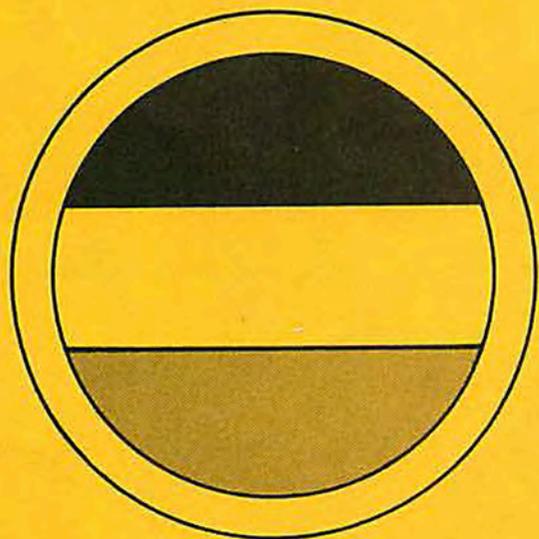


report



**of the
Board
for**

DYNAMIC **T**RAINING

VOL I - EXECUTIVE SUMMARY

17 December 1971



DEPARTMENT OF THE ARMY
BOARD FOR DYNAMIC TRAINING
FORT BENNING, GEORGIA 31905

IN REPLY REFER TO

ATSIN-AC-TB

17 December 1971

SUBJECT: Final Report

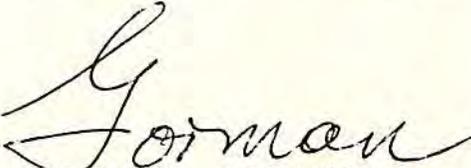
Commanding General
United States Continental Army Command
Fort Monroe, Virginia 23351

1. The Board for Dynamic Training has been well supported by the Army training establishment. Nonetheless, the Board was an ad hoc investigative body, severely limited by time for study and deliberation. Its Final Report, transmitted herewith, cannot be regarded as a definitive inquiry into training in combat arms units. However, the Board found no comparable survey in the Army's recent past and, in that light, submits its Final Report as a useful start-point for action to improve unit training.

2. Let me hasten to add that the Board discovered no managerial "quick-fix," nor magic gadgetry that will swiftly and surely lead to such improvement. The Army's best asset is the widespread interest among its young leaders in bettering the training of their soldiers and units. But no discussion of improvements should proceed without consciousness that mere talk of change will raise expectations. In a matter so close to the heart of its professionalism, the Army must take particular pains to avoid rhetoric unmatched by action. The Board calls attention to the fact that its recommendations, even if fully accepted, would impact on unit training only after many months -- conceivably years -- of concerted effort at all echelons of the Army.

3. Finally, full responsibility for this document rests with the undersigned, for the method of operation of the Board precluded its members' reviewing this report.

1 Incl
BFDT Final Report


PAUL F. GORMAN
Brigadier General, USA
President

VOLUME I - EXECUTIVE SUMMARY
BOARD FOR DYNAMIC TRAINING
FINAL REPORT

I. GENERAL

A. Purpose. The Executive Summary is a synopsis of the highlights, key findings and recommendations presented in volumes II through VI of the Board for Dynamic Training Final Report. In the interest of brevity, detailed material contained in subsequent volumes has not been included in the Executive Summary. All volumes are UNCLASSIFIED.

B. Active Army and Reserve Component integration. To provide a coherent basis of comparison throughout the report, it was considered desirable to integrate discussion of Reserve Components with that of the Active Army.

C. Organization of the Final Report.

VOLUME I - EXECUTIVE SUMMARY

VOLUME II - FINAL REPORT

Guidance and Assumptions

Estimating the Training Situation

Toward Better Support of Training

Recommendations

VOLUME III - ANNEX A: Basis of the Board

- ANNEX B: Board Methodology

- ANNEX C: Board Organization

- ANNEX D: Finance

- ANNEX E: Consultations

VOLUME IV - ANNEX F: Training Management Survey and HumRRO Analysis

- ANNEX G: Report of Visits

- ANNEX H: Audio-Visual Support

- ANNEX I: Bibliography

VOLUME V - ANNEX J: Committee Reports
(Pages J1-J476)

VOLUME VI - ANNEX J: Continued (Pages J477-J942)

D. Report Distribution. Reports will be distributed as shown in Appendix 1, Executive Summary.

II. BOARD ACTIVITIES

A. Milestones. By direction of Chief of Staff Army, the Board for Dynamic Training was established, sited at Fort Benning, chartered for less than 120 days, and tasked to accomplish the following:

1) Estimate state of training in units of the combat arms*, worldwide, Vietnam exclusive.

2) Forge new links among combat arms service schools** and tactical units.

3) Recommend how to make training in units more exciting and meaningful.

Key undertakings were:

1) Field visits by Board teams to 103 Active Army units and 35 Reserve Component units.

2) Board Conference among 99 officers from 58 units, worldwide, which included both Active and Reserve Component Representatives.

3) Dissemination and evaluation of a HumRRO-designed training management survey, based on 2084 validated Active Army and 587 Reserve Component responses.

Note: * The combat arms, for report purposes, are Infantry, Armor, Field Artillery and Divisional Air Defense Artillery only.

** Combat Arms Schools are USAIS, USAARMS, USAFAS, and USAADS. The board proceedings for the period 1 September 1971 to 17 December 1971 are shown in figure 1.

**PROCEEDINGS OF THE BOARD FOR DYNAMIC TRAINING
1971**

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
A	*CSA MSG FORM ADMIN COMM 7-20 SEPT	FIELD TRIPS 20 SEPT - 18 OCT		*BFDT CLOSED 17 DEC
B		CONFERENCE 18 OCT - 12 NOV		
C	PREPARE SURVEY	CONDUCT SURVEY WORLD-WIDE		
D	CONSULTATION			
E	REVIEW OF OTHER STUDIES			
F			*CG, CONARC - 1 NOV *CG, CONARC - 23 NOV *CSA - 24 NOV	*ARMY COMMANDERS CONFERENCE - 1 DEC *CG, CONARC - 16 DEC *CORC - 20 DEC

FIG. 1

4) Consultations with 16 foreign military establishments and with 9 distinguished retired consultants shown below:

GEN PAUL D. ADAMS
GEN BRUCE C. CLARKE
GEN PAUL F. FREEMAN, JR.
GEN HAMILTON H. HOWZE
GEN JAMES H. POLK
GEN I. D. WHITE
LTG GARRISON DAVIDSON
LTG JAMES M. GAVIN
BG S. L. A. MARSHALL

5) A review of other studies which provided background material on training-related matters.

6) Briefings of the Board's observations and recommendations to CSA and DA staff; CORC and CNGB; CG, CONARC and staff; and to the Army Commanders' Conference.

III. KEY FINDINGS

A. Army-wide, training is regarded only seldom as "dynamic," as CSA uses the term:

- Commander tailors to unit needs.
- Overcomes constraints.
- For the trainer: Imaginative, innovative, and professionally stretching.
- For trainee: Stimulating learning experience, leading to job satisfaction.

B. Army-wide, training is regarded as only marginally adequate. Individual training is evaluated lowest in combat arms units of the Active Army; mission training lowest in Reserve Component units.

C. "Adventure Training" is less well publicized, and there is more company officer interest in such training than some senior officers seem to realize.

D. Commanders, especially company commanders, feel they could make training more dynamic if they could devote greater personal attention to its planning and execution, but conflicting administrative and support requirements take priority.

E. There exists a "Crisis of Confidence" within the professional NCO corps especially among junior sergeants. NCOs in units are resentful of the centralized "system" that administers tests annually to see if they should be promoted, retained or eliminated from the Army, yet offers no substantive help to them in preparing for the all-important MOS test.

F. Major obstacles to achieving dynamic training in units of combat arms of the Active Army are believed to be:

- 1) Personnel turbulence.
- 2) Manning levels.

- 3) Inadequate budget.
- 4) Lack of qualification among NCOs (E5-E6).

G. Major obstacles to achieving dynamic training in units of combat arms of the Reserve Components are believed to be:

- 1) Rigid training system.
- 2) Discipline.
- 3) Inadequate budget.
- 4) Lack of qualifications among NCOs (E5-E6).

A further analysis revealed that:

--There is no perceived problem in the motivation, tactical qualification, or dedication of junior company grade officers of the Active Army; however, the Reserve Components see problems in officer and NCO motivation and soldier discipline.

--There is growing awareness within the Reserve Components that they will soon face many current Active Army problems in the area of recruitment, retention, and personnel turbulence, as a result of the decreasing draft pressure.

--Conservatism or lack of experience among the trainers, seniors as well as juniors, is not believed to be an obstacle to dynamic training.

--While the Pentagon believes problems in training stem from company-level inexperience, company-level sentiment attributes training ills to the Pentagon.

H. Significant numbers of personnel do not understand the totality of the company commanders training job. There is a tendency to overlook the vital requirement for individual training in units, which is the responsibility of the commander to conduct or coordinate. Figure 2 and 3 below are Board Visualizations of the job of company commander.



ACTIVE ARMY THE CO'S JOB-SMALL UNIT TRAINING

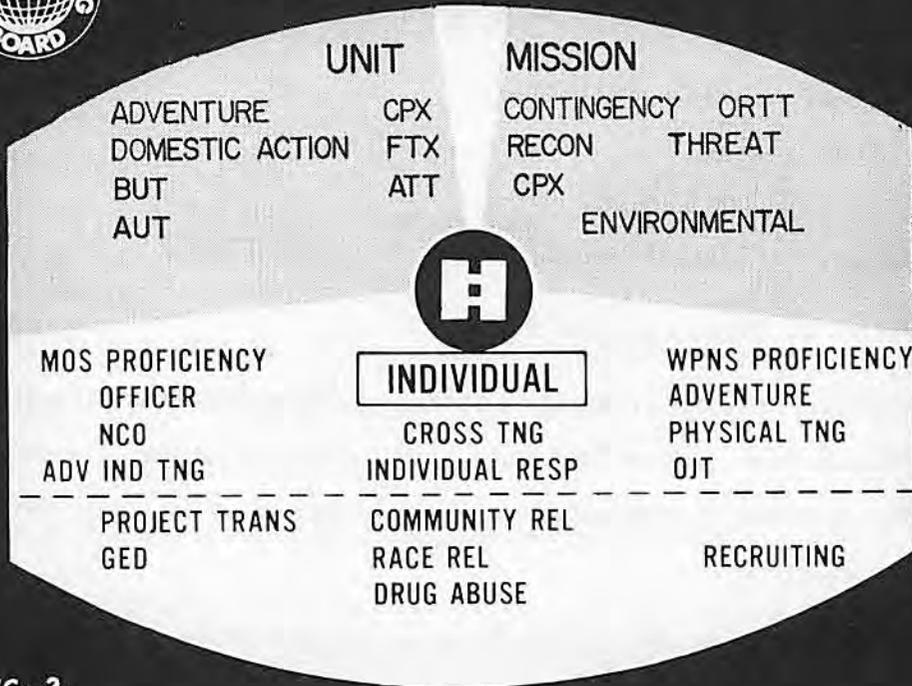


FIG. 2



RESERVE COMPONENTS CO'S JOB-SMALL UNIT TRAINING



FIG. 3

I. Support requested by combat arms Active Army trainers:

- 1) Personnel stability.
- 2) NCO proficiency.
- 3) Trainer's purse (funds to spend for training incentives or to obtain locally, needed training materials).
- 4) Help from the combat arms school.

Significantly Active Army trainers do not want:

- 5) More guidance on how to do their training job, but rather instructions on the role played by higher headquarters in support of unit training.
- 6) Large scale FTX's, since these afford little training value at the platoon, squad, and individual level.

J. Support requested by combat arms Reserve Component trainers:

- 1) Formal association with the Active Army--e. g., in the nature of mutual support and roundout programs.
- 2) A Reserve Component tailored training program which meets their needs instead of the mobilization training program which exists now.
- 3) NCO proficiency.
- 4) Expanded budget.
- 5) Help from the combat arms schools.
- 6) Inducements to enhance recruitment and retention.

Reserve Component trainers do not want:

- 7) Bn level FTX's, since they strongly believe that they can best devote their time to company or lower level training prior to mobilization.
- 8) Special troop tests which attempt to validate unrealistic readiness requirements.

K. A major effort is needed to relearn, innovate, and improve upon combat arms training techniques. Areas of immediate concern are:

- 1) Marksmanship training.
- 2) Simplified and believable battle drill.

- 3) Tactics.
- 4) Tactical exercises without troops (TEWT).
- 5) Anti-Armor.
- 6) Combat in cities.

Much of the existing formal training literature is outdated and does not meet the requirements of the trainer in the field.

L. Training Devices. Current training devices lag available technology significantly, and fail to meet the needs for communicating with today's audio-visually sophisticated soldiers. Immediate requirements exist for:

- 1) Moving target screens for indoor weaponry training.
- 2) Tracked vehicle driving simulators.
- 3) Indirect and direct fire simulators.
- 4) Hologram 3-D terrain visualizations.
- 5) PEMA substitute vehicles.

Advanced training devices, when incorporated with sound techniques, could revitalize Reserve Component training, as well as upgrading that within the Active Army.

M. Training Management.

1) Department of the Army level action is needed to assist subordinate commanders in managing personnel turbulence and manning levels within the Active Army.

2) Commanders above battalion level must participate in management of decentralized training by cutting competing requirements, providing support, and reconciling readiness requirements with actual personnel and equipment resources, unit training and other missions.

3) FM 21-5 (Military Training Management) fails to address the real problems of management, the historic training squeeze, for either the Active Army or Reserve Components.

4) Decentralized management of training is thoroughly consistent with requirements for training leaders for the battlefield. The policy of

decentralization is widely accepted as a needed change, although it is expected to work only after the "system" adjusts--a period of months.

N. Combat units are not TOE structured to conduct or adequately support peacetime training.

O. There exists no training advocate to promote the transition from wartime, institutional training, targeted on Southeast Asia, toward a peacetime establishment organized to support training in combat arms units. There exists a bifurcation of training responsibility throughout all strata of the Army above company level. ODCSPER, OACSFOR, OCORC, OCRD, and intermediary levels have established vertical lines of communication for their parochial piece of the training pie. With the great complexity of the training task, it is necessary to insure that all is done to streamline procedures and establish lateral as well as vertical lines of communication in order to expedite and revitalize support for decentralized training.

IV. KEY RECOMMENDATIONS

A. Restore NCO/Specialist confidence through actions to enhance professional competence.

1) Manage exceptionally key combat arms MOSs for the E4 striker and junior leader E5 and E6.

a) Infantry: 11B40, 11C40.

b) Armor: 11D40, 11E40, 45K20.

c) Artillery: 13B40, 13E40.

d) Air Defense Artillery: 16P40, 16R40.

2) Revise present key combat arms MOS tests which are poorly written, evaluating only reading ability. New tests should:

a) Be practical.

b) Have a hands-on portion.

c) Merit a distinctive badge, analogous to a branch related "EIB."

d) Have a Reserve Component option to qualify annually for the award of proficiency pay.

3) Provide MOS-related unit training extension courses (UTECE), employing multi-media material applicable for both individual and small group study, and improved correspondence courses (ICC), from the combat arms schools for unit use.

4) Assure on-duty MOS proficiency study time on a regular basis, integrated with NCO general educational development.

B. Training Techniques. A major effort to improve training techniques should be initiated by the combat arms schools to:

1) Teach how to teach team training in units.

2) Include technique on training in units in future FM revisions.

3) Develop a quick-tap service of packaged instructional material for units.

4) Establish a two-way communications link with units to include the dissemination of informal training literature.

5) Contribute to revision of FM 21-6 (Techniques of Military Instruction) unit-relevant methods of instruction.

6) Immediate pay-off areas are:

a) Marksmanship, to include musketry at reduced ranges.

b) Battle drill with understrength units.

c) Tactics, to include use of sand tables.

d) Terrain walks or tactical exercises without troops (TEWTs).

e) Anti-Armor.

f) Combat in cities.

C. Training Devices. Initiate development of the following immediately.

1) An indoor moving target screen.

2) Tracked vehicle driving simulator.

3) Indirect and direct fire simulators.

- 4) Hologram 3-D terrain visualizations.
- 5) PEMA -substitute vehicles for jeep exercises and adventurous training.

D. Training Management.

- 1) Match training missions to manning levels. Illustrative examples are depicted in figure 4 below.

MATCH TRAINING MSN TO MANNING LEVELS

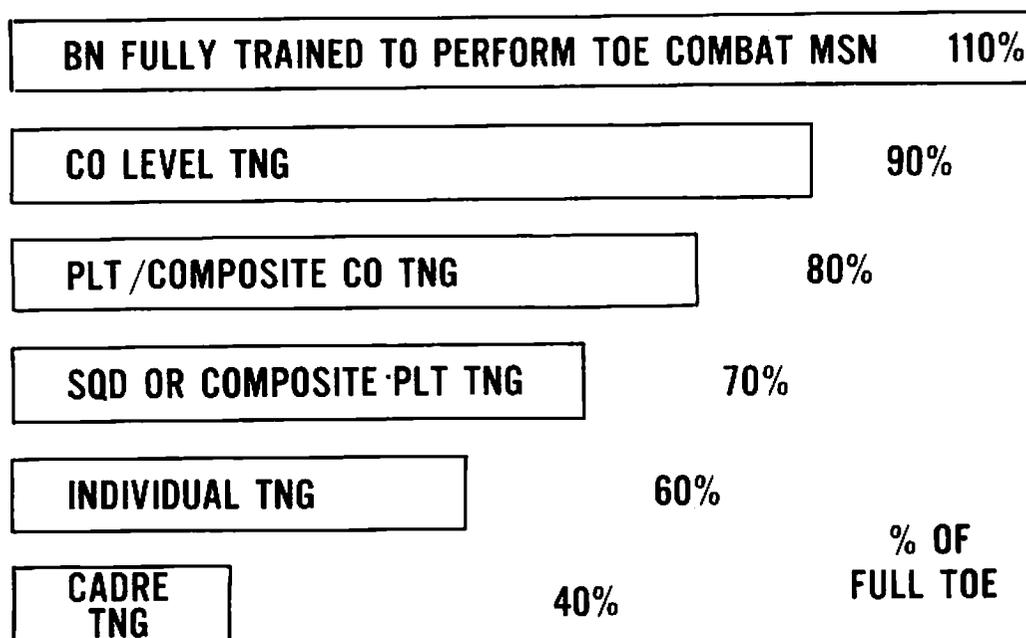


FIG. 4

- 2) Adopt a policy of block leave for units.
- 3) Establish prime unit training time.
- 4) When necessary, zero out units to keep others near A LO 1 for training when missions call for rapid deployment/employment.
- 5) Seek labor saving devices.
- 6) Adopt a total force training management system tailored to the needs of the Active Army as well as Reserve Components which would update

the present MTP, add an RCTP (Reserve Component Training Program) and an ORTP (Operational Readiness Training Program).

7) Provide a trainer's purse for incentives, local materials, additional paid drill preparation time and commercial transportation to weekend training sites (WETS) for Reserve Components -- illustrative examples for "purse" expenditures.

E. Structure Recommendations.

1) Provide a training NCO and assistant in combat arms company level units.

2) Provide a small signal maintenance augmentation at brigade level for special UTEC educational equipment when issued.

3) Provide Active Army captains as training advisors to company level Reserve Component units.

F. Reserve Component innovational incentives:

1) Proficiency pay MOS test option.

2) Access to UTEC and ICC.

3) Additional CGSC and combat arms school quotas.

4) Special adventure and environmental FTXs.

5) VRB.

6) Guarantee active duty for Rep-63 personnel within sixty days after enlistment.

7) Bootstrap/vocational training (one year civilian schooling for each 6 year enlistment).

8) Full PX and commissary privileges.

9) Full hazardous duty pay on par with Active Army.

10) Retirement benefits at age 55.

11) Full survivors benefits after completion of twenty qualifying years.

G. Disestablish the Board of Dynamic Training.

H. Establish a US Army Combat Arms Training Board tasked to:

1) Assist in the generation of exciting, meaningful, and professionally stimulating training in combat arms units, worldwide.

2) Coordinate and expedite the development of an effective, two-way interface between the combat arms schools and other sources of assistance and the training managers of combat arms units, both Active and Reserve Component.

3) Monitor the development of meaningful MOS tests for key combat arms MOSs to include promulgation of appropriate materials to permit better preparation for the texts.

4) Monitor the development by combat arms schools and related packaged material to provide training assistance to combat arms units.

5) Expedite and monitor the development, prototype procurement and field evaluation of modern training devices.

6) Monitor, and act as sponsor when appropriate, research and studies designed to promote improved training in units.

7) Coordinate the promulgation of informal training literature concerning techniques, devices, and management.

8) Act as a proponent for the revision of FM 21-5 (Training Management) and FM 21-6 (Techniques of Military Instruction).

9) Transfer catalyzing functions back to the Army training establishment and resolve the USACATB by the close of FY 1975.

I. Establish as the Training Advocate, a Deputy CG, CONARC (Training). It is envisaged that a Deputy CG, CONARC, will monitor and communicate training matters at basically three levels: the DA staff, the training support level, and directly at the unit level through the CATB:

1) At the DA staff level, Deputy CG, CONARC, will act as an interface on matters affecting unit training with DCSPER, ACSFOR, CORC, CRD, DCSLOG, and other principals.

2) At the training support level, he will shepherd training actions among CDC, AMC, EEC, etc. In addition, through CATB he will optimize training support provided by the service schools for units.

3) At the unit level, Active as well as Reserve Components, through CATB, he will listen to the trainer's problems and search the training establishment for feasible solutions. A real-time communications link will be maintained through:

- a) Informal training literature.
- b) Answering questions from the field.
- c) Visits by CATB training assistance teams.

APPENDIX I
EXECUTIVE SUMMARY
DISTRIBUTION LIST - FINAL REPORT

HQ DA, ATTN: OACSFOR (25)
CONARC, ATTN: DCSOPS (10)
USA ONE (10)
USA THREE (10)
USA FIVE (10)
USA SIX (10)
USA EIGHT (10)
USAMC (5)
USACDC (10)
USASTRATCOM (1)
USARADCOM (1)
USREDCOM (2)
USAREUR (10)
USARPAC (10)
USARAL (2)
USARSO (2)
USARV (2)
USARJ (2)
USARHAW (2)
HSARYIS (2)
USASA (1)
USAINTC (1)
USAECOM (2)

I CORPS (2)
III CORPS (2)
V CORPS (2)
VII CORPS (2)
IX CORPS (2)
XVIII ABN CORPS (2)
I CORPS ARTY (2)
III CORPS ARTY (2)
V CORPS ARTY (2)
VII CORPS ARTY (2)
IX CORPS ARTY (2)
XVIII ABN CORPS ARTY (2)

CORC (2)
CHIEF, NG BUREAU (2)
CHIEF, USAR (2)

EACH DIV IN ACTIVE
ARMY, NG, AND USAR (5)

EACH COMBAT ARMS BN AND
DIVISIONAL ADA BN IN ACTIVE
ARMY, NG, AND USAR (1)

EACH SEP INF BDE, SF GP, AND
ACR IN ACTIVE ARMY, NG, AND USAR (1)

ALL STATE ADJUTANTS' GENERAL (2)
ALL USA TRAINING CENTERS (2)
ALL MAAG'S AND MISSIONS (1)
ALL USAR ARCOMS, GOCOMS, AND
TNG DIVISIONS (1)
ALL USAR AND NG ARTY GROUPS
AND ARTY BRIGADES (1)
EACH ARNG CORPS ARTY (1)
HUMRRO (10)
ALL GENERAL OFFICER CONSULTANTS (1)
ALL CONFEREES,
BOARD FOR DYNAMIC TRAINING (1)
DEFENSE DOCUMENTATION CENTER (2)

USAADS (10)
USAARMS (10)
USAFAS (10)
USAIS (10)
USAES (2)
USACGSC (2)
USAWC (2)
AFSC (2)
USMA (2)
USAIMA (2)
USAAVNS (2)
USACAS (2)
USACHS (1)
USAFS (1)
USAMPS (2)
USAQMS (1)
USASESS (1)
USATSCH (1)
USAOC&S (1)
USACMLCS (1)
USAAGS (2)
NWC (2)
ICAF (2)

NOTE: Number of copies distributed to each headquarters is shown in parentheses.