

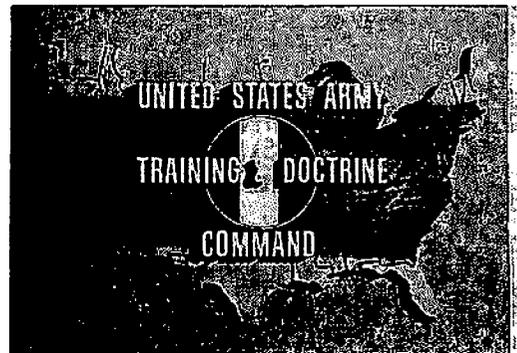
TRADOC TRAINING

The following presentation is a broad overview of ongoing activities and projects which come under the purview of the Deputy Chief of Staff for Training and Schools, TRADOC.

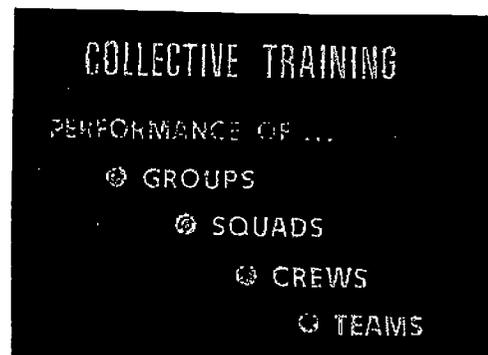
As part of our name implies, here at TRADOC we are vitally interested in training. By way of introduction, I'd like to review a few charts with you which outline some of our training terminology and philosophy. You're familiar with the terms Individual Training and Unit Training. We say that individual training tells us only about who we train and how we train, but it doesn't tell us where we train. The word "unit" is a term which implies where the training takes place.

Training in the Army takes place primarily in two locations - units and institutions. You'll note the terms individual and collective. Individual training equips a soldier to perform effectively in his grade and MOS. It also conveys to each soldier those skills and that knowledge he needs to advance in rank and responsibility.

Collective training is designed for groups of soldiers and concerns itself with mission accomplishment based on teamwork.



US ARMY TRAINING		
	INSTITUTIONS	UNIT
Individual		
Collective		

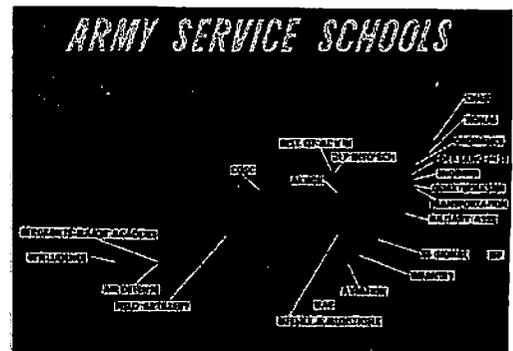
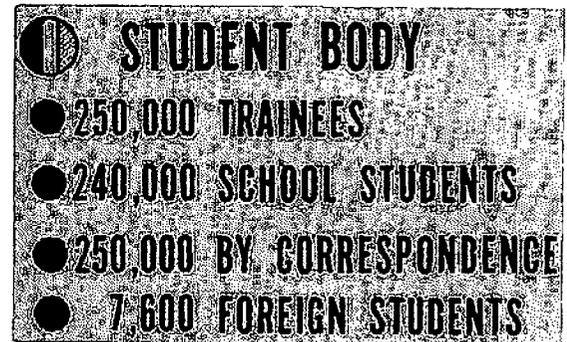
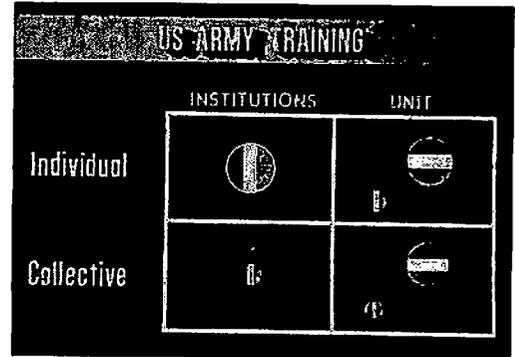
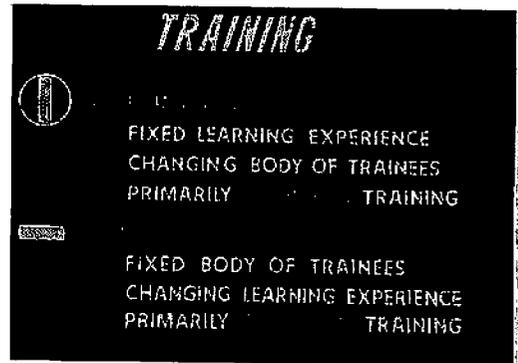


Institutional Training is characterized by a fixed learning experience and soldiers are funneled through that experience. In the unit, however, it is the soldiers who are the fixed body. Here, the learning experiences vary from day to day.

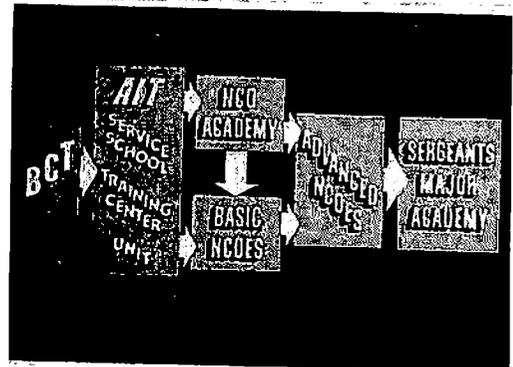
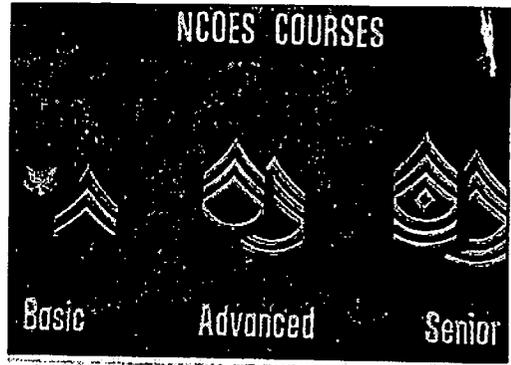
You can see here that we have by no means a monopoly in individual training. A great deal of it, of course, takes place in the units. The institutions, the TRADOC schools and training centers, are geared primarily for individual training. Nonetheless, these institutions do conduct collective training which sets the standard for collective training in units. Moreover, TRADOC is charged with producing a doctrine which we define as "what is taught," and this doctrine should pervade Army units worldwide.

While we are experiencing some shortfalls, the training centers are programmed to receive nearly a quarter of a million trainees, and the schools 240,000 students. Not included in these figures are nearly a quarter of a million students who are enrolled in Army correspondence courses. There are also 7,600 foreign students slated for our training.

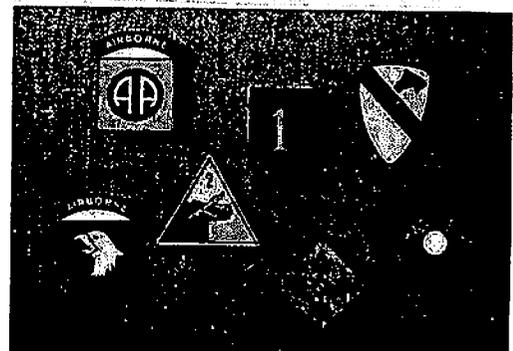
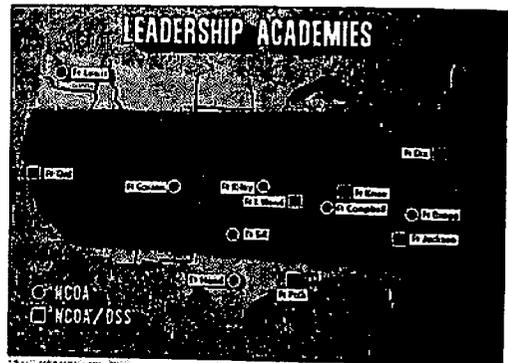
Let's first look at the school system consisting of 22 schools. Excluding the CGSC and the Sergeants Major Academy, our schools are characterized branch or specialist schools.



Under the noncommissioned officer education system, we educate our NCOs at three levels of professional schooling - Basic, Advanced, and Senior. Each prepares the career soldier for assignment at higher grade, requiring greater skill, and with commensurate additional responsibility. The first and second level courses - Basic and Advanced - are career management field oriented and MOS oriented whereas the senior level - is branch immaterial and prepares the senior NCO for duty as command sergeants major. The Sergeants Major Academy, located at Fort Bliss, is the senior level course, and is considered the capstone of enlisted career development training.



We also have drill sergeant schools and NCO academies which train selected NCOs in the fundamentals of recruit handling and troop leading, respectively. Several of the NCOAs are collocated with drill sergeant schools while others are located where our combat divisions are stationed - Forts Carson, Hood, Riley, Bragg, Lewis, and Campbell. We're changing the thrust of these schools. Emphasis here is going to be on training sergeants to be leaders. These courses are being built around a "Doing" kind of training as opposed to a "Passive" type. In other words, practical leadership problems are being stressed. As an example - a sergeant could be asked "take that squad and perform basic maintenance on an armored personnel carrier." How do you do it? How do you organize for it?



Let's turn now to the Army training center which is the first contact the new soldier has with the Army. We know that the training center has a lasting imprint on a man's attitude to the Army and his effectiveness as a soldier. For this reason, TRADOC considers a soldier's initial impression to be of critical importance.

This is the objective of basic combat training.

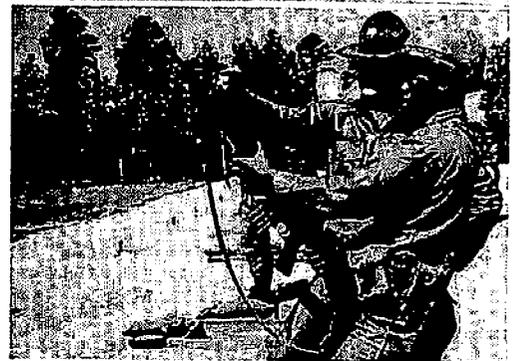
BCT and AIT training programs now incorporate performance-based instruction. Performance-based training relies heavily on learning-by-doing rather than by listening and watching. This means we're getting our students out of the bleachers and into the field. We are emphasizing physical toughening, the development of stamina and self-confidence.



BCT OBJECTIVE

EACH INDIVIDUAL WILL BE GIVEN BASIC COMBAT TRAINING TO ESTABLISH A FOUNDATION OF DISCIPLINE, MOTIVATION, MILITARY COURTESY, PHYSICAL CONDITIONING, WEAPON PROFICIENCY, HIS RIGHTS & RESPONSIBILITIES UNDER THE INTERNATIONAL BODY OF LAW CONCERNING WARFARE, AND HIS RESPONSIBILITIES AS A SOLDIER OF THE US ARMY.

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TRAINING

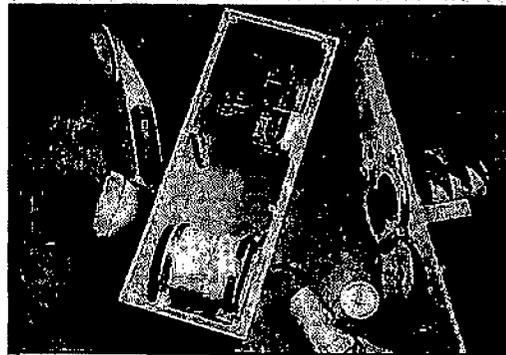
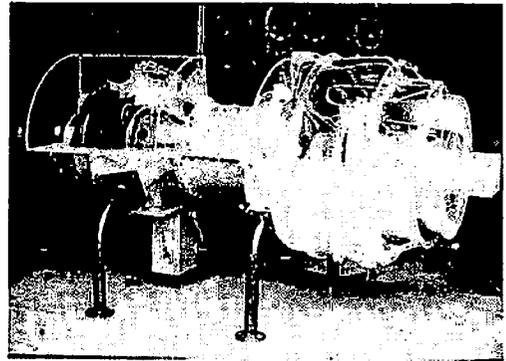
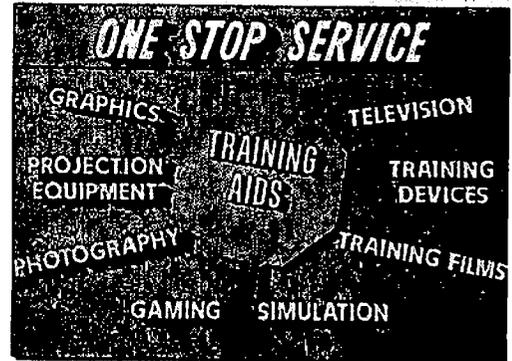
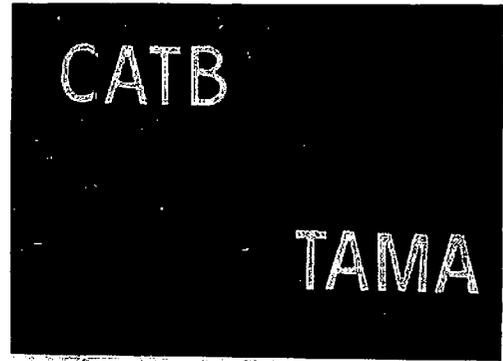
- PERFORMANCE ORIENTED
- PERFORMANCE TESTED



There are two agencies, although part of the TRADOC staff, are located elsewhere. These are the Combat Arms Training Board (CATB) at Fort Benning and the Training Aids Management Agency (TAMA) at Fort Eustis.

Let's look first at TAMA. TAMA exercises staff supervision over training aids activities at both TRADOC and FORSCOM installations and has access to the full range of instructional technology. As part of TAMA, there are training aids service offices (TASOs) located at each installation. These TASOs are geared to provide users with one-stop service.

Complicated or relatively simple three-dimensional devices can be fabricated.



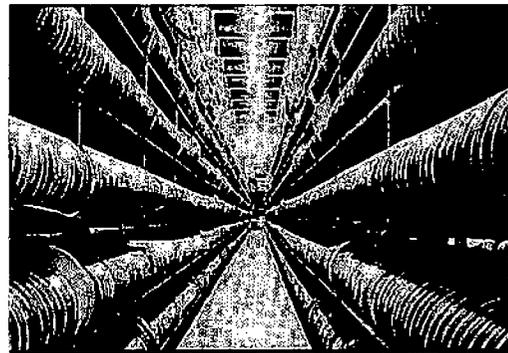
Television and training film production requirements generated by local and regional units are coordinated through the TASO. TV support and photographic services are provided on a geographic basis to all Army activities.



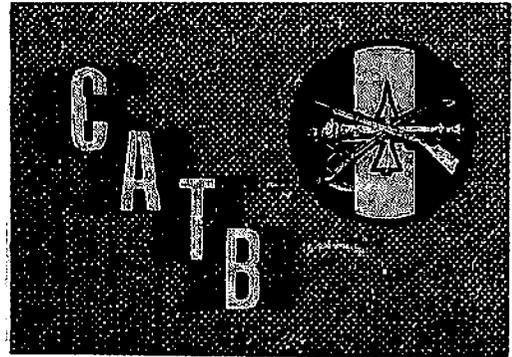
A newly introduced media, rapidly gaining acceptance, is gaming simulation. In this system, the student actually learns without realizing it and has fun doing so.



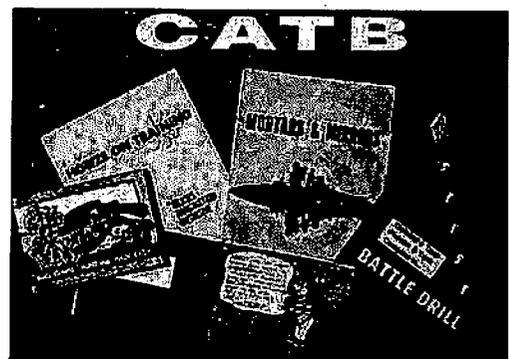
The TASO also provides stockage, loan, and maintenance of training films, projectors, and sound equipment.



Turning now to the Combat Arms Training Board, its purpose is to foster and expedite the development of an effective, two-way communication between the combat arms schools and the combat arms units of the Army. We want to emphasize that this two-way communication particularly applies to our Reserve Component units.



The CATB collects, publishes, and disseminates to combat arms units informal training literature which depicts approaches to training which have worked well for some units and should be made available to others. It monitors instructional materials developed by the combat arms schools which provide training assistance to the combat arms units.



The Board also determines and states requirements for modern training devices which will assist training managers to conduct better training in the units. The CATB actively solicits suggestions from all ranks on innovative ways to make training realistic, exciting, and cost effective. No objective we have set for our Army can be attained unless its training is well managed, doctrinally sound, and personally stimulating for the soldier participant. That is the primary mission of the CATB - to stimulate the dissemination to combat arms units of improved techniques, devices, and management practices for training in those units.



TRAINING IDEAS

TRAINING

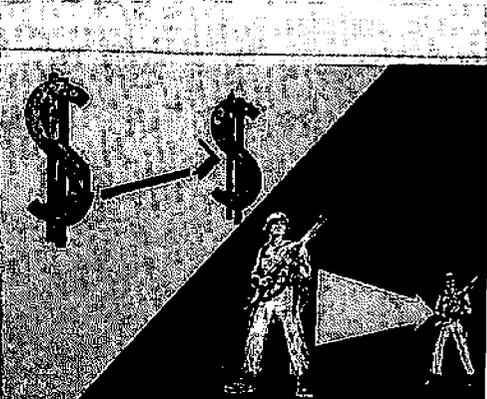
- ⊗ WELL MANAGED
- ⊗ DOCTRINALLY SOUND
- ⊗ COST EFFECTIVE
- ⊗ DYNAMIC
- ⊗ PERSONALLY STIMULATING

Ongoing within the Office of the Deputy Chief of Staff for Training and Schools are two major projects that will have an impact on officer and enlisted career progression and education. These are the Officer Personnel Management System and the Enlisted Personnel Management System. The Officer Personnel Management System will encompass policies and procedures by which officers are procured, trained, assigned, developed, evaluated, promoted, and separated from active duty. TRADOC is developing the educational package which will support OPMS. The signs of the times - less money and fewer people - necessitate the exploration of every conceivable means of meeting the total career education and training requirements for our officers at a reduced overall cost.

OPMS

OFFICER:

- ⊗ PROCUREMENT
- ⊗ TRAINING
- ⊗ PROFESSIONAL DEVELOPMENT
- ⊗ ASSIGNMENTS
- ⊗ EVALUATIONS
- ⊗ PROMOTIONS
- ⊗ SEPARATIONS



The second study deals with the Enlisted Personnel Management System. Here we are working on ways which will provide the right number of men, in the right grades and skills, to carry out the Army's mission. We are proceeding slowly and deliberately on this project for the sake of the Army and of the soldiers whose careers will be affected.

In conclusion, TRADOC acts as a superintendent of sorts of a vast training and education system. We are going to continue to seek better ways to conduct training in the most professional and cost effective manner possible.

EPMS

- ⊗ RIGHT MAN IN JOB
- ⊗ CAREER ATTRACTIVENESS
- ⊗ PROMOTE BEST QUALIFIED
- ⊗ ENHANCE PROFESSIONALISM
- ⊗ NCO PRESTIGE

