft. Jackson. The concept is to provide the incoming BCT Soldiers with a life skill that they can use to set their own goals relative to the Battalion's top priorities for training. A Goal Book provides the mechanism for Soldiers to evaluate the areas they need to improve, the steps necessary for improvement, and a medium to review and celebrate their progress. Individuals intuitively know goals can help, but they have trouble figuring out how to best set goals to maximize their effectiveness, (Burton, Naylor, & Holliday, 2001). The mechanistic aspect of the Goal Book serves to assist Soldiers in setting goals in a systematic process that has been found to be most effective.

Beginning in July 2008, ACEP has worked with leaders of the Battalion to develop a Goal Book for Soldier use. The books were developed based on Drill Sergeant and Commander input and in line with the systematic process for Goal Setting that ACEP advocates. The Goal Books were delivered to the Battalion and given to the Soldiers in one platoon per company (total of 320 Soldiers) shortly after arrival at BCT. The Drill Sergeants were given minimal guidance and allowed to use their creativity regarding use the books.

Halfway through the training cycle the group of Drill Sergeants came together with the ACEP team to discuss how the books were working. The feedback was mostly positive, including; "the Soldiers think it's great," and "it helps them to set personal goals," and "it gave them time to reflect." We received several suggestions on how to improve the book for the Soldiers. Modifications we instituted included a 10 week blank calendar for the Soldiers to track progress, space for them to write down why they joined the Army, and space to track BRM scores and goals. The week the Battalion graduated, the Commander pulled in 21 Soldiers to provide us with direct feedback. Once again, feedback was very positive. Soldiers reflected on the tool as a benefit to their performance and several stated that goal setting was a tool they intended to continue to use beyond BCT. The Soldiers made comments such as "the goal book motivated me," it "helped me improve PT because I kept in my head what I needed to do," and "I liked it. I liked looking back. I liked seeing the reasons and the steps." Based on the Soldier feedback, additional modifications of space for recording PT scores and notes for improvement were added.

The current edition of the Goal Book has been provided to the entire Battalion for the training cycle beginning the final week of September 2008. ACEP has also been working with other BCT Battalions at Ft. Jackson and is in the process of modifying the Goal Book to meet the needs of those Battalions by January 2009. Plans are being made to assess the impact of the Goal Book on these future Soldiers.

The mechanical act of recording and tracking specific performance goals is the most effective method of implementing a goal setting program.

Soldiers appreciate being able to look back at the difficulties and challenges they were able to overcome.

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Quality Assurance Programs

By: Wayne Marken
Director, BCT CoE Quality Assurance Office

Quality Assurance is a command program designed to provide unbiased information to the commander on the state of training within an organization.

Quality Assurance is a highly misunderstood program, both in terms of what it is intended to accomplish and the role that units, schools, and quality assurance leaders play in accrediting an organization. Many of today's senior leaders have a negative view of Quality Assurance because of past experience with "those people with clipboards" who would show up at their training site and tell them they couldn't do some specific activity. While there is an aspect of that type of interaction in a complete Quality Assurance Program, that is not the point of QA.

Quality Assurance can be simply, if incompletely, described as a formal program to provide the organization leader (commander, commandant, or dean) an accurate and unbiased assessment and description of the effectiveness and efficiency of any training program. In this respect, Quality Assurance is not unlike the Inspector General Program; data is collected, analyzed, evaluated, and presented with recommendations to the commander. Like the IG, the QA is considered an "honest broker" who has no particular buy-in or bias to any particular part of the training process since the QA office is not directly accountable for the planning or conduct of training, just the assessment of training. The difference between QA and the IG is that the IG focuses on adherence to regulations and laws while Quality Assurance focuses on training programs.

It is important to understand first and foremost that Quality Assurance is a commander program. QA is not some outside civilian agency that the Department of the Army created to make training more difficult; QA was implemented because the Army has limited opportunities to impact the professional growth of Soldiers positively in controlled environments; the Army can not afford to waste training opportunities. Because QA is a commander program, QA offices are granted authority by their convening commander. Often there are complaints about how the QA office is so restrictive and that they don't allow this training or that training…I would challenge any person to actually find a Quality Assurance memo or directive that effectively restricts training options from a higher headquarters. If you have difficulties with your QAO, discuss those issues with your QA Director and your local chain of command, and remember that famous adage, "We're from the government, and we're here to help!" Everyone in the process wants to do the right thing, but reasonable people can reasonably disagree on what is the right thing to do; communication is the key! Trainers need to be able to articulate their needs and desires from training and understand what the goal of the QAO is; specifically, accreditation.

Army Accreditation is a formal process to evaluate how well an organization at the center, school, or institution level conducts relevant training. The accreditation process was recently overhauled to more closely reflect Army Doctrine in program evaluations; specifically, Army Accreditation now reflects 31 Accreditation Standards across the DOTLMPF Domains (Doctrine, Organization and Proponent, Training, Leadership and Education, Material, Personnel, and Facilities).

The specifics of these standards are beyond the scope of this article, but leaders can benefit from understanding how these standards are evaluated and applied in general terms.

The QA team is chartered to look at all possible domain areas to address a training shortfall. Misconduct is a good example. Teaching about military law, civil law, and regulations is an important aspect of ensuring legal behavior. However, moral and ethical behavior, doing the right thing when you know the right thing to do, is an element of the Leadership Domain. Therefore, when misconduct occurs, the QA team can help commanders determine if more direct education is needed, more leadership education is required, or if more command emphasis on the issue is the solution. These types of determinations can be greatly influenced by command philosophies and evaluation programs.

Quality Assurance evaluations can essentially be broken down into three major sub-components, internal evaluation programs, external evaluation programs, and the accreditation program itself.

Internal evaluations focus on how well we conduct our training. Common areas of examination are instructor certifications, adherence to the program of instruction (POI) and related training support packages (TSP), and documented deviations from the POI. POI deviations are perhaps the most contentious issue when dealing with internal evaluations; most leaders think that they are expected to follow POIs even if they are no longer correct or up-to-date; this is incorrect and

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Quality Assurance Programs cont…

actually in violation of the accreditation standards. Accreditation Standard 17 discusses the use of approved course material and states that training organizations must use proponent approved materials *unless* approved materials are not consistent with current doctrine in which case the training organization will notify the proponent of the discrepancy and request approval to alter the training program in line with current doctrine. In other words, units are expected to ask for permission, not forgiveness, but they are also not expected to follow a program of instruction blindly that can be slow to catch up to rapidly revolving doctrine. Also note that units are not supposed to just ignore the POIs and TSPs; training organizations must understand the programs that have been developed; the presumption with changing training is that units actually know the training that they are missing. Too often units discover too late that actually following the guidelines and instructions available in TSP and POIs can result in very effective, efficient, and relevant training.

Quality Assurance Terms and Programs:

- **Internal Evaluation**: A program designed to assess the ability of instructors and training developers to deliver effective training in the most efficient method possible.
- **External Evaluation**: A program designed to assess the relevancy of the training program.
- **Accreditation**: A program designed to access the ability of a center or school to deliver relevant, effective, and efficient training to the operational force.
- **Quality Assurance**: Process designed to ensure that organizations will produce trained and capable Soldiers. Typically characterized by action taken before training to ensure training **will be** done properly.
- **Quality Control**: Process designed to ensure that training conducted did result in the desired skills and abilities. Typically characterized by actions taken after training to ensure training **was** done properly.

External evaluations focus on if the training organization is teaching the correct tasks. This type of evaluation is usually conducted through the training development office in coordination with the quality assurance office, analysis review boards, and through surveys to students and their supervisors in the operational force. The purpose of these programs is to determine if students actually do the tasks that are taught in the institutional domain and if Soldiers perform tasks in the operational environment for which they have not received training in the institutional environment. For example, the mechanics course teaches about different engine types and how they work, such as turbine, rotary, diesel, and conventional gasoline engines. If there are no gasoline engines in use, should the school take the time to teach the intricacies of gasoline engine repair? Some would say no since the military fleet only uses diesel and turbine-style engines…but do we only use military vehicles in operational environments? Should we teach everyone about all engines or should we have special courses for specific engine types? These questions are answered through external evaluation programs.

Finally, there is the accreditation program which consists of both an internal accreditation and external accreditation for the center to accredit schools and the TRADOC QAO to accredit the center, respectively. Accreditation is a difficult and laborious process designed to answer a relatively simple question; does the organization generally teach the correct tasks the correct way to the correct people? Accreditation is not about a specific course or a specific topic, it is about making sure the organization has a process to solve problems, is working to correct deficiencies, is using resources efficiently, and links together its training development, training execution, and training selection programs. Accreditation ensures that senior mission commanders know the value of their training programs and provides them additional tools to improve training.

Wayne Marken is the Director of Quality Assurance for the Basic Combat Training Center of Excellence and has experience in all areas of initial entry training, from execution as a BCT Company Commander, training development and course management at Victory University, and as the current BCT CoE Director of Quality Assurance.

Keeping training programs current is not a sole responsibility of training proponents; trainers have a duty to communicate with proponents about their training needs.

Accreditation helps commanders know how effective, efficient, and relevant the training they conduct is; if they are providing the best possible product to the Army.

Hip Strengthening Drill

It appears our injury focus is more reactive than proactive...we can do better.

By: Teri LaSalle, PT, ATC, CSCS

We accept that physical readiness is critical to mission success. We accept that civilians arrive at BCT with different levels of physical fitness. We accept that training civilians to become Soldiers is progressive yet rigorous from the outset. We accept injury risk. We accept that injuries will affect physical readiness and full participation in BCT. This risk is not one that we have to accept; injury risk can be mitigated. Injury prevention is a training mindset we can develop alongside physical readiness. We can do better.

The purpose of this article is to present an injury prevention exercise model for trainers to implement to strengthen hip musculature. Weak hip muscles will not be able to support the hip joint. What may not be as obvious is how weakness in the hips can stress joints above and below; specifically the back, knees, ankles, and feet. The hip muscles support the pelvis not only with lateral movements but with straight ahead activities such as walking, running, climbing (ascending and descending), and jumping (taking off and landing). Hip muscle strength directly contributes to pelvic stability. Proper biomechanics of leg movements ultimately comes from pelvic control. Our Soldiers perform all the above activities with emphasis on running and marching that are repetitive in nature. Poor pelvic control leads to mechanical breakdowns, poor performance, and potential injuries. In civilian athletes the hips are recognized as a power center. In our tactical athletes the hips can be considered a performance enhancement and injury prevention center.

Civilian sports medicine research has linked hip muscle weakness, especially the lateral (outer) hip muscles, to ankle sprains, anterior knee pain, hip bursitis, and iliotibial band syndrome-problems often seen in BCT sick call. In my experience the past year at Fort Jackson, the most common physical finding in female Soldiers with anterior knee pain is weak lateral hip muscles. While hip muscle weakness may be more prevalent in females we see all of the above problems in males as well.

The exercises presented in this article are not new and have been implemented for athletes in sports medicine clinics with good success. In 2007, this hip series was incorporated into Phase I PT at the Warrior Training and Rehabilitation Program, Fort Jackson's PTRP, with the support of CPT Richard Moravec, then commander of WTRP. A good place to start but, as identified earlier, this population of Soldiers is already injured; we are being reactive rather than proactive. In partnership with the Army

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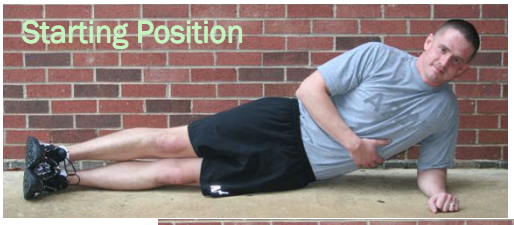


Exercise 1: The Hammer (lateral leg raise)

Purpose: Strengthen the lateral hip muscles.

Starting position: Lie on side with shoulders, hips, knees, and ankles all in a straight line. Both knees are straight. Top hip is straight up towards the ceiling. Prop up on bottom elbow. Elbow is in line with the shoulder. Top hand is on the stomach.

Execution: Slow and controlled. Lift top leg 6-8 inches only. Lifting any higher takes the focus off the lateral hip muscles. DO NOT LET THE HIPS ROLL BACKWARD. Hold 2 counts. Slowly lower. Relax. Repeat. Recommend starting with 15 repetitions and increasing as strength improves.

Exercise 2: The Blaster (bent leg raise)

Purpose: Strengthen the hip rotator and posterior hip muscles.

Starting position: Same as Exercise 1 with the exception of knees bent. Straight line of top shoulder and hip is maintained. Top hip is straight up towards the ceiling.

Execution: Slow and controlled. Raise top knee approximately 8-12 inches **keeping the feet together**. DO NOT LET THE HIPS ROLL BACKWARD. Hold 2 counts. Slowly lower. Relax. Repeat. Recommend 15 repetitions to start and increasing as strength improves.

Hip Strengthening Drill cont…

(Continued from page 14)

Physical Fitness School this drill is projected to be included in the new Physical Readiness Training FM 3-22.20, the replacement for the current FM 21-20. This series of exercises is being taught by our athletic trainers at Fort Jackson at the BN level. We are also introducing it at DS School and Victory University's Pre-Command Course and Company Commander and First Sergeant Course.

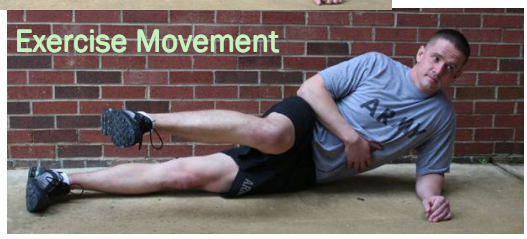
The hip strengthening drill is three exercises performed in succession one side at a time followed by the single leg over stretch. The primary focus is on the lateral hip (abductor) muscles but also addresses the anterior hip (flexor) muscles, posterior hip (extensor) muscles, and hip rotator muscles. In my professional experience hip musculature responds well and ***quickly*** to strengthening exercises unlike some other muscle groups. The exercises are challenging yet basic, and while proper execution is critical, a high level of coordination is not required. There is fluid progression from one exercise to the next. The drill is safe to do everyday. No equipment is required. Difficulty is enhanced by increasing repetitions. The drill is performed in a non-weight bearing position. An argument can be made that non-weight bearing is not functional. I would counter that weight bearing functional drills without proper mechanics do not improve performance and can be counterproductive, especially for de-conditioned civilians entering BCT.

When performing the first two exercises, it is important to relax in between repetitions. This maintains strengthening focus on the targeted muscles and prevents early fatigue and subsequent poor substitution patterns. The third exercise has no relaxation phase and is intended to "burn out" the muscles.

The hip strengthening drill can be performed during supplemental PT sessions, corrective training, or even before lights out. Three times per week is a recommended minimum. It can be performed in cadence but would caution to limit repetitions to 5 initially and 10 maximum. Ankle weights and resistance bands can be used but are not a requirement. Soldiers may experience muscle soreness, but this soreness should not to be confused with injury soreness. The drill executed correctly will not cause injury. It does, however, offer our trainers an injury prevention tool for their PT toolboxes!

Teri LaSalle is an Athletic Training Coordinator for the USABCTCoE & Fort Jackson Certified Athletic Trainer – Forward Program

Hip muscle weakness has been linked to many common injuries in BCT. Exercise drills such as these can work to prevent injuries as well as help rehabilitate those who have sustained injuries.



Exercise 3: The Burner (single leg tuck)

Purpose: Strengthen the lateral and anterior hip muscles. Will also strengthen the thigh muscles.

Starting position: Same as Exercise 1. Important to continue to keep the top hip straight up towards the ceiling.

Execution: Slow and controlled. Lift top leg 6-8 inches and maintain this distance between the feet throughout the exercise. Bring top thigh towards the chest bending the knee. DO NOT LET THE HIPS ROLL BACKWARDS. Hold two counts. Straighten knees and repeat. THERE IS NO RELAXATION PHASE. DO NOT LET THE FEET OR KNEES COME TOGETHER THROUGHOUT THE EXERCISE. Recommend starting with 15 repetitions and increasing as strength improves.

Exercise 4: The Single-leg Over Stretch

Purpose: Stretch the hip muscles primarily worked during the strengthening exercises. Will also stretch the back.

Starting position: Lie on back. Arms straight out to the side. Knees straight.

Execution: Stretch should be gentle and felt through the outside hip and buttocks. Opposite arm grabs the leg just worked and pulls it across the body. Knee is bent. Hold 20 seconds then relax. Repeat. Recommend two repetitions

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

http://www.bct.army.mil

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

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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/kc/6544544

A Critical Task and Site Selection Board (CTSSB) for the Company Commander and First Sergeant Course (CCFSC) and the TRADOC Battalion and Brigade Pre-Command Course (PCC) is scheduled for end of January. The Advanced Individual Training Platoon Sergeant Course (AITPSGC) will also be reviewed. Intent of this board is to identify what tasks are required of students who graduate these courses and if those tasks should be taught at the institution, through unit mentoring programs, or Distributed Learning. All installations conducting IET (BCT/AIT/OSUT) have had a representative invited. Contact your chain of command if you have feedback to either of these courses that you want covered at the CTSSB.

A Task Analysis Review Board (TARB) for the Drill Sergeant School (DSS) has been scheduled for the third week of February. Installations conducting BCT/OSUT will receive invitations from the DBCT Training and Doctrine Division (DTDD). Intent of this board is to analyze the requirements and responsibilities that commands place on Drill Sergeants to ensure all candidates receive the proper preparation at the DSS. Contact your chain of command if you have feedback about this courses that you want covered at the TARB.

The revision to FM 21-20, FM 3-22.20, is currently being staffed through the Department of the Army. If your organization has been tasked with providing feedback to this regulation the deadline is coming close. This is your opportunity to impact the physical readiness of the Army!