

MULTIFUNCTIONAL BATTALION TASK FORCE TRAINING: SLOVENIAN
ARMED FORCES BATTALION TRAINING CYCLE

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by

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ABSTRACT

MULTIFUNCTIONAL BATTALION TASK FORCE TRAINING: SLOVENIAN ARMED FORCES BATTALON TRAINING CYCLE, by Major Ales Avsec, 104 pages.

This thesis deals with Slovenian Armed Forces (SAF) Battalion Task Force (Bn TF) training cycle. It focuses on how the SAF is conducting the infantry and multifunctional Bn TF training. In particular, it deals with mission and mission essential task list (METL) selections, which guide the whole process. The author decided on this topic because SAF has not had a lot of experience in this field, and the experience that SAF has is very different from one training cycle to another. This topic is even more important today, since most of the European countries are facing drastic budget cuts, and SAF has even more reasons to focus training and make it efficient. The primary research question is; what is the best training cycle or concept for training a multifunctional Bn TF for SAF?

The thesis looks first at how the SAF is conducting multifunctional Bn TF training, and then compares it with the U.S. Army training cycle. The thesis outlines differences and similarities of both concepts, with an examination of many different training cycles in SAF, and will attempt to provide recommendations for SAF improvements. The conclusion outlines the shortfalls and recommendations for the SAF multifunctional Bn TF training cycle.

The thesis offers recommendations for improvements in all three examined elements, first how to assign mission and METL, then how to design an effective training calendar, and at the end how to evaluate training on different levels. All this is done with comparison and examination of training cycles in the SAF for the past six years.

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ACRONYMS

AAR	After Action Review
ADP	Army Doctrine Publication
ADRP	Army Doctrine Reference Publication
APC	Armored Personnel Carrier
ARFORGEN	Army Force Generation
ARTEP	Army Training and Evaluation Program
ATMS	Army Training Management System
BCT	Brigade Combat Team
BDE	Brigade
BiSC	Bi-Strategic Command
Bn TF	Battalion Task Force
CATS	Combined Arms Training Strategies
COMEX	Communication Exercise
CPX	Command Post Exercise
CREVAL	Combat Readiness Evaluation
CT&ED	Collective Training and Exercise Directive
CTC	Combat Training Center
CTE	Certified Training Exercise
DB	Drill Book
DEPEX	Deployment Exercise
DTMS	Digital Training Management System
EMM	Event Menu Matrix

FCX	Fire Coordination Exercise
FTX	Field Training Exercise
HQ	Headquarters
LFX	Live Fire Exercise
LOGEX	Logistical Exercise
MAPEX	Map Exercise
METL	Mission Essential Task List
MRX	Mission Readiness Exercise
MTP	Mission Training Plan
NATO	North Atlantic Treaty Organization
NBC	Nuclear Biological Chemical
SAF	Slovenian Armed Forces
STAFFEX	Staff Exercise
STX	Situational Exercise
TADSS	Training Aides and Devices, Simulators, and Simulations
TEWT	Tactical Exercise Without Troops
TO&E	Table of Organization and Equipment
TRADOC	U.S. Army Training and Doctrine Command
TSP	Training Support Package
UTP	Unit Training Plan
WFX	Warfighting Exercise

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CHAPTER 1

INTRODUCTION

After the breakup of Yugoslavia, Slovenia took its own path and with that its own military development. Initially, Slovenian defense forces were named territorial defense units, which in Yugoslavia were part of the Yugoslav National Army, but they were under the control of the republics that made up Yugoslavia. That was basically a reserve force, which consisted of a small percentage of full-time officers and reserve soldiers, who would be called in case of a great threat. When the Slovenian Armed Forces (SAF) were established in 1993 it was just a name change; the army had to be developed basically from scratch.

Initially, a conscript army was adopted, since that was familiar, and it was basically a continuation of the national service in the Yugoslav National Army. That was suspended completely in 2003, even though by 1997 the first professional battalion was established. Another important event for SAF was joining the North Atlantic Treaty Organization (NATO) in 2004, which gave the defense forces a new approach and many things to improve. The training of a professional force developed through the years and is still developing. The transition from hourly prescribed training for conscript soldiers, to a mission command type training is still ongoing. Currently, commanders of the units do not receive a lot of guidance, except mission and organization, and since doctrine is evolving, it is hard to come up with a training plan that matches resources. This is critical today, when most of the European armies are facing drastic budget cuts.

Even though the SAF is composed of two maneuver brigade combat teams (BCTs) with Army aviation units, a naval detachment and a logistic support brigade with

roughly 7,500 active and 1,500 reserve soldiers, training one battalion task force (Bn TF) at a time is the main goal. Bn TFs rotate between the two maneuver BCTs, which also provide direction, guidance, support and combat support elements for the battalion that they are developing. The BCT has a goal to both develop and train the Bn TF or to have an operationally ready Bn TF normally deployed to NATO operations like International Security Assistance Force or Kosovo Force or others. While one of the Bn TFs is training within one of the BCTs, the other one is operational in the other BCT. This rotation between BCT's is normally done within an 18-month cycle.

The Bn TF is not just the main training mechanism, it is also a tool to develop the whole army. Since there are all branches included in the multifunctional Bn TF, this also provides a chance to develop their capabilities. It is a development concept for organizational, training, doctrine, equipment, and other perspectives. However, for the purpose of this research only the training part is examined. Interoperability within the NATO structure is also one of the aspects that can be tested throughout the training and deployment cycle.

NATO developed a concept for Bn TFs for new countries within NATO such as Slovenia to give them a basic concept to develop their capabilities, even though NATO previously operated within larger command structures like corps and not battalions. NATO did this to enhance the development of the whole army for a small nation like Slovenia. Since a multifunctional Bn TF has all the combat support and combat sustainment support, it is a development model as well. All the elements develop their capabilities through the multifunctional Bn TF training cycle.

One of the aspects of the SAF Bn TF is its placement within the NATO structure and how that defines its particular role, not just for national use but also for NATO use. There are many possibilities; however, the two most important ones are placement within NATO's Rapid Deployable Corps Italy or Multinational Corps North-East. This is a political decision and that would refine the Bn TF's role within the higher structure.

Within this concept of multifunctional Bn TFs, armies like SAF can develop doctrine, organization, training, equipment, leadership, education, infrastructure, and interoperability. This concept can be used to develop all the elements of the SAF. Multifunctional Bn TFs also allow SAF to execute a joint fight, like U.S. Marines do with the Marine Expeditionary Unit, or the U.S. Army does with BCTs. SAF can train for a joint fight with all the combat support multipliers all together with other services as well. Combat service support also has to be employed and developed as necessary.

Beside the maneuver infantry battalion which are normally motorized with 6x6 or 8x8 Armored Personal Carriers (APC), there are other elements such as an artillery battery, combat engineer platoon, air defense platoon, reconnaissance-intelligence element, civil-military cooperation and psychological operations group, nuclear biological chemical (NBC) element and a forward support company logistic element. All of this is to be part of the multifunctional Bn TF concept, not just to provide capabilities but also to provide a developmental basis for all different elements within the SAF.

The thesis question concerns training of the multifunctional Bn TF from a qualitative perspective. It centers on the SAF training cycle comparing it with a U.S. Army infantry Bn/BCT. On the other hand, there are infantry and Stryker BCTs. Even though they are larger in size, these units still execute the same stages of training and use

an 8x8 Stryker APC like the SAF. Therefore, the primary research question for this paper is; what improvements can be made to the training cycle or concept for training a multifunctional Bn TF for SAF?

The secondary research questions are: how can the SAF Bn TF training cycle be improved as part of the Army Force Generation Cycle (AFORGEN) comparing it with the U.S. Army; how long should the training cycle be; what are the best situated missions and mission essential training lists (METLs) to drive training and how are they developed; how is a unit training plan (UTP) developed; how is the training cycle differentiated from pre-deployment training; and how is Bn TF readiness evaluated?

This research is significant for the whole SAF since it develops not just the multifunctional Bn TF, but also all other elements. Addressing doctrine, organization, training, material, people, leadership, facilities (DOTMPLF), for each element of the Bn TF drives the development for the whole army. A larger army could be built in case of emergency using multifunctional Bn TFs with conscript army activation, which is an additional 25,000 members. On the basis of the Bn TF training cycle, SAF would be able to generate and develop a force within a relatively short period if resourced properly.

Along with most of the armies of the Western countries, SAF is facing drastic budget cuts. Optimizing the training cycle with a common goal and understanding what drives the army as a whole, should make available resource use more efficient. Another assumption is that Slovenia, as part of the NATO, will not have all the capabilities of a larger army. That is one of the main reasons why SAF is part of the alliance, and with this said SAF will develop what is needed with the current resources. Even though there are some thoughts to reduce the army, events like the ongoing refugee crisis in Europe prove

again that small countries need a capable army to not only accomplish its primary mission of national defense, but also to assist police when security challenges are raised.

The scope of this thesis is limited to the training of the multifunctional Bn TF, since organization, doctrine, and other elements of Addressing doctrine, organization, training, material, people, leadership, facilities would be too extensive for this study. The SAF has conducted Bn TF training cycles for almost ten years and is constantly changing and developing the cycle focusing on experience only. Comparison with other armies would give a different perspective and hopefully produce a better outcome.

Definitions and main terms that will be used during this research are described below. This is the manner in which they are used within the context of this thesis.

After Action Review (AAR): A guided analysis of an organization's performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. It includes a facilitator, event participants, and other observers.¹

Armored Personnel Carrier (APC): Armored vehicles designed to carry troops on the battlefield. Normally 6x6 or 8x8 wheeled.

Army Force Generation (ARFORGEN): The structured progression of unit readiness over time to produce trained, ready, and cohesive units prepared for operational deployment in support of the combatant commander and other Army requirements. The ARFORGEN process is the Army's core process for force generation, executed with

¹ Headquarters, Department of the Army (HQDA), Army Doctrine Reference Publication (ADRP) 7-0, *Training Units and Developing Leaders* (Washington, DC: Headquarters, Department of the Army, 2012), 3-12.

supporting-to-supported relationships, that cycles units through three force pools: Reset, Train/Ready, and Available.²

Battalion Task Force (Bn TF): A maneuver battalion-size unit consisting of a battalion headquarters, at least one assigned company-size element, and at least one attached company-size element from another maneuver or support unit (functional and multifunctional).³

Collective Training: Reinforces foundations established in the institutional training domain and introduces additional skills needed to support the unit's mission and readiness posture. Collective training requires interactions among individuals or organizations to perform tasks that contribute to the unit's training objectives and mission-essential task proficiency.⁴

Combat Readiness Evaluation (CREVAL): A NATO process to determine if certain unit has achieved final operational capabilities within assigned METL.

Individual Training: The foundation of a unit's readiness ties directly to the proficiencies of its own soldiers and Army civilians to perform specified tasks related to an assigned duty position and skill level. Training and education prepare individuals to

² Headquarters, Department of the Army (HQDA), Army Regulation (AR) 525-29, *Army Force Generation* (Washington, DC: Headquarters, Department of the Army, March 14, 2011), 1.

³ Headquarters, Department of the Army, Army Doctrine Reference Publication (ADRP) 3-90, *Offense and Defense* (Washington, DC: Headquarters, Department of the Army, 2012), 2-15.

⁴ HQDA, ADRP 7-0, 1-2.

perform assigned tasks to standard, accomplish their mission and functions, and survive on the battlefield.⁵

Mission Essential Task List (METL): A compilation of tasks a unit could perform based on its design, equipment, manning, and table of organization and equipment/table of distribution and allowances mission.⁶

Slovenian Armed Forces (SAF): The armed forces in Slovenia, since there are no other services, army aviation and naval detachment are part of the SAF as well, together with a Special Forces regiment. SAF are comprised with active and reserve forces, together approximately 9,000 personnel.

Striker Brigade Combat Team (SBCT): Stryker Brigade combat team is a US Army maneuver brigade size unit, comprised of Stryker 8 x 8 armored personnel carriers as the main battle vehicle.

Training Cycle: Is the cycle normally assigned to a unit to execute all the necessary events to prepare a unit. It consists of reset of time, build up time (collective tasks) all the way to developing final operational capabilities of the particular unit.

Training Model: Training models provide a framework for planning and managing training events. It is used to organize and execute training.

Unit Training: Unit training occurs in the operational training domain at home station, maneuver combat training centers, and mobilization training centers. Units also

⁵ HQDA, ADRP 7-0, 1-1.

⁶ Headquarters, Department of the Army, Army Doctrine Reference Publication (ADRP) 1-02, *Terms and Military Symbols* (Washington, DC: Headquarters, Department of the Army, 2012), 1-61.

train during joint training exercises and while operationally deployed. Unit training develops and sustains an organization's readiness by achieving and maintaining proficiency in mission-essential tasks.⁷

⁷ HQDA, ADRP 7-0, 1-2.

CHAPTER 2

LITERATURE REVIEW

Introduction

The purpose of this research is to determine a more effective and efficient training program for the SAF multifunctional battalions that are the core units in the SAF. In order to be able to assess the current SAF Bn training cycle, an evaluation is made of the U.S. Army training cycle. To do that a review of available literature on the subject is required from SAF and the U.S. Army. Chapter 2 is organized into two main parts. First is a review of the SAF and NATO literature regarding training. The second major section is a review of U.S. Army literature regarding training.

Obviously both armies have a doctrinal prescribed approach, but the level of detail is different for each. Since the U.S. Army has greater resources, more experience, and a U.S. Army Training and Doctrine Command (TRADOC) element, it is viewed as a leading army with mission and METL approach that is followed by many armies, including SAF. There were changes with the evolution of training based on experience and warfighting. A professional force replaced the conscript army in the 1970s, and since the U.S. Army has been significantly involved during more than a decade in the War on terror, the concept of training has also changed. Today, the U.S. Army is going back to Reset–Train–Available force, focusing on training.

Slovenian Armed Forces and North Atlantic Treaty Organization Literature

The foundational SAF military document is the *Military Doctrine* adopted by the Slovenian government and published in 2006. It is the highest military doctrine document

and has all the elements including the SAF mission and tasks that from the Defense Act. In chapter 6.8 it says, “The most significant activity of the SAF in peacetime, deriving from their mission, is the preparation for wartime operations.”⁸ This document covers all the elements from operational environment, fighting power, types and organization of the SAF, command and organization, combat operations and other topics. It also includes a chapter on provision of operational conditions in which military education and training, unit and command training, is specifically mentioned. This section gives basic guidance on how to conduct training.

“The mission of the SAF is to deter military aggression against Republic of Slovenia in cooperation with the Alliance and to contribute to international peace and stability within and outside the borders of the alliance.”⁹ The primary objective is to resist and deter independently or in cooperation with allies, any enemy aggression, and to maintain the sovereignty of Slovenia. This mission gives the broadest idea of the focus of the training cycle. However, this is not detailed enough to develop METL and train a Bn TF. The next important part of the mission is also to contribute to international peace and stability, not only at home but abroad.

There are several mission essential tasks listed in the doctrine:

1. Maintain operational readiness
2. Activate and mobilize forces
3. Deploy forces to the area of operations

⁸ Branimir Furlan, Darko Petelin, Bruno Toic, and Gregor Kastelic, *Vojaška doktrina [Military Doctrine]* (Ljubljana, Slovenija: Defensor, Schwarz, 2006), 38.

⁹ *Ibid.*, 24.

4. Conduct defensive operations
5. Conduct offensive operations
6. Sustain forces¹⁰

In addition to the essential tasks there are also two other tasks mentioned. The first is contribute to international peace. The second is security and stability and support in ensuring the safety and welfare of the citizens. All these tasks should be the focus for the Bn TF. However, achieving final operational capabilities as a fighting unit being capable to conduct defense and offense, which is the hardest task, should also allow executing other tasks as well.

Doctrine for military education and training in the SAF mainly focuses on education and individual training but there is fundamental separation of collective training. The basic separation is between individual, which encompasses individual skills training and training of leaders on key positions, while collective training focuses on crew and team training, training of the units above squad and training of headquarters and staffs. It stresses again that collective training has to be aligned with mission, METL and operational cycle of the units. Tasks from METL drive individual training, also training of the headquarters and units as a whole.

Training of the headquarters is focusing on improvements in planning, synchronization and execution of activities that support a unit's mission. There are many ways to train staffs, such as staff training and exercises, tactical exercises, and computer simulation exercises. The focus of the staff exercises is to improve team work,

¹⁰ Furlan et al., *Vojaska doktrina*, 38.

information flow and exchange, preparation of analysis, preparation of plans and orders, synchronizing branches and subordinate units and execution of tasks and mission.

The next hierarchical document about training is the *SAF Manual for Training Headquarters and Units Slovenian Armed Forces*, which was also written in 2006 and is signed by the Secretary of Defense. In chapter five it is written, “The basic framework or tool when planning unit training is operational cycle of the unit. Unit training must be aligned with unit mission essential tasks, unit’s mission and operational cycle.”¹¹

In the planning process certain steps must be followed according to the manual:

1. Analysis of documents, mission, and production of METL,
2. Analysis of resources and assigning resources,
3. Assigning battle procedures and drills that support METL,
4. Assessing the level of achieved standards and selection of the evaluation method,
5. Production of short and long term plans.¹²

Production of the METL is based on documents that assign unit mission and tasks. METL does not have tasks that are more or less important, they are all important otherwise they should not be on the list. However, it is important to note that this is not

¹¹ Republika Slovenija, Ministrstvo za obrambo [Republic of Slovenia, Ministry of Defence], *Navodilo za uposabljanje poveljstev in enot Slovenske vojske [Manual for Training Headquarters and Units Slovenian Armed Forces]* (Ljubljana, Slovenija: Republika Slovenija, Ministrstvo za obrambo [Republic of Slovenia, Ministry of Defence], 2006), 6.

¹² Ibid.

an endless list, the rule of thumb from the U.S. Army is five to six tasks. According to the manual there are certain sets of rules that must be followed for METL:

1. METL should support war time mission and plans for crisis response operations,
2. Resources cannot limit the METL,
3. Higher echelon commander has to approve METL,
4. Unit's METL has to aligned with higher unit METL,
5. METL for supporting units has to reconcile combat unit,
6. There should also be a METL for the headquarters not just units.¹³

METL has to be approved by a higher unit commander, which assures that all selected tasks support and are aligned with higher mission and METL. From METL battle procedures, battle drills, and collative tasks have to be assigned that support each of the mission essential tasks. When this is done, each drill or collective task must be supported with crew drills and individual skills that support drills and tasks, and they are the focus of non-commissioned officers.

“The goal of all the training is to achieve standards of the army.”¹⁴ When assigning METL and collective tasks, a method or a tool must also be assigned to assess and check the standards of tasks. They have to clearly define if a unit is trained, partly trained, or untrained. Standards should be comprised of the following:

¹³ Republika Slovenija, Ministrstvo za obrambo [Republic of Slovenia, Ministry of Defence], *Navodilo za uposabljanje poveljstev in enot Slovenske vojske [Manual for Training Headquarters and Units Slovenian Armed Forces]*, 6.

¹⁴ *Ibid.*, 2.

1. Task—clear and concise activity that unit has to perform,
2. Conditions—in which unit has to perform,
3. Procedure—execution of the assigned task,
4. Method and matric for evaluation—qualitative and quantitative requirements.

Standards for each of the collective tasks should normally be part of the Army Training and Evaluation Programs (ARTEPs), they should exactly answer if a certain unit is trained in specific task or not.

The next hierarchical publication is the *Handbook for Training Headquarters and Units Slovenian Armed Forces*. It is part of the SAF literature, signed by the Chief of Staff with detailed guidance about how to conduct training. In chapter 3.4.3, “Collective Training,” it is written, “Operational cycle consist of three phases, consolidation phase, training phase and available phase.”¹⁵ The purpose of the consolidation phase is to reset the unit. Focus is on an individual training, maintenance of the equipment, replacement of personnel, etc. The training phase is the main one because it focuses on team and unit training from platoon up to battalion in this case. Units should be maximum resourced with material, personnel and other necessary resources to conduct collective training. The available phase is when a unit is fully trained and prepared to deploy to an assigned area of operation.

¹⁵ Slovenska vojska, Poveljstvo za doktrino, razvoj, izobraževanje in usposabljanje [*Slovenian Armed Forces, Training and Doctrine Command*], *Priročnik za usposabljanje poveljstev in enot Slovenske vojske* [*Handbook for Training Headquarters and Units Slovenian Armed Forces*] (Ljubljana, Slovenija: Poveljstvo za doktrino, razvoj, izobraževanje in usposabljanje [Training and Doctrine Command], 2011), 20.

Simultaneous multilevel training is especially important when time and other resources are limited. It should encompass training of individual skills, team/crew drills and some collective unit training at the same time. The best use of this kind of training is when a unit is holding the same level of achieved training standards, normally when a unit is in the available phase. It should focus on mission and METL in order to be able to perform assigned goals. It could also be used to synchronize training with combat support such as artillery, engineers, close air support, and service support units.

The levels of tasks and responsibility about training in SAF literature clarifies who has to do what at a certain level. The General Staff, as the highest headquarters in SAF, has the responsibility to provide training guidance and policy, provides training doctrine, ensures and assigns resources, conducts long-term planning, and short-term planning for themselves. There is the intention that the Joint Operational Center should: assign resources and priorities, guide efforts for training based on METL, and be responsible for Bn level evaluations. Brigades are responsible for: managing resources, long- and short-term planning, directing training preparations and execution, training the headquarters and battalions, and are responsible for company evaluations. Battalions are responsible for: short-term and execution planning, headquarters and METL training, and they are responsible for platoon evaluations.¹⁶

It is a duty and responsibility of every commander to choose mission essential tasks from all available unit tasks,¹⁷ for realization of the unit's mission. Commanders

¹⁶ Slovenska vojska, Poveljstvo za doktrino, razvoj, izobraževanje in usposabljanje, *Priročnik za usposabljanje poveljstev in enot Slovenske vojske*, 32.

¹⁷ *Ibid.*, 33.

with staff analyze all the superiors' guidance, orders, directives, mission etc. After they list all the tasks, they pick those that they think that are necessary to execute their mission. Essential tasks should focus on wartime mission not on day-to-day tasks. One of the sources is also lists of the tasks for certain types of units, which provides typical tasks for a specific unit. METL tasks should not be listed as more or less important since they are all essential according to the SAF handbook.

One of the important parts of training planning is also assigning the resources. After a clear mission and METL, an analysis to support the training plan must be conducted. It is not just financial support. There are also other resources such as simulations, combat training centers, subject matter experts for armament, experts on the environment, and others. It is also important to have all available equipment before beginning the training cycle, such as all the armament, combat vehicles, and signal equipment that are needed to ensure all the personnel are trained to standard. Other important resources are appropriate facilities such as ranges, training areas, and special training facilities that have to be available to maximize the training event.

Conducting collective training should start with at least 95 percent of the appropriately trained personal and serviceable equipment, appropriate plans, and other resources according to the handbook for training headquarters and unit's SAF. As shown in Annex A of the handbook,¹⁸ it is very important that a unit starts collective training appropriately resourced and appropriately trained in the individual skills. Specialty individual training should be conducted in the consolidation phase for medics, snipers,

¹⁸ Slovenska vojska, Poveljstvo za doktrino, razvoj, izobraževanje in usposabljanje, *Priročnik za usposabljanje poveljstev in enot Slovenske vojske*, Annex A.

signalers, pioneers, forward observers, etc. The other focus is equipment, all the main maintenance to ensure serviceability, and issuing of new equipment should be done in the consolidation phase.

The recommended training cycle should be twelve months, divided into four approximately equal stages, each three months.¹⁹ The first stage focuses on crew, squad, and platoon level training with the final event being a tactical live fire exercise (LFX) of the squad and platoon. The second stage is company tactical training with tactical live firing of the company team (including combat support elements). The third stage is battalion level tactical training encompassing the whole Bn TF together with the combat support and service support elements, which are part of the Bn TF. The fourth stage of training is dedicated to specifics of the environment where the unit is going to be deployed. For example, if a unit is going to be deployed to Afghanistan, the last stage of training will probably focus on fighting insurgency in the mountains.

There are different methods of controlling training, and their main purpose is to ensure success of the unit. The first approach is to monitor subordinate units' training, as well as planning and assessing. The next level is supervising of the training, especially when conducting complex and live fire training. Formal evaluation (verification and assessment) of the training is the closest supervision since it requires a certain environment, certified evaluators, and a trained unit to perform training. Formal evaluation should be followed by informal verbal assessment and formal written

¹⁹ Slovenska vojska, Poveljstvo za doktrino, razvoj, izobraževanje in usposabljanje, *Priročnik za usposabljanje poveljstev in enot Slovenske vojske*, Annex A.

assessment to prove that a unit is capable of performing tasks aligned with METL and mission.

Evaluations together with supervision by the superior unit should provide a good assessment of where the unit is and what it should focus on in the future. Even though it is not specifically mentioned in the handbook, evaluation has two main parts. The first part is evaluation by the Center for Combat Training. It should focus on tactical performance of the unit on each level, supported with the simulation system Saab AB (equivalent to the Multiple Integrated Laser Engagement System), to better assist performance of the training units. The Center for Combat Training will normally use collective tasks from the ARTEP, which provide a detailed description of the standards. Collective tasks that are being evaluated are recommended by higher headquarters, according to suggested METL. All the units should rotate through the set of scenarios according to METL and their evaluators (observer/controller-trainers) should provide written feedback on if the unit is trained or not trained according to the standards.

The second part of the evaluation is live tactical firing by every level of the unit, focusing on integration and synchronization of the available combat support. This evaluation should be done two levels down, which basically means that units should be assessed by the two levels higher superior commander, which also approved METL or collective tasks for that unit. This should ensure that units are conducting proper training and their standards are according to expectations. In practice that means that the brigade (BDE) commander should be the evaluator for the company level live firing tactical training.

North Atlantic Treaty Organization Documents

Even though NATO is focused on interoperability and cooperation, NATO doctrine about collective training is very loose since it has to cover all the members. So within NATO doctrine there are no details about collective training, there is only common terminology and some rough guidance about how to build up training from individual to final operational capabilities. The main source is Bi-Strategic Command (Bi-SC) 75-3, *Collective Training, and Exercise Directive (CT&ED)* from 2013. As shown in figure 1, the directive is a part of other strategic NATO documents, the main one being MC 458/2, *NATO's Education and Training Policy (E&T) Policy*.

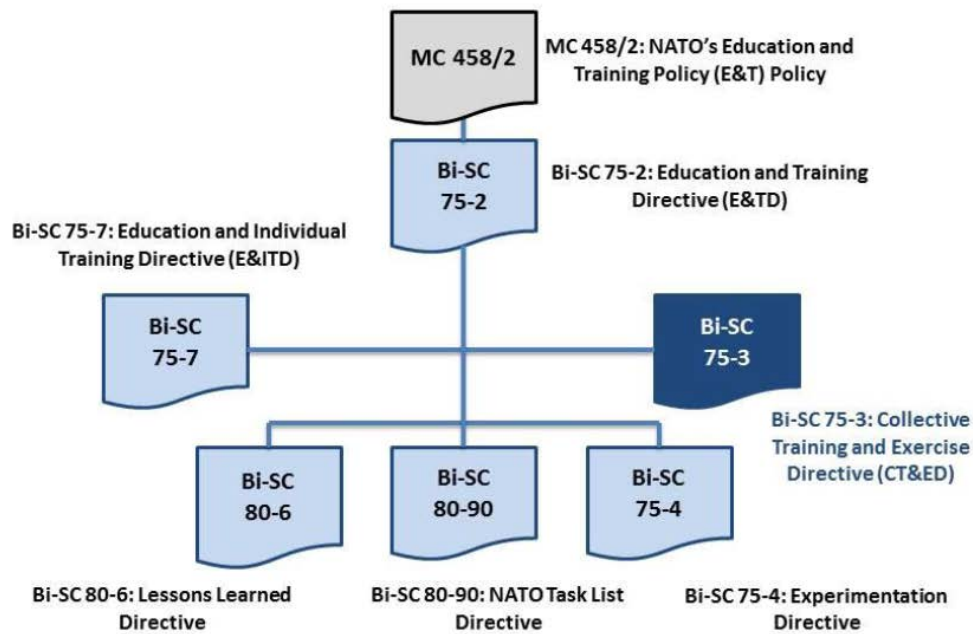


Figure 1. North Atlantic Treaty Organization Strategic Documents

Source: North Atlantic Treaty Organization, Supreme Headquarters Allied Powers Europe, Bi-Strategic Command 75-3, *Collective Training and Exercise Directive (CT&ED)* (Mons, Belgium: North Atlantic Treaty Organization, Supreme Headquarters Allied Powers Europe, 2013), 18.

Derived from NATO policy are three important documents that guide all education and training in NATO. These are: Bi-SC 75-2, *Education, Training, Exercise and Evaluation Directive*, Bi-SC 75-3, *Exercise Directive*, and Bi-SC 75-7, *Education and Individual Training*. For the purpose of this paper, the most important one is 75-3, CT&ED, which mainly focuses on exercises, but also gives general directions for collective training. It is a guideline on how to plan, execute, and assess NATO collective training and military exercises, and to provide ready forces for current and future NATO operations.

Education and Training (E&T) provides a coherent and integrated training system, contributing directly to maintaining a collective set of national forces, the NATO Command Structure (NCS) and the NATO Force Structure (NFS), which are interoperable and possess the full range of capabilities and structures for the Alliance to meet its level of ambition in a rapidly evolving and uncertain security environment.²⁰

The two main areas of education and training according to the NATO directive are individual and collective training. Individual training is further divided in education, which encompasses civilian and military, for example military academies. Furthermore, part of the individual education and training is individual training which focuses on developing skills. It could be seen as part of a training course or it could be on the job training.

“Collective training includes procedural drills and the practical application of doctrines, plans and procedures to acquire and maintain tactical, operational and strategic

²⁰ North Atlantic Treaty Organization (NATO), Supreme Headquarters Allied Powers Europe, Bi-Strategic Command (Bi-SC) 75-3, *Collective Training and Exercise Directive (CT&ED)* (Mons, Belgium: North Atlantic Treaty Organization, Supreme Headquarters Allied Powers Europe, 2013), 12.

capabilities.”²¹ Collective education and training further has two main parts according to the NATO directive. The first one is collective training and the second one is exercises. Collective training encompasses all sorts of training from crew level, squads, platoons, all the way up to division or even higher. It could be battle drills, situational training or even live fire collective training. It is also collective training when all the education, individual training and exercises joins to a synchronized performance of certain units. Collective training could also be when branches and even services team up for a common performance of the capabilities.

The part when all the training comes together, either in a tactical or live fire tactical training, is during exercises. “Exercises ensure that HQ and formations are efficiently and effectively trained to fulfil their missions within the given readiness criteria.”²² It could be said that exercises are the highest form of collective training. They could be multilevel, multinational, and include part or all the branches and services. They can also be tactical, or they could be LFX. There are different types of exercises such as situational exercises (STX), field training exercises (FTX), command post exercises (CPX), map exercises (MAPEX), (LFX) and others. They are a progression of the education, individual training, courses, and collective training. Along with exercises in NATO, there is also the Military Training and Exercise Program whose purpose is to develop, schedule, synchronize, and publish the approved NATO Military Training and

²¹ Ibid., 1-3.

²² Ibid.

Exercise Program. This is where all collective training can be evaluated, or at least practiced even further, to achieve certain capabilities within the NATO structure.

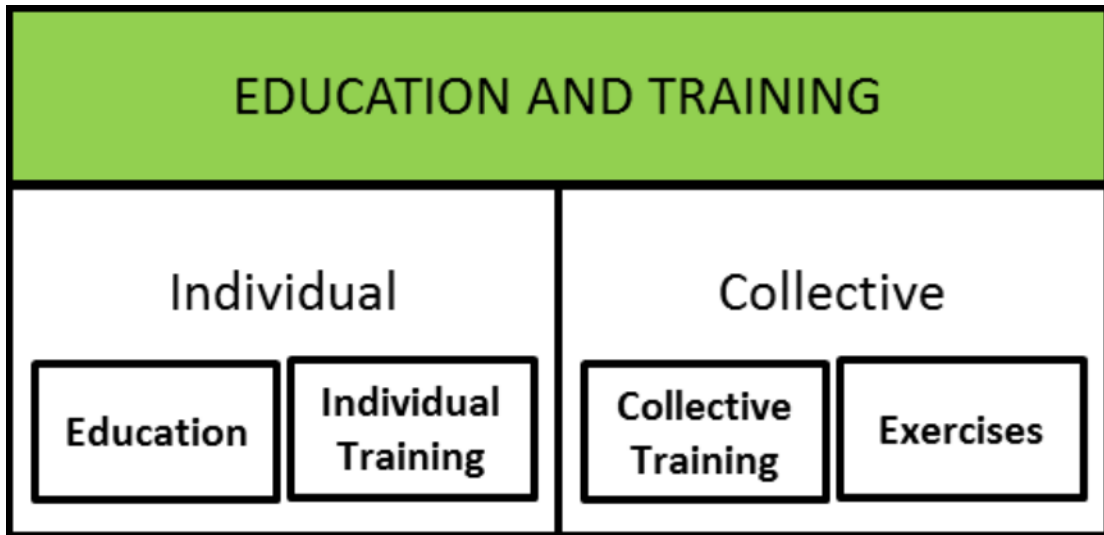


Figure 2. North Atlantic Treaty Organization Training Division

Source: North Atlantic Treaty Organization, Supreme Headquarters Allied Powers Europe, Bi-Strategic Command 75-3, *Collective Training and Exercise Directive (CT&ED)* (Mons, Belgium: North Atlantic Treaty Organization, Supreme Headquarters Allied Powers Europe, 2013), 14.

Even though the Bi-SC 80-90, *NATO Task List* is only obligatory for strategic commands under Supreme Commander Europe, they can still be used as a guideline for national capabilities development.

Bi-SC 80-90, the NATO Tasks List (NTL), serves as a common language and reference system for NATO's Strategic Commanders their subordinate commanders and agencies, operational planners and for training and exercise planners, and to provide users with a single document that provides a

comprehensive listing of all joint and combined military tasks levied upon Alliance headquarters and associated forces.²³

It provides a catalog of missions and tasks that must be used by NATO strategic commands and could be used by other NATO units if appropriate.

“The NTL is a readily available tool for operations, training, and force planning.”²⁴ It is again a guidance which provides standardized tasks for strategic, operational and tactical levels which are applicable for NATO forces. The list is also important for the interoperability and communication of the NATO militaries, since it provides a common language. It provides what should be done, but not how or who should perform tasks, those are in operational orders. Tasks are divided into three logical categories following the levels of command: strategic, operational, and tactical.

CREVAL is one of the methods within NATO to evaluate land headquarters and units; therefore, it is the best situated to evaluate the SAF Bn TF. The purpose of the Supreme Headquarters Allied Powers Europe, *Volume VII – Combat, Readiness Evaluation of Land Headquarters and Units (CREVAL)*, is to establish policy, evaluation methodology, standardize procedures and criteria, for scheduling, conducting and reporting the CREVAL of land headquarters (HQ) and units. The document provides Supreme Commander Europe and NATO commanders a tool to certify announced national capabilities or units to NATO. “In accordance with ACO Directive 075-13 ‘Evaluation and Certification Policy,’ the NATO Evaluation System contributes to

²³ North Atlantic Treaty Organization (NATO), Supreme Headquarters Allied Powers Europe, *NATO Task List (NTL)* (Mons, Belgium: North Atlantic Treaty Organization, Supreme Headquarters Allied Powers Europe, 2007), 1.

²⁴ *Ibid.*, 1-1.

assuring SACEUR that all declared forces are ready and prepared to meet current and contingent operational priorities in accordance with NATO standards.”²⁵

NATO otherwise recognizes three different types of evaluation, each for every service and special operations forces, according to Bi-SC 75-2. The Air Force evaluation is the Tactical Evaluation. Another one is the Maritime Evaluation for naval forces, and for special operations, it is a Special Operations Forces Evaluation. The one that brings all of them together is the Joint Headquarters Evaluation.

CREVAL is a generic program and evaluation methodology for all combat forces, which means that it is also applicable for combat support and combat service support. There are two aims of the CREVAL. First is to evaluate and verify combat readiness, and second is to provide unit, commander and contributing nation recommendations, comments and feedback of their respective units. The final result of the unit evaluation is the statement of whether the unit is combat ready or not. There are two types of unit readiness status: the high readiness forces and forces of low readiness. The high readiness forces have up to ninety days’ notice to move, while the forces of low readiness have more than ninety days. Reporting readiness status of the high readiness force units has to be above 90 percent in personnel and material, while in the forces of low readiness, personnel have to only be about 70 percent according to the above mentioned directive.

²⁵ North Atlantic Treaty Organization (NATO), Supreme Headquarters Allied Powers Europe, *Volume VII - Combat Readiness Evaluation of Land Headquarters and Units (CREVAL)* (Mons, Belgium: North Atlantic Treaty Organization, Supreme Headquarters Allied Powers Europe, 2014), 9.

U.S. Army Literature

ADP 7-0, *Training Units and Developing Leaders*, covers roles of training and leader's development, principals of training, and unit training management. "The operational training domain is the training activities organizations undertake while at home station, at maneuver combat training centers, during joint exercises, at mobilization centers, and while operationally deployed."²⁶ As per other doctrines, it is separated into individual and collective training, which are interconnected. "Collective training integrates and synchronizes the skills learned at the individual skill level. Individual skill proficiency is the basis for collective proficiency."²⁷

"Commanders are responsible for ensuring their units are capable of performing their missions. Commanders cannot delegate this responsibility."²⁸ Commanders are responsible for all aspects of the training, with their knowledge and experience they have to direct and guide leader development and the training process in their units. They have to optimize available resources in order to train according to their mission and METL. Commanders plan, prepare, execute, and asses, all the training by "understanding, visualizing, describing, directing, leading, and assessing unit training and leader development," according to ADRP 7-0, commanders exercise mission command, determining METL.

²⁶ Headquarters, Department of the Army (HQDA), *Army Doctrine Publication (ADP) 7-0, Training Units and Developing Leaders* (Washington, DC: Headquarters, Department of the Army, 2012), 3.

²⁷ *Ibid.*, 1-3.

²⁸ *Ibid.*, 1-4.

The Integrated training environment is a combination of live, virtual constructive, and gaming in a way to enhance training, and save resources. Army leaders have to understand and practice using training aids, devices, simulators, and simulations (TADSS) effectively and optimally in every possible way. ADP 7-0 also provides the list of principles, which should be followed while conducting training:

1. Commanders and other leaders are responsible for training.
2. Noncommissioned officers train individuals, crews, and small teams.
3. Train to standard.
4. Train as you will fight.
5. Train while operating.
6. Train fundamentals first.
7. Train to develop adaptability.
8. Understand the operational environment.
9. Train to sustain.
10. Train to maintain.
11. Conduct multi-echelon and concurrent training.²⁹

“Training is the primary focus of a unit when not deployed.”³⁰ Units use existing planning tools such as the Military Decision Making Process above Bn, or Troop Leading Procedure for companies and below. The main purpose of the training is to build and

²⁹ HQDA, ADP 7-0, 5.

³⁰ Ibid., 9.

maintain unit readiness. Training is also used to give soldiers confidence and develop leaders.

“The unit’s mission-essential task list (METL) represents the doctrinal framework of fundamental tasks for which the unit was designed.”³¹ While the army is developing METL for a BDE and above, battalions and companies have to develop their own METL. When a mission is assigned to a certain unit, commanders decide which are the collective tasks that support the METL. “Collective task proficiency results from developing tactical and technical, individual, leader, and lower-level collective skills through instruction, experience, and repetitive practice.”³² Training has to be assessed against commander’s intent and only the commander can assess readiness for the METL.

ADRP 7-0, *Training Units and Developing Leaders*, supports, augments, and expands on ADP 7-0 and the implementation of NATO standardization agreements for training. “The higher unit’s mission, the unit mission essential task list (METL), and higher commander’s guidance drive the commander’s selection of collective tasks on which the unit trains to accomplish mission success.”³³ Commanders with key leaders in the unit decide which few critical tasks that the unit has to train on in order to achieve unit readiness. They identify collective tasks, critical training events supported with resources, and provide guidance for training. At the end they also assess training in order to modify the plan or retrain certain tasks.

³¹ Ibid.

³² Ibid., 9.

³³ HQDA, ADRP 7-0, 3-1.

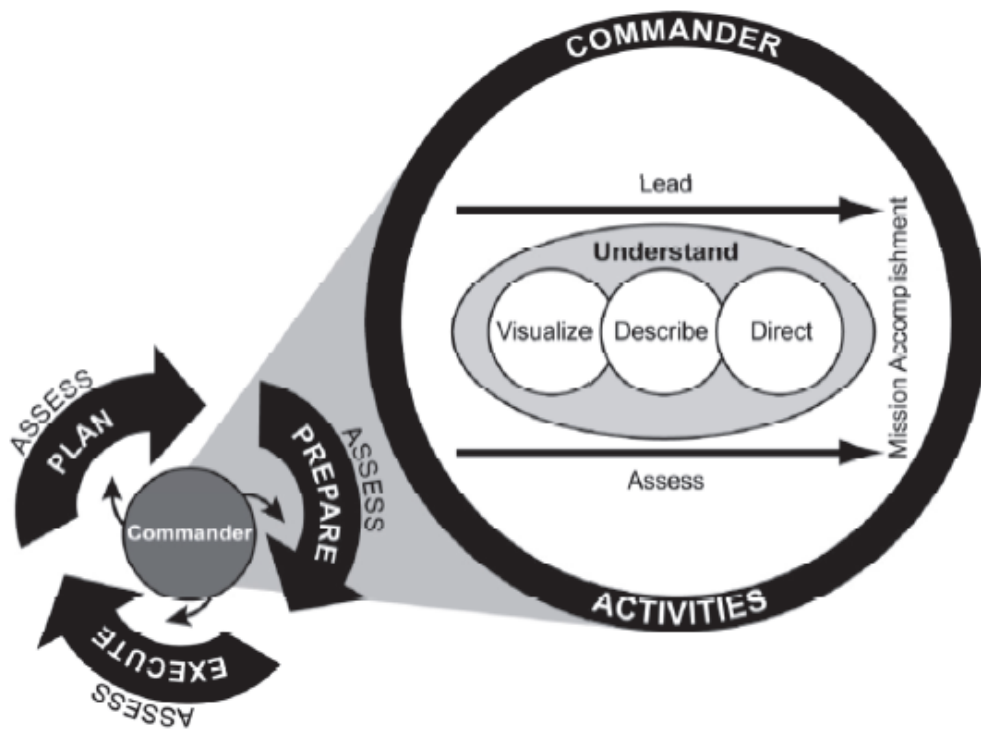


Figure 3. The U.S. Army Operations Process

Source: Headquarters, Department of the Army, Army Doctrine Reference Publication (ADRP) 7-0, *Training Units and Developing Leaders* (Washington, DC: Headquarters, Department of the Army, 2012), 3-2.

“A *mission-essential task* represents a task a unit could perform based on its design, equipment, manning, and table of organization and equipment/table of distribution and allowances mission.”³⁴ However, sometimes higher headquarters can assign a mission or task that is not part of the standardized task list for a certain type of unit. That does not change the METL it could only build on, it just adds certain tasks to a standardized METL. “At the battalion and company levels, the higher commander

³⁴ HQDA, ADRP 7-0, 3-2.

collaborates with the subordinate commander on the latter’s METL. A METL at battalion and company levels can be a universal joint task list (UJTL) task, an Army tactical task from the Army universal task list (AUTL), a Combined Arms Training Strategies (CATS) task selection, a task group from the brigade or higher unit Department of the Army standardized METL, or a major collective task.”³⁵

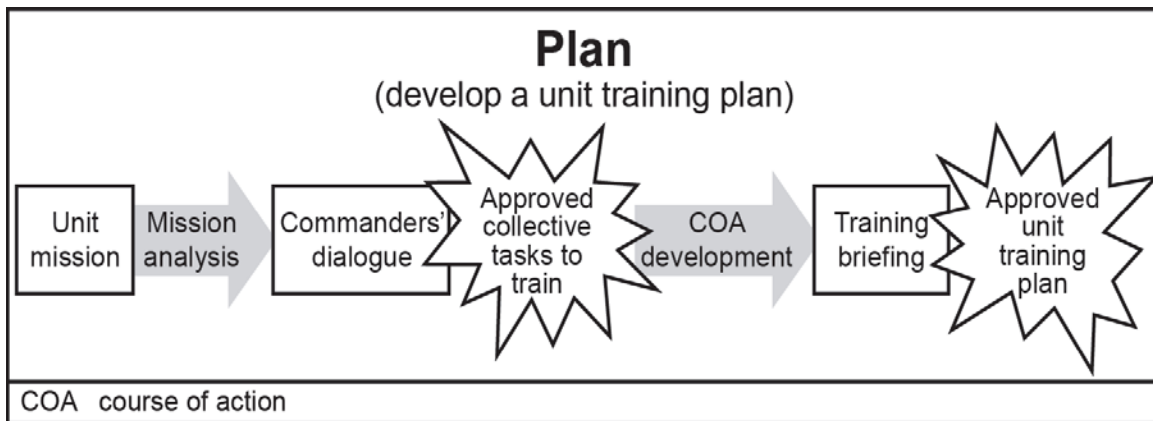


Figure 4. Development of the Unit Training Plan

Source: Headquarters, Department of the Army, Army Doctrine Reference Publication (ADRP) 7-0, *Training Units and Developing Leaders* (Washington, DC: Headquarters, Department of the Army, 2012), 3-3.

In determining which essential collective tasks to train, commanders consider primarily the mission; however, they also need flexibility to adjust in case their unit is required to perform tasks that are not part of the METL. In order to be successful he also must consider:

³⁵ HQDA, ADRP 7-0, 3-2.

1. The unit's current readiness assessment of the collective tasks to train.
2. The higher commander's guidance.
3. The unit METL.
4. Time available to train.
5. The expected operational environment.
6. Risks involved in not training collective tasks that the mission might require.
7. Any resources needed for training that are not readily available at home station.
8. Input from subordinates.³⁶

Considering challenges and thorough dialogue with their superior, commanders should develop a plan or a course of action that supports reaching their achievements or mission. The plan consists of training events that support training to proficiency. Since certain capabilities are normally provided until a certain time, commanders use backwards planning to establish a timeline with critical events. Events like field-training exercises, situational training exercises, LFX, and computer assisted exercises are some of the critical events.

As part of the planning process or Military Decision Making Process, commanders war game the collective training together with other planned activities. Considering all the factors and risks, commanders' war game all critical events of the plan to identify certain gaps in their timeline. In order to get some flexibility they have to come up with the plan which has some spare time, to re-train or re-adjust their schedule in the event of unexpected events (weather, accident, equipment shortfalls, unavailable training resources, etc.).

³⁶ HQDA, ADRP 7-0, 3-4.

The result of war gaming is a training briefing to the superior commander, which if approved, is a contract between two commanders. As a result, the unit produces a Unit Training Plan (UTP), which is basically a road map of how the unit is going to train in order to achieve expected capabilities. A similar procedure is used at the company level, the main difference is that instead of the Military Decision Making Process, company commanders use TLP.

The UTP should include as a minimum:

1. The training operational environment.
2. The higher headquarters' mission.
3. The higher headquarters' METL.
4. The higher headquarters commander's guidance.
5. The unit mission.
6. The commander's intent.
7. Key collective tasks to train.
8. A concept of operations that includes—
 - a. A collective training plan.
 - b. An individual training plan in support of the collective training plan.
 - c. A leader development plan.
9. A time management system.
10. Tasks to subordinate units.
11. An assessment plan.
12. Resources required.

13. Risks and mitigation for key tasks not trained.

14. Supporting attachments as required including the unit training calendar.³⁷

When UTP operational orders are published, it is time for preparation and execution. The main part of the preparation is to assign training objectives to certain training events. “A training objective is a statement that describes the desired outcome of a training activity in the unit,”³⁸ and those have to be determined for each critical event of the collective training. According to ADRP 7-0 each training objective should consist of task, conditions, and standards. It is important to stress that units train to standard not to time, which means if the standard is reached earlier, they could focus on other tasks, or if not achieved, units have to continue as long as it takes to reach the standard. That is why it is important to plan in advance some time to retrain which allows flexibility.

The two most important parts of the execution phase are training meetings and recovery after training. Training meetings are important because they are integrating current and future training events in support of UTP. They provide an opportunity for a commander and subordinate units to give feedback and adjust the training plan if needed. While battalion level and above training meetings are primarily focused on managing and resourcing, companies and below focus more on assessing previous training events, training preparation, pre-execution checks, and execution. The other part of the execution itself is recovery, which encompasses; “Inspecting and maintaining equipment and

³⁷ HQDA, ADRP 7-0, 3-7.

³⁸ Ibid., 3-9.

personnel, accounting for personnel, equipment, training support items, ammunition, and gaining insights on how to make the next exercise or event better.”³⁹

Commanders have the main role in the assessment phase. Only the commander can say that a unit is trained to standard for the METL and mission, or that it needs further training. For the assessment commanders use their own observation, AARs, or results from evaluation reports. AARs are used to identify the strengths and weaknesses of unit performance. An AAR is “a guided analysis of an organization’s performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance.”⁴⁰ It is important to stress that every training event has to be evaluated in some fashion, otherwise the training event is wasted.

“The ARFORGEN process is the structured progression of unit readiness over time to produce trained, ready, and cohesive units prepared for operational deployment in support of (ISO) the combatant commander (CCDR).”⁴¹ The main steps of the ARFORGEN are reset, train/ready, and available. While reset and available phases are self-explanatory it is important to clarify the train/ready phase. “Units provide operational depth by retaining the capability to perform Full Spectrum Operations or respond to

³⁹ Ibid., 3-11.

⁴⁰ Ibid., 3-12.

⁴¹ HQDA, AR 525-29, 1.

CCDRs requirements.”⁴² They conduct individual and collective training, receive personnel and equipment to be able to prepare trained units for the force pool.

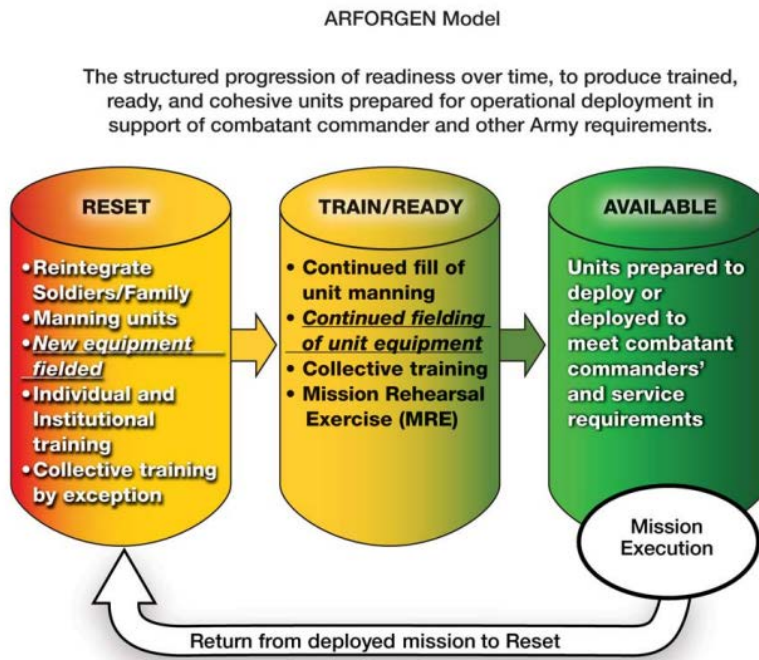


Figure 5. Army Force Generation Model

Source: Headquarters, Department of the Army, Army Regulation 525-29, *Army Force Generation* (Washington, DC: Headquarters, Department of the Army, March 14, 2011), 5.

If ADP 7-0 and ADRP 7-0 provide the doctrinal framework for training, then unit training management on the Army training network provides the guidance for how to train. Unit CATS are METL, which are synchronized with ARFORGEN force pools. CATS provides recommendations of methods to conduct training events. CATS also

⁴² Ibid., 3.

provides recommendations on how to use training aids, simulations, multi-echelon training, etc.

“The HQDA, Deputy Chief of Staff (DCS), G-3/5/7 manages Army training primarily through the Training General Officer Steering Committee (TGOSC).”⁴³ The Training General Officer Steering Committee is responsible for training policy strategy and capabilities needed for combatant commanders. They meet at least twice a year to resolve any issues, and determine priorities. They are supported by the Council of Colonels working groups, all dealing with some type of training. The decisions of the Training General Officer Steering Committee are supported by the Training Support System, which has five different programs to support training. Programs such as the Army Training Management System (ATMS) or Digital Training Management System (DTMS), assist with planning, resourcing and managing unit training, and provide CATS. CATS are nested all the way from crew to brigade level, and they provide who, what, how, and the frequency to train according to AR 350-1.

METL is the main focus of the unit training, any other requirements should be adjusted within the supporting tasks. The unit training program should instill confidence in soldiers; with doctrine, their leaders and equipment, and themselves. Commanders have to insure the following Army training management tools are understood and used:

1. Doctrine for training,
2. DTMS (Web based automated system),
3. Total Ammunition Management Information System (for ammunition),

⁴³ HQDA, AR 525-29, 5.

4. Army published strategies for the unit training (CATS),
5. ARFORGEN Training Templates and EMMs,
6. Universal Joint Task List, FM 7–15 Army Universal Task List, training support packages, drills, and Soldiers’ manuals of common tasks.
7. Training capabilities (simulators, training devices).⁴⁴

For the assessment and evaluation of unit performance, commanders will use ATMS (DTMS). Every training event must include some type of performance evaluation which could be formal or informal, and it could be internal or external. Personal feedback is provided by the AAR’s, and focuses on tasks, conditions, and standards (from CATS, battle drills, or manuals). All the evaluations of individual and collective performance is recorded in the DTMS. “Commander’s assessments, with approval from the next higher commander, are used to gauge unit training readiness in achieving Aim Point goals and progressing through Reset, Train/Ready, and Available force pools.”⁴⁵

To achieve proficiency, a unit has to demonstrate ability to perform all the METL and supportive tasks to a standard. Proficiency is evaluated by the Standard Accounting Reporting System/CATS standard in a context of mission command, live fire, and maneuver. A company has to perform maneuver and live fire proficiency and the same goes for the platoon (combat arms units). Platoon leaders also have to demonstrate proficiency in technical and tactical skills leading, maneuvering and controlling squads,

⁴⁴ Headquarters, Department of the Army (HQDA), Army Regulation (AR) 350-1, *Army Training and Leader Development* (Washington, DC: Headquarters, Department of the Army, 2014), 108.

⁴⁵ *Ibid.*, 109.

under company control. All the subordinates from crew to platoon level have to qualify with their individual and crew served weapons.

Physical readiness and weapons qualification training, are two important parts of unit readiness. According to AR 350-1, Annex G-9, the objective of Army physical readiness training is to enhance combat readiness and leadership effectiveness by developing and sustaining a high level of physical readiness in soldiers as measured by:

1. Strength (muscular strength and muscular endurance).
2. Endurance (aerobic power and anaerobic capacity).
3. Mobility (agility, balance, coordination, flexibility, posture, stability, speed and power).
4. Body Composition standards as prescribed by AR 600–9.
5. Healthy Lifestyle (nutrition through Soldier fueling, avoidance of smoking and substance abuse, and stress management).
6. Warrior Ethos - mission first, never accept defeat, never quit, and never leave a fallen comrade.
7. Self-discipline, competitive spirit, the will to win, and unit cohesion.⁴⁶

Readiness of the soldiers is tested annually with the Annual Personal Fitness Test, which is standardized and adjusted with the years of age.

To measure effectiveness of the weapons training, commander's use weapons qualifications. Since marksmanship requires continual training, commanders ensure that all individuals and crews are proficient in use, maintenance, and employment. All the

⁴⁶ HQDA, AR 350-1, 51.

individual qualifications have to be recorded in the DTMS, and it is a condition to be deployable. Some personnel do not have to be qualified (e.g. chaplains, medical department personal, cadets). To use ammunition efficiently, the use of simulators and other devices has to be maximized, and firing weapons just for familiarization is not allowed.

The most detailed and prescriptive document about collective training in the U.S. Army is a guide for developing collective training products (TRADOC Pamphlet 350-70-1, *Training Guide for Developing Collective Training Products*), which in combination with division and brigade guidance gives concrete solutions for collective training development. It provides detailed information on how to develop CATS, and training support packages (TSP) for all the collective training. In addition to this it also provides recommended composition for a mission training plan (MTP), and drill books (DBs).

According to TRADOC Pamphlet 350-70-1, goals for collective training developments are:

1. Ensure training development occurs in compliance with TRADOC Reg 350-70, using available information technology, within approved TRADOC automation systems.
2. Incorporate current and relevant doctrine, organization, training, materiel, leadership and education, personnel, and facilities (DOTMLPF) changes into collective training products.
3. Ensure changes in collective tasks are reflected in all task attributes, e.g., individual tasks.

4. Ensure training issues, in any arena, are adequately addressed throughout the rest of the force.⁴⁷

It is also important to stress that most of the support currently in the U.S. Army is automated with the Army training and information management program.

Characteristics of the collective training according to the pamphlet are:

1. Part of unit training.
2. Performance oriented.
3. A command responsibility executed by leaders at all echelons.
4. A continuous process executed IAW a formal training program.
5. Training units and teams on tasks and missions they are expected to perform.
6. Executed in a crawl-walk-run (CWR) approach.
7. Reaches across all training domains and integrated live, virtual, and constructive training environments.⁴⁸

“Developing collective training is a systematic process of creating training materials/products for collective training and is derived using the SAT process, based on relevant and current doctrine.”⁴⁹ As mentioned above developing MTPs, DBs, and TSPs while using the CATS, is to plan, implement, and evaluate unit training. Systematic Approach Training determines if training is needed, what and who needs training, how

⁴⁷ Headquarters, Department of the Army (HQDA), TRADOC Pamphlet 350-70-1, *Training Guide for Developing Collective Training Products* (Fort Monroe, VA: Headquarters, Department of the Army, 2004), 8.

⁴⁸ *Ibid.*, 166.

⁴⁹ *Ibid.*, 2.

and where, and it also includes support or the needed resources. The detailed process is further explained in TRADOC Pamphlet 350-70-1.

The following are the main outputs of the collective training: triggering event, needs analysis, collective task analysis, CATS, mission training plan, drill books, and training support packages. The triggering event is a situation that requires additional training such as; a performance deficiency, a new system, organizational change, or revised doctrine. All those could cause a situation that requires new training, which is followed by the needs analysis to develop MTPs or DBs. Mission analysis ensures that all the missions, critical collective tasks, and supporting tasks are taken into consideration while developing a mission.

When conducting collective task analysis it is important to check performance specifications and supporting individual tasks. Another output is CATS, which describes a unit training strategy for each table of organization and equipment (TO&E) unit. It provides descriptive unit collective training strategies, identifies training gates and multi-echelon training. It also designates TADSS and TSPs required to support training, with training frequency and fidelity. MTPs consist of training matrixes, mission outlines, and training plans. They also provide training exercises and training and evaluation outlines. DBs consist of performance measures, training and evaluation outlines, and supporting individual tasks. The last one is TSPs, which has again training exercises, exercises support material, TADSS, and also embedded training.

“The mission analysis process provides the critical links between mission, Battlefield Operating Systems (BOS), Army Universal Task List (AUTL) tasks (see FM 7-15), Universal Joint Task List (UJTL), and critical collective tasks, to support the

commanders' Mission-Essential Task List (METL) determination, and horizontal and vertical training integration.”⁵⁰ Even though some of the informational process system has been changed, this manual gives a good insight of how the system works. These are the desired products of the mission analysis process: critical collective task list, a mission list, and a list of critical supporting individual tasks. The mission analysis process is shown in figure 6.

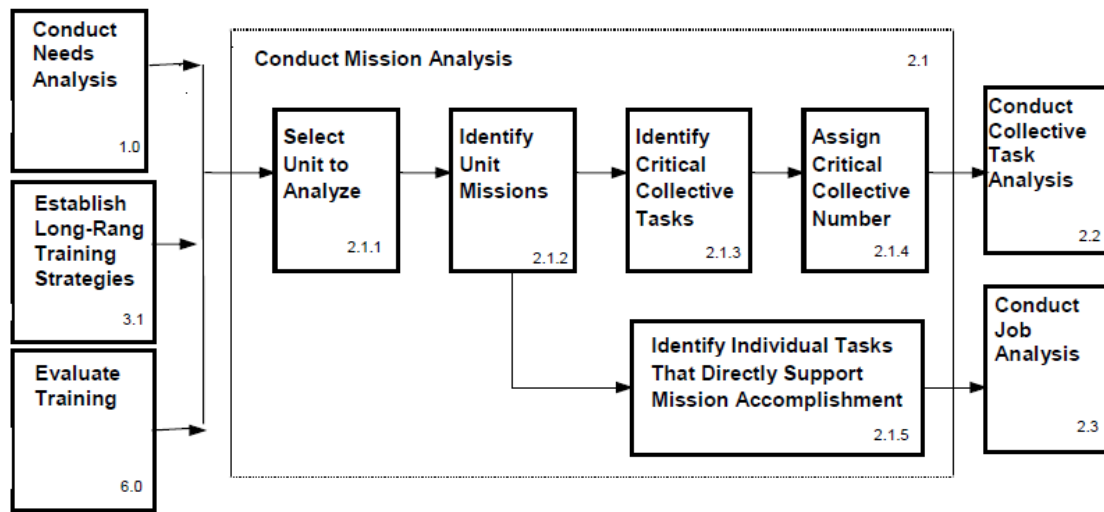


Figure 6. Mission Analysis Process

Source: Headquarters, Department of the Army, TRADOC Pamphlet 350-70-1, *Training Guide for Developing Collective Training Products* (Fort Monroe, VA: Headquarters, Department of the Army, 2004), 2.

⁵⁰ HQDA, TRADOC Pamphlet 350-70-1, 9.

To conduct critical collective task analysis, using the automated Automated Systems Approach to Training tool, following products are essential according to TRADOC Pamphlet 350-70-1:

1. Mission list.*
2. Approved critical collective task list.*
3. Supporting individual tasks.*
4. Appropriate doctrine reference.*
5. Current authorization document (e.g., TO&E or TDA).
6. Collective task performance specifications.

(* minimum essential output of the mission analysis process)⁵¹

Using Automated Systems Approach to Training with the provided steps for a newly identified collective task, gives specific guidance and assures that all the elements are covered. In addition, the collective task for stability operations must include a generic conventional MTP condition statement: rules of engagement, status of forces agreement, rules of interaction, and others. They also have to have standard statements for each of the condition statements, for example, unit complied with the rules of engagement, mission instruction, and others.

The next step is developing unit CATS. Units with CATS are linked to resources and readiness to sustain operational readiness. It describes in detail how the Army will train to standard, and identifies, quantifies, and justifies training resources. CATS were established to:

⁵¹ HQDA, TRADOC Pamphlet 350-70-1, 8.

1. Determine who, when, where, what, and how tasks are trained.
2. Identify and acquire required resources for training.
3. Establish training development and training support requirements.
4. Define requirements for TADSS and TSPs.
5. Ensure that training supports accomplishing unit wartime missions, METL, and the full spectrum of military operations.⁵²

CATS consist of the three main parts: unit CATS (descriptive training for the units, represents army training strategy primary focus, mission focused and TO&E and MTP); individual CATS (description for developing and implementing individual training, describes who, what, when, where); and self-development CATS (individual guide for self-improvement, promotion, and assist individuals in developing).

Short-range unit training strategies are ARTEP/MTP task based. CATS provides descriptive training options to the commander, and describe a way of organizing task based, multi-echelon training into a set of events. Developing a short-range unit CATS involves knowledgeable application of doctrine and guidance using the Army System Approach Training system. In a unit CATS the following components are presented: task group, supported mission, supporting tasks, frequency, types of events, training audience, means (TADSS, TSP), title, estimated duration, replication of conditions, multi-echelon training, critical training gates, comments, and resources. These are the steps to develop unit CATS according to TRADOC Pamphlet 350-70-1:

⁵² Ibid., 13.

1. Determine unit type by TO&E and relevant collective task lists (and, as applicable, ARTEP MTPs).

2. Review mission and critical collective task analysis.

Review the missions and critical collective task analysis of habitually associated units.

1. Determine missions.

2. Identify all relevant Tasks for each mission, and formulate a Task Selection or Task Group.

3. Determine the Audience for each event used to train each Task Selection.

4. Determine the frequency and the interval of training for each Task Selection and each audience.

5. Identify a logical sequence for training the events, to reflect an efficient training strategy in terms of skills progression (CWR).

6. Identify conditions to provide required cues and/or degree of difficulty, to achieve levels of proficiency IAW the goal for that stage of training progression.

7. Select the events that provide those cues and/or degree of difficulty, to cause the desired learning; also determine the frequency of the specific events used to train the Task Selection.

8. Determine critical training gates required by the training audience in each event.

9. Determine duration, TADSS, TSPs, quality, and resources for each event.

(Resource requirements also address STRAC application, which are listed.)

10. Articulate additional information for training the task for each event: purpose, outcome, and execution guidance.

11. Upon completion of CATS, formulate the CATS Summary, which recaps key elements of the unit CATS. It provides the doctrinal background, logic, and rationale of how and why the CATS was developed, and the developer's vision of the unit's execution of the CATS, to satisfy mission-directed readiness requirements.⁵³

The MTP provides unit commanders and staff a descriptive, mission-oriented training program to train the unit to perform its critical missions. Although a unit's missions and deployment assignments impact on the commander's final set of training priorities, the tasks described in MTP are the primary ones the unit must be able to execute with proficiency. The unit is expected to train all tasks to standard and they cannot be lowered. Producing a MTP involves analyzing appropriate doctrine, conducting mission and tasks analysis, developing and linking collective task attributes, designing and developing training and evaluation objectives, designing and developing short-range unit CATS, and integrating these documents in a training document. The following are the sources to review according to TRADOC Pamphlet 350-70-1:

⁵³ HQDA, TRADOC Pamphlet 350-70-1, 200.

Types of Documentation	Sources of Information
Mission Analysis Products	<ul style="list-style-type: none"> • Mission analysis data. • Critical mission list. • Approved collective task list.
Collective Task Analysis Products	<ul style="list-style-type: none"> • Collective task performance specifications. • Critical individual task lists. • Drill candidates list. • Proponent collective task list.
Short-Range Unit CATS	<ul style="list-style-type: none"> • Mission outlines. • Task groups. • Training events/strategy.
System Management Products	<ul style="list-style-type: none"> • System Training Plans. • Basis of Issue Plans. • New Equipment Training Plans.
Army Publications	<ul style="list-style-type: none"> • FMs • Army regulations (ARs) • TRADOC regulations • TRADOC pamphlets • Center for Army Lessons Learned documents • Technical manuals • Training circulars • Individual critical task database • TO&E • The Army Digital Training Strategy

Figure 7. Sources to Review

Source: Headquarters, Department of the Army, TRADOC Pamphlet 350-70-1, *Training Guide for Developing Collective Training Products* (Fort Monroe, VA: Headquarters, Department of the Army, 2004), 23.

The next step in developing training documents is to prepare DBs from collective tasks (using automation tools). They could be a battle drill, crew drill or a staff drill and they have to be supported by the individual tasks or drill. The TSP follows the DB, and “is a complete, task-based, exportable package integrating training products, materials, and information necessary to train one or more critical collective tasks and supporting

individual tasks.”⁵⁴ So the purpose of production of CATS, MTPs, DBs and TSPs is cross-referenced, digitized (Army System Approach Training), linked product available and accessible for use. Other documents that are used to conduct collective training are guidance and standard operating procedures on a division and brigade level; those will be examined during the analysis phase in chapter 4.

Summary and Conclusions

This study is an attempt to develop or adapt a training program for the SAF that improves the current program. The current literature on the subject from SAF, NATO, and the U.S. Army is the starting point from which to begin analysis of what must be done to improve training and to make a recommendation for future SAF training. Together with the previous SAF praxis, it should provide recommendation for improvements.

⁵⁴ HQDA, TRADOC Pamphlet 350-70-1, 65.

CHAPTER 3

RESEARCH METHODOLOGY

Overview

This chapter will discuss the research methodology designed to answer the primary and secondary research questions. The research is significant for the development of SAF Bn TF training and training overall. It provides a broader understanding of the training cycle as part of the ARFORGEN process, and improvements of the SAF Bn and BDE training concept. Understanding the factors that impact training cycles is the key to being able to influence them. An understanding of these factors was achieved by examining the U.S. Army's training model and training examples.

Purpose of Research

The purpose of this research is to answer the question; what improvements can be made to the training cycle or concept for training a multifunctional Bn TF for SAF. That is the primary research question.

The secondary research questions include: how can the SAF Bn TF training cycle be improved as part of the Army Force Generation Cycle (AFORGEN) comparing it with the U.S. Army; how long should the training cycle be; what are the best situated missions and mission essential training lists (METLs) to drive training and how are they developed; how is a unit training plan (UTP) developed; how is the training cycle differentiated from pre-deployment training; and how is Bn TF readiness evaluated?

Methodology

A qualitative research methodology was used to examine NATO and U.S. Army training management systems and doctrine in light of the requirements of the SAF, to determine improvements that should be made to the SAF multifunctional Bn TF training cycle. This research will add to the literature on the topic, which is necessary to improve military readiness and leadership preparedness within the country of Slovenia.

Although additional research is possible, a qualitative approach was selected due to the scope and potential limitations of time permitted for the research, as well as the institutional requirements involved in the collection of quantitative data on the topic. Continued research on the topic is recommended and will potentially lead to enhancements in leaders' opinions, knowledge, and behavioral patterns in regard to establishing parameters for improvements to the SAF multifunctional Bn TF overall.

Data Collection Method

The researcher examined a broad selection of literature on the topic including historical manuscripts, doctrinal publications, and SAF training materials including previous multifunctional Bn TF training cycles. This method allowed for a comprehensive and deep interpretation of information and material related to the chosen topic. The information utilized from the SAF, NATO, and U.S. Army doctrine publications and different training cycles was available to the public and easily retrievable from U.S. Army, NATO and SAF websites. Examples of different training cycles were provided personally to the author from the SAF General Staff J5 and two SAF infantry regiments, while examples of U.S. Army Bn. training cycles were provided during the Command and General Staff Officer Course training management classes. The

methodology used data that already exists and only needed to be examined. One disadvantage was the confidentiality of some of the documents from the U.S. Army side, which resulted in at least some parts of the documents not being available for use in a public thesis.

Organization of the Research Process

The research process consisted of three main phases. The first phase consisted of the collection and selection of data and information. The second phase was identification of key areas of difference between current SAF multifunctional Bn. training cycles and U.S. Army and NATO training management systems and doctrine. These areas of difference provide substance for the assessment process. In the final phase, collected data and information were analyzed and a clear and concise conclusion is proposed.

Data and Information Needed to Address the Primary and Secondary Questions

The ability to understand training quality and efficiency of resources, was gained using doctrinal literature and documented empirical examples. Data was collected from the different training models and training examples. Qualitative analysis, first of doctrinal data and also of executive documents (different examples of Bn. training models), as well as training orders, BDE and Bn commanders guidance and standard operating procedures was included.

Documentation review was the first step, to actually examine all available doctrinal publications and material. It was first necessary to study in depth all available documents regarding NATO training, SAF Bn TF training, and the U.S. Army Bn/BDE training. Next, it was necessary to study Bn TF cycles for the U.S. Army Infantry BCT

and Bn. All available U.S. Army publications were used, along with prior research that covered some aspects of training cycles. Part of this step was also a review of how to develop a mission, how to develop training goals, and what tasks the SAF is supposed to train for. Both of the armies use METL, but the level of detail and the approach used to develop them is different. It was also important to study how the NATO Universal Task List and Army Task List impact certain METL.

In order to answer the secondary research question, how to develop a UTP, part of the research was a review of how to plan Bn training in detail and provide resources. There are different models that are being followed for successful training plans. The U.S. Army and SAF both have guidelines. The question is how can SAF improve or learn from the U.S. Army and improve SAF multifunctional Bn training cycles? Resources are another challenge, especially for smaller militaries like the SAF during an economic crisis. Different approaches with a common goal, to be better, and especially to be more efficient are even more important for smaller militaries. In the SAF there is no standard model of resourcing the training cycle, a lot depends on the Bn TF commander and his ability to influence decision makers. Resourcing training also depends on NATO allies, mostly the U.S. Army in Europe. Since the SAF does not have a Bn TF training area and capabilities to develop an environment (higher control role players, observer/controller-trainer) to conduct a BDE size exercise, SAF tries to utilize U.S BDE size exercises and align SAF training goals with theirs in order to maximize SAF training opportunities. The U.S. Army is not dealing with those issues to such an extent, so finding better ways to improve SAF resourcing of the training cycle was another part of the subject of this research.

Criteria Used to Determine Feasibility of Method, Suitability, or
Relevance of Examples, Credibility of Sources, Etc.

To address the primary research question, this research focused on training cycles that are the most relevant to the needs of the SAF. Since Slovenia is a NATO member, NATO requirements must be met. According to NATO *Bi-Strategic Command Capability Codes and Capability Statements* from January 2016,⁵⁵ a light infantry Bn should be able to:

Capstone capability statement: Capable of employing organic motorized infantry at battalion level (predominantly dismounted) in land tactical activities to deliver operational and strategic agility by exploiting light Protected Patrol Vehicles (PPV) which will provide basic protected mobility to ensure operational and strategic mobility.

Principal capability statements:

1.01 Capable of executing infantry war fighting and maneuver with limitations in firepower, mobility and protection, by employing organic dismounted infantry in static land tactical activities or in close terrain where integral firepower or protected mobility is not required in order to deliver strategic agility.

2.09 Capable of protecting vehicle mounted personnel against kinetic threats up non-AP small arms / 155 mm artillery bursts at 100 m and under belly hand grenades (STANAG 4569: K1 M1).

2.10 Capable of a significant operational and tactical maneuver through rapid road movement and limited cross-country mobility.⁵⁶

The needs of the SAF are also found in the requirements according to the SAF

Battalion Task Force Directive (Annex A):

⁵⁵ North Atlantic Treaty Organization (NATO), Supreme Headquarters Allied Powers Europe, *Bi-Strategic Command Capability Codes and Capability Statements* (Mons, Belgium: North Atlantic Treaty Organization, Supreme Headquarters Allied Powers Europe, 2016), 65.

⁵⁶ Ibid.

1. Fighting mainly dismounted,
2. Self-sufficient fighting from platoon up,
3. Ability to fight counter insurgency, peace support operations,
4. Ability for observations, access denial, and area occupation,
5. Combined expeditionary warfighting in extreme hot and cold conditions,
6. Protection against improvised explosive devices,
7. Integration in higher joint intel surveillance and targets (JIST) plan,
8. Blue force tracking ability,
9. Sharing common operation picture,
10. Ability of capturing and distributing photo data during night and day,
11. Logistical self-sufficient for 3 days,
12. Full operational ability for NBC environment,
13. Logistical and medical support,
14. Ability to fight in urban terrain and ability to conduct crowd control.⁵⁷

Even though the concept of military training cycles have been around for a long time, there were significant changes through time. A long time ago for U.S. forces, and fifteen years for SAF, military training was for conscript soldiers, which requires a completely different approach than with the training of professional soldiers. While conscript armies conduct training for a limited time, normally from six to twelve months which limits the level of professionalism and readiness, professional soldiers stay in the

⁵⁷ Slovenska vojska, Generalštab [Slovenian Armed Forces, General Staff], *Direktiva bataljonske bojne skupine* [Battalion Task Force Directive] (Ljubljana, Slovenija: Slovenska vojska [Slovenian Armed Forces], 2015).

SAF for at least five years (minimum contract for SAF). This allows individuals and units to be better trained, not so much for individual skills, but definitely much better trained on collective tasks from platoon to brigade level.

Since individual training generally takes from two to six months, it means that conscript soldiers were pretty much on the same level as professional soldiers in terms of individual training. The main difference between professional soldiers and conscripts is with collective training considering that this kind of training takes another twelve or more months, with a large amount of resources. The difference is especially bigger when considering the use of the technologically advanced equipment, such as using armored vehicles, computerized systems, etc. To synchronize all the systems into a well working battle machine, with all the combat support and sustainment support, is the desired result of collective training. Collective training is the foundation of the military training cycle model. In order to understand the evolution of the training cycle, one must understand the historical factors that caused changes and implementation of new approaches.

Examining and Evaluating Training Cycles

The next step of this methodology was to examine the training cycle. The SAF multifunctional Bn TF training cycle was examined and then the training cycle of a U.S. Army infantry battalion. It is necessary to determine the initial status of the unit entering the training cycle. All the individual training should be done and units should be from at least 90 percent to 100 percent in personnel and equipment. This screening criteria is necessary to ensure a valid evaluation between units and prevent making judgements based on units that are dissimilar. Examination of the different kinds of training elements like shooting, simulation training, situational and command post exercises (STX, CPX),

provided a good basis for evaluation. Other metrics of efficiency of the individual soldier to engage targets on certain distance, and physical readiness, are valid since the same standard is used for physical performance. The unit's training calendar for the whole training cycle, with all important training events, allows for examination of the differences between current SAF multifunctional Bn. training cycles and U.S. Army and NATO training management systems and doctrine. The differences between SAF training cycle examples were based on different training calendars (UTP), where it is obvious which events including repetitions, were conducted.

The next important step is how to evaluate the readiness of certain unit. This is tied to the secondary research question; how does one evaluate Bn TF readiness? Training is all about achieving standards, so how does one determine if the units are trained to a certain standard? In the past, the U.S. Army used the ARTEP, which were exact measures for either confirming or denying readiness of certain units. Those were also adopted in the SAF, and were especially used at the SAF Combat Training Center (CTC). There is an institution in SAF, that it is assigned to train and more importantly certify units within SAF, either when achieving final readiness capabilities or as part of pre-deployment training. The U.S. Army trains most of the observer controller-trainers; however, they can process just one company at the time. The U.S. Army can process at least one BDE size element through its collective training programs at the National Training Center or Joint Readiness Training Center at one time, together with all the combat multipliers. On the other hand, U.S. forces abandoned ARTEPs and are using just official reports from CATS; so called training evaluations and objectives. Within NATO, there are also different approaches for evaluation; for example the CREVAL method,

which is focused on higher headquarters such as corps and divisions. To determine what a better solution is for the SAF, it was necessary to study in depth and examine different examples to establish results of the different training cycles.

The third step of this methodology was to review the differences produced by the different training cycles and the reasons behind them. This way the results produced by different armies conducting parts of the training cycle differently can be examined. It provided some results with which the SAF multifunctional Bn TF training cycle could be improved.

The end result of this analysis was a set of recommendations to improve the SAF multifunctional Bn TF training cycle. It provided concrete solutions for certain challenges. This produced an optimum training cycle with a variation of possible sets of training events that make it better, possibly cheaper, or at least more effective. This research methodology at the end presents a broad review of different factors affecting training cycles of the SAF, and U.S. Army training cycles. A Complete and thorough research of published publications and articles, helped produce a comprehensive analysis, which provided several recommendations for improvement.

Summary and Conclusion

The research focused on determining key areas for improvement of the SAF multifunctional Bn TF training cycle through the qualitative examination of NATO and U.S. Army training management systems and doctrine, in light of the requirements of the SAF. This was done by studying literature, comparing training cycles, and exploring the differences. The first step was to use of all available documentation from NATO, SAF, and the U.S. Army. The second step was examination of the training cycles of the two

mentioned types of units and training programs. Within that step the focus was on assigning mission and METL, planning training and the training calendar, and finally evaluating readiness. All the same time during the research, examples from SAF Bn TF training cycles from the past were examined. So the third step was comparison of the different approaches, from building METL to the development of the final Bn TF capabilities with evaluation. The final step was the development of the recommendations to improve the SAF multifunctional Bn TF training cycle. Hopefully, the recommendations will be developed and adopted as the Bn training directive for SAF.

CHAPTER 4

ANALYSIS

Introduction

The outlined methods in chapter 3 are used in this chapter to answer the primary and secondary questions of this research. The analysis produced through this process will provide recommendations to be used to improve the Bn training cycle in the SAF. This is done by comparing the SAF Bn training cycle to the U.S. ARFORGEN process, specifically the infantry Bn training cycle.

The purpose of this research is to determine a more effective and efficient training program for the SAF multifunctional battalions that are the core units in the SAF. The primary research question is; What improvements can be made to the training cycle or concept for training a multifunctional Bn TF for SAF?

Secondary research questions include: how can the SAF Bn TF training cycle be improved as part of the Army Force Generation Cycle (AFORGEN) comparing it with the U.S. Army; how long should the training cycle be; what are the best situated missions and mission essential training lists (METLs) to drive training and how are they developed; how is a unit training plan (UTP) developed; how is the training cycle differentiated from pre-deployment training; and how is Bn TF readiness evaluated?

The organization of this chapter is an analysis using a combination of methods in three main phases: SAF and U.S. Army doctrine study and findings, experience with SAF and U.S. Army training cycles, and the differences between them and the reasons behind those differences. These findings will be used in the last chapter, together with the

practices of other countries that are using a similar concept of training, to recommend changes to the SAF Bn training cycle.

What the Study Found

The first glance at the doctrine and documentation review in chapter 2, reveals it is obvious that U.S. Army doctrine is much more prescriptive than SAF doctrine. This is understandable, since U.S. Army has significantly more resources and can afford more of them being dedicated for doctrine development. Another argument is also that the U.S. Army has much more experience in training a professional force, with the best evaluation—combat, which forces militaries to train better. The SAF on the other hand cannot afford a robust TRADOC element. It has had a professional force for only a good decade, and combat experience is very limited. Part of the SAF doctrine relies on the NATO alliance doctrine, which is very broad since it covers twenty-eight countries, and gives them the freedom to develop their own capabilities.

While conducting an analysis of the doctrine and experience of the many SAF training cycles in the last ten years the realization is that approaches were very different from one training cycle to another. Since the SAF has existed only for twenty-five years and somewhere in the middle the professional army was developed from a conscript army, knowledge and experience varies greatly from unit to unit. Even though the SAF has four infantry battalions, only two were rotating through the cycle, normally augmented with other battalions within the same BDE. Even these two had different approaches from one cycle to another, mainly because of the different commanders and their varying knowledge and experience.

The basis of the whole Bn training cycle is development of the mission statement. According to the *SAF Manual for Education and Training*, unit training has to be aligned with mission, METL and operational training cycle. For the Bn training cycle, the General Staff of SAF is responsible for mission, organization, and training standards according to the *Battalion Task Force Directive*. In the same directive, there are basically two missions, one is “independent, self-sufficient, purposed build capability, which conducts joint combat of all the branches in full spectrum operations for a certain period, and is capable of integration in the higher unit within the alliance.”⁵⁸ This should not be used as a Bn TF mission, since it is a directive mission. However, in the same document in Annex A it states that the mission of the Bn TF is national defense within an alliance. This could easily be confused with the mission statement. However, it is just an extract of the SAF doctrine (the highest doctrine document of the SAF). The same directive also states that the mission will be provided by the SAF General Staff.

On the other hand, the U.S. Army uses three kinds of mission types, which allow training to focus in certain areas, and can be used at the same time for the same unit. First of all there is the so called the core mission, which guides the overall training or unit primary task. The next one is the training mission, which guides short-term training, and there is a deployment mission, which is obviously used as guidance while training for deployment. They are all scoped by higher headquarters one level up, but is normally prepared by the unit itself. The core mission statement is used as overarching statement, it gives broad focus for training and is based upon the unit design. It is important to stress

⁵⁸ Slovenska vojska, Generalštab [Slovenian Armed Forces, General Staff], *Direktiva bataljonske bojne skupine* [Battalion Task Force Directive], 1.

that units are equipped, organized, and skilled to provide capability for the whole army. For example, an infantry unit is primarily built for offensive, defensive, and stability operations. So normally its mission would be conducting decisive action as part of the land force operations to win the nation's war. The units could also change their mission from one phase to another, and with that focus their training in certain areas. For example, in the first phase, units could focus on offense, while in the next on defense. According to the focus of the training, units could also have temporary short-term missions. Tasks or capabilities for a certain type of the unit can be found in the CATS. There is a long list of tasks, and since all of the tasks cannot be performed by every unit, the Army uses METL to focus the training.

While SAF units have great flexibility with assigning METL to certain units, the U.S. Army has developed METL all the way from BDE down to company level. Before 2005, U.S. Army units could develop their own METL according to mission, but that caused issues with tracking readiness and the use of different resources. So the U.S. Army assigned METL tasks to BDEs initially. However, this proved so much better that the U.S. Army assigned METL tasks all the way down to company level. Again, similar as with the mission, units could have three sets of METL. The base one that supports the so called core mission is obviously core METL, which normally supports overall training. When a certain unit would be assigned with a concrete deployment, that unit could shift its training with a new METL, the so called deployment METL.

Table 1. Example of a U.S. Army Infantry Battalion Mission Essential Task List

BN METL

Conduct Mission Command (ART 5.0)
 Conduct an Attack (07-6-1092)
 Conduct a Defense (71-8-7222)
 Conduct Area Security (07-6-1272)
 Conduct Stability Operations (07-TS-1004)

HHC METL

Establish the Battalion Command Post (71-TS-1205)
 Execute the Operations Process (71-TS-1201)
 Conduct PLT Zone Reconnaissance (17-TS-3103)
 Conduct PLT Screen (17-TS-3604)
 Employ Fires (71-TS-1077)

Conduct Medical PLT Operations (71-TS-2124)
 Conduct BN FM Retransmission Communication Support (71-TS-1211)

A/B/C Company METL

Conduct Mission Command (ART 5.0)
 Conduct an Attack (07-TS-2112)
 Conduct a Defense (07-TS-2113)
 Conduct Area Security (07-TS-2114)
 Conduct Stability Operations (71-TS-2115)

FSC METL

Perform Company HQ Functions (T63-S-2098)
 Conduct Maintenance Platoon Operations (63-TS-3398)
 Conduct Distribution Platoon Operations (63-TS-3392)
 Establish Unit Area (63-TS-2094)
 Conduct Air Delivery Operations (63-TS-2096)

Source: 1st Battalion, 38th Infantry Regiment, Fiscal Year 2016 Training Guidance, 2015 (Training Management elective course material, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 2016).

The *SAF Manual for Education and Training* states that METL should support the wartime mission. When studying previous training cycles in the SAF many times that was not the case. For example, tasks such as humanitarian assistance are obviously not a wartime mission. Another example is force protection, even if it is a very important task that the unit has to perform, it is a capability of every unit not a task, and as such it does not focus its training. On the other hand, warfighting tasks such as occupying an assembly area, alarming and movement, and tactical movement are basics and lower level tactical tasks and again do not scope the focus of the Bn TF's training which they should.

Even though the CREVAL dictates areas of evaluations, it cannot be confused or used as a METL, which should drive the training, the same goes for the ARTEPs in the U.S. Army. ARTEPs too are not used as a METL, even though their tasks can be used for evaluation purposes. In one of the examples of the training cycles in the SAF, CREVAL was used as a base for assigning METL. It is clear that unit did not train according to their METL, but according to the evaluation, which is wrong. One of the examples of the METL is plan and conduct education, training, and exercises. This is obviously what units have to do, but it is not guiding or focusing training in any direction or area.

Resources should not limit METL. Even though this is annoying to every commander, units should conduct battle focused training and the higher unit should assign resources. It is hard nowadays to follow this training principal, but it is important that commanders do not hinder their unit's training. Resources are critical, they should not be in question, SAF should estimate how much money is spent for the training cycle, and that amount should be provided for every Bn TF in training cycle. This principle can be used as an argument to get the needed resources and conduct training.

Another important METL fact is that a unit's METL has to be aligned with the higher unit METL. This causes problems sometimes in the SAF, since the BDEs normally do not participate as part of the training cycles, and their METL focuses on their peace time mission, which is again wrong according to doctrine. Nowadays the SAF BDE headquarters assumes a so called administrative role. They focus on day-to-day business, and training is their last concern. Excuses, such as they have to write reports for higher, that they do not have time to deploy out to the field since they have to deal with regular day-to-day business, are obviously shallow. If they would be deployed in the field

for exercises, they would be able to perform their core job, and reports and day-to-day business would disappear, or those that are necessary would be done in the field since they would have more time. It is important to stress that not only administration but also training of the higher HQ of the Bn TF, should be conducted. At the end of the day the superior commander is the one that signs and approves the METL for a subordinate unit. In this case the BDE commander has to make sure that the BDE and Bn METL are aligned.

Even though the SAF has no plans to carry soldiers with parachutes or helicopters to conduct airborne operations, units like to assign such tasks to their METLs. In the U.S. Army, this is almost impossible, since tasks and METLs are according to organization and TO&E. If you do not have that equipment you cannot have that task. On the other hand, SAF also does not have an establishment to train instructors, which would then train units. Again equipment is completely different if you are jumping from a plane or if you are marching or using an APC on the battle field. It is interesting that the SAF realized the helmets are not suited for parachute jumps, since that was not the requirement when the SAF ordered them. So how can one of the METL tasks be air assault if the SAF does not have this ability, equipment, or transport planes? On the other hand, it is important to stress that this kind of operation also changes the whole concept of the unit; support has to be air dropped too and logistical supplies as well.

Many times SAF Bn training cycles forget to establish a METL for the headquarters. Even though company units are the focus of the training and the battle, headquarters elements also have to have METL that will focus their training. In this case, mission command or command and control would be one of the main tasks for

headquarters. Integrating all the elements of the unit, not just companies, but also combat support elements and service support elements as well must be a key function of the training cycle.

METL is just another step in training development. It should be followed by supporting tasks development, battle drills that support collective tasks, crew drills and individual skills. This together with other training such as shooting, key leader training and others should develop a UTP, which is basically a training calendar. In the SAF, developing the METL is the last step when developing collective training, it should be followed by development of supporting tasks, battle drills, crew drills, and individual training.

According to this analysis SAF should prescribe METL not just down to companies as the U.S. Army does, but all the way down to platoons, since platoons are elements of the Bn TF. This should be done by the General Staff, since the Bn TF is the SAF primary maneuver capability and not the BDE. The SAF BDE has to be part of the BN TF training cycle, even if the other two battalions and other support elements are not fully capable. It is still necessary to develop BDE capabilities especially within BDE headquarters, since they became administrative instead of fighting headquarters, because the BDE may be called to support a national defense mission.

When mission and METL are assigned to specific units, it is time to develop a UTP. UTP will include cascade key training events, mainly including tactical training and shooting activities. Other training events such as key leader development, staff rides, non-commissioned officer time are part of the training as well. Units will produce a long-term plan, but the focus with all the details will be for the next quarter. As soon as the

brief to the superior commander is complete and he approves the training calendar, it is time for the execution phase.

While there is no great detail of how to develop and conduct a Bn TF training cycle in the SAF, the U.S. Army has a lot of good tools that can help assisting building a UTP. For the SAF there are basically two inputs. The first one is a suggestion of how to conduct the training cycle (Annex A) and the second prescribed document is a manual for shooting and exercises with ordnance in which it is prescribed that a unit cannot progress from one level of shooting to another if it is not qualified. That means that if a squad did not conduct and qualify the squad LFX it cannot progress to platoon level LFX.

The handbook for training headquarters and units in SAF does not prescribe, it only recommends how the training should be conducted. Since it is only a recommendation, the majority of the units will not follow it, they will produce their own training cycle, which causes confusion. Also, the BDE HQ and the General Staff as superior authorities, do not have oversight of how the training is conducted. The end result is that training and use of resources are not very efficient. Even though there is a simulation center and a CTC, they are rarely part of the training cycle, and even when they are it is more individual effort than a part of the concept.

While CATS outlines the events and requirements for training events, the Event Menu Matrix (EMMs) directs when training events should occur during a unit's ARFORGEN cycle. "Taken together, the CATS and EMMs form a "situational template" for training a formation by event and across time."⁵⁹ SAF has directed only that units

⁵⁹ Slovenska vojska, Generalštab [Slovenian Armed Forces, General Staff], *Direktiva bataljonske bojne skupine* [Battalion Task Force Directive], 3-5.

cannot progress from one level LFX to another, if they were not successful with the previous level. For example, if a squad was not successful in a LFX or it did not do it, they cannot execute a platoon level LFX. So not only does the U.S. Army provide mission and METL to the units according to their mission TO&E, but it also provides sets of training derived from METL, called task select.

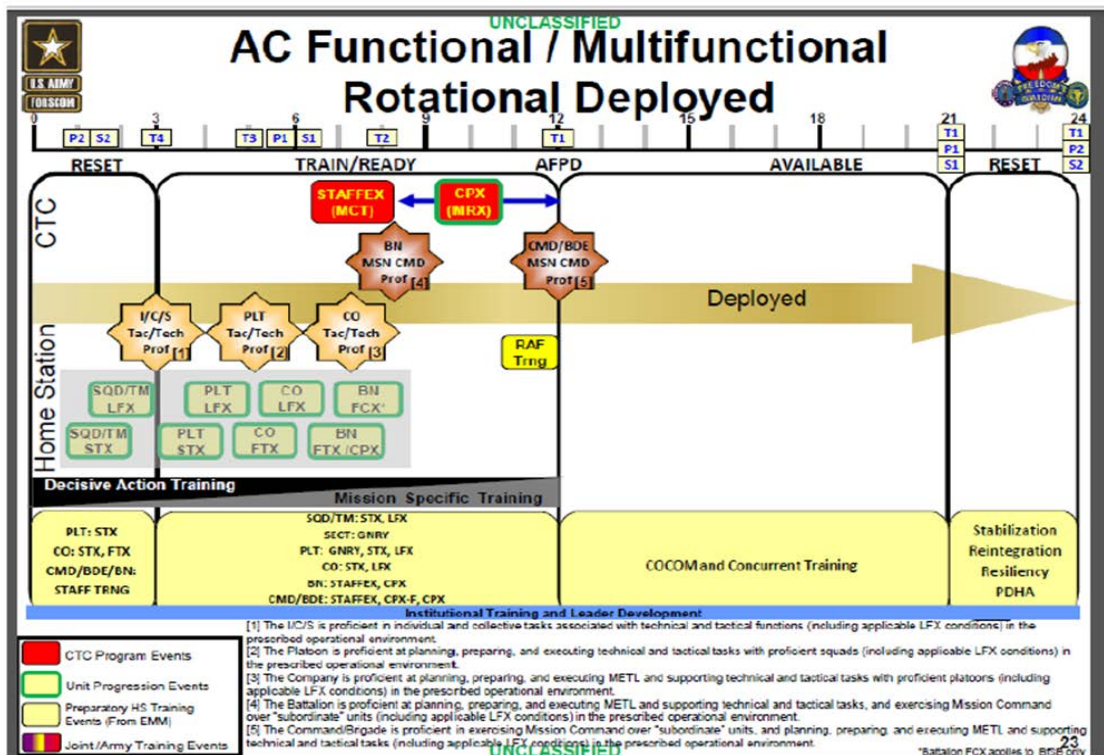


Figure 8. Example of an Army Force Generation Training Template

Source: Headquarters I Corps, Regulation 350-1, *Training and Leader Development* (Joint Base Lewis-McChord, WA: Headquarters, I Corps, June 14, 2013), 3-4.

With use of the CATS system, specifically task select, a unit can design training events together with EMM. EMM is another good tool, so if CATS with METL and task

select gives you focus, EMM provides iterations; not only how many repetitions a unit needs, but how many hours they need for a certain task. In addition to iterations, it specifies the environment in which training should be conducted, such as an NBC environment or night time training. This allows planners to develop detailed plans with a combination of tactical training on different levels, such as platoon, company, etc., for STX and progressive LFX. The same goes for Bn and BDE HQs. They are also part of the training cycle, and their iterations are also prescribed in the EMM. It goes even as far as to prescribe how many hours should be spent in constructive, gaming, virtual, or live environment.

Echelon	AC BCT [A-I-S] Rotational Non-Deployed	Training Environment (L/V/C/G)	3 Months			9 Months			12 Months			Remarks:
			RESET	Train/Ready	Available	RESET	Train/Ready	Available	RESET	Train/Ready	Available	
			# of Exercises / Days Each	# of Exercises / Days Each	# of Exercises / Days Each	# of Exercises / Days Each	# of Exercises / Days Each	# of Exercises / Days Each	# of Exercises / Days Each	# of Exercises / Days Each	# of Exercises / Days Each	
BCT	Field Training Exercise (FTX)	LC	-	-	1	18	-	-	MCTC Supported FTX (24 hours per day)			
BCT	FTX	LC	-	-	1	10	1	10	Controlled by Bde HQ w / subordinate units (24 hours per day)			
BCT	Command Post Exercise (CPX)	LC	-	-	-	-	-	12	COCOM EX (AFP, S-2-S)			
BCT	CPX	LC	-	-	1	10	1	10	Controlled by Bde HQ w / subordinate units (24 hours per day)			
BCT	Staff Training Exercise (STAFFEX) (LTP)	LC	-	-	1	3	-	-	MCTP event prior to Mission Rehearsal Exercise			
BCT	STAFFEX	LC	-	-	4	1	4	1	BDE Full Staff without subordinate units (8 hours per day)			
BCT	STAFFEX	LC	9	1	18	1	27	1	Section specific training (8hr / event)			
BCT	Tactical Exercise Without Troops (TEWT)	L	-	-	1	1	1	1	Cdr training leaders on doctrine, TTPs related to the execution of unit missions (8 hours per day)			
BCT	Communications Exercise (COMEX)	L	3	1	9	1	12	1	Event in preparation for BCT CPXs, FTXs (8 hours per day)			
BCT	Fire Coordination Exercise (FCX)	L/C/G	-	-	1	4	1	4	May be conducted in conjunction w/ MCTC rotation or another exercise. (G: VBS-2; Y: 2 event; Blended) (24 hours per day)			
BCT	Logistics Training Exercise (LOGEX)	L/C/G	-	-	1	1	1	1	Focus on sustainment Warfighting function (C: JTLM; G: VBS-2) (16 hours per day)			
BCT	Deployment Exercise (DEPEX)	L	-	-	1	4	1	4	May be conducted in conjunction w/ MCTC rotation or another exercise (24 hours per day)			
BN	Field Training Exercise (FTX)	LC	-	-	1	10	1	10	Controlled by BN HQ w/subordinate units (predominance of forces in field) (24 hours per day)			
BN	Command Post Exercise (CPX)	LC	-	-	1	5	1	5	Controlled by BN HQ w/subordinate units (TOC in field, exercise constructively fed) (24 hours per day)			
BN	Staff Training Exercise (STAFFEX)	LC	-	-	6	2	6	2	Full staff exercise (12 hours per day)			
BN	STAFFEX (Section)	LC	9	1	24	1	24	1	Section specific training (8hr / event)			
BN	Tactical Exercise Without Troops (TEWT)	LV	-	-	2	1	2	1	BN Cdr training leaders on doctrine, TTPs related to the execution of unit missions (8 hours per day)			
BN	Communications Exercise (COMEX)	L	3	1	9	1	12	1	Discrete event in preparation for BCT BN CPXs, FTXs (8 hours per day)			
BN	Fire Coordination Exercise (FCX)	L/V/G	-	-	1	4	1	4	BN led w/subordinate units conducting live fire (V/G used as pre-cursor to Live) (24 hours per day)			
CO	Field Training Exercise (FTX)	L	-	-	5	5	1	5	Unit Capstone training event (24 hours per day)			
CO	Communications Exercise (COMEX)	L	2	1	5	1	6	1	Discrete event in preparation for BCT CPXs, FTXs (6 hours per day)			
CO	Tactical Exercise Without Troops (TEWT)	LV	1	1	2	1	2	1	Cdr trains leaders on doctrine, TTPs related to the execution of unit missions (Virtual as LDR trg too) (8 hours per day)			
CO	Situational Training Exercise (STX)	L	1	1	2	1	2	1	Discrete event to establish proficiency in LDR task, Battle Drill and INO Soldier Tasks (24 hours per day)			
CO	STX	V/G	1	5	3	1	4	1	Virtual/Gaming for HBCT, Gaming for IBCT and SBCT (Virtual capability req'd for IBCT/SBCT)			
CO	Live Fire Exercise - CALFEX	L	-	-	1	1	1	1	Capstone live fire event for the CO controlled by BN Per DA PAM 350-38 STRAC			
CO	Unstabilized Gunnery	LV	-	-	2	6	2	6	Per DA PAM 350-38 STRAC Unstabilized Platforms (includes convoy protection platform gunnery) (24 hours per day)			
CO	Weapons Training	V	3	5	9	5	12	5	Using virtual capabilities (COFT, BATS, AIGTS)			
CO	Classes	L	3	5	3	5	4	5	Classes to support collective task proficiency			
CO	Command Maint	L	12	5	36	5	48	5	CMD Maint conducted weekly			
CO	Services	L	1	5	1	5	2	5	Services conducted biannually (8 hours per day)			
PLT	Situational Training Exercise (STX)	L	1	1	3	1	2	1	Discrete event to establish proficiency in LDR task, Battle Drill and INO Soldier Tasks (24 hours per day)			
PLT	STX	V/G	1	1	4	1	4	1	Virtual/Gaming for HBCT, Gaming for IBCT and SBCT (Virtual capability req'd for SBCT) (8 hours per day)			
PLT	Live Fire Exercise (LFX)	L	-	-	2	1	1	1	Platoon to execute key collective tasks during live fire			
PLT	Gunnery	L	-	-	1	2	1	2	Stabilized Gunnery Tables X-XII for platoon qualification Per DA PAM 350-38 STRAC Stabilized Platforms (24 hours per day) Units will request above STRAC authorizations for second gunnery			
PLT	Classes	L	2	5	3	5	4	5	Classes to support collective task proficiency			
PLT	Sergeant's Time Training (STT)	L	12	5	36	5	48	5	Individual tasks to support unit collective training			
SEC	Gunnery	L	-	-	1	3	1	3	Stabilized Gunnery Tables VIII-IX for section qualification Per DA PAM 350-38 STRAC Stabilized Platforms (24 hours per day) Units will request above STRAC authorizations for second gunnery			
SOD	Situational Training Exercise (STX)	L	2	1	4	1	4	1	Discrete event to establish proficiency in LDR task, Battle Drill and INO Soldier Tasks			
SOD	STX	V/G	2	1	2	1	2	1	Virtual for HBCT, Gaming for IBCT and SBCT (8 hours per day)			
SOD	Live Fire Exercise (LFX)	L	1	1	3	1	4	1	SOD to execute key collective tasks during live fire (24 hours per day)			
CREW	Gunnery	L	-	-	2	6	2	6	Stabilized Gunnery Tables I-VI for crew qualification Per DA PAM 350-38 STRAC Stabilized Platforms (24 hours per day)			
IND	Mandatory Individual Training	LV	-	-	-	-	-	-	AR 350-1, Appendix G			
IND	Ind-Crew Wgns TNG & Qual	LV	1	1	1	1	2	1	Per DA PAM 350-38 STRAC			
IND	Driver's Training	LV	2	1	4	1	4	1	Required training for vehicle operators			

Figure 9. Example of an Event Menu Matrix for an AC Brigade Combat Team

Source: Headquarters I Corps, Regulation 350-1, *Training and Leader Development* (Joint Base Lewis-McChord, WA: Headquarters, I Corps, June 14, 2013), 3-5.

The next step is supporting all the listed events with the resources required to conduct certain training or an event. The digital tool to use within CATS system is CATS reports. They provide planners with all the resources, such as fuel, ammunition, and others. With this it is easy to assign resources for a certain training cycle, since resources are allocated for a certain type of unit. It is also simple to track the cost of certain training, so no major surprises should not occur. Since the U.S. Army has prescribed and supported the training cycle with resources, it is easy to follow and assess, not like the SAF where the commander has a critical role to ensure resources.

Table 2. U.S. Army and Slovenian Armed Forces Battalion Training Comparison

	Activity	U.S. Army	SAF #1	SAF #2	Remarks
1.	TEWT	2x2 days	3x2 days*	/	*Pl, Co, Bn
2.	PI STX	5x1 (7x1 V)	/	1x4 1x5	U.S. squad+ 3x1 + 4x1V
3.	PI FTX	1x10 days 1x5 days	3x3 days*	1x2 1x4 1x5	
4.	LFX	1 day Co 2 days Pl 3 days squad	2+5 days (2 squad,5 Pl)	1x3 squad 1x4 Pl	
5.	CPX	1x5 days 6x2 days	/	/	
6.	Other activities: COMEX FCX	5x1 day 1x4 days		**	**2 shooting weeks
7.	Overall day of collective training without COMEX & FCX	33 days + 4 TEWT + 17 CPX	16 days + 6 TEWT	27 days	

Source: Created by author using information from Slovenian Armed Forces, 10th Battalion Training OPORD, Annex 1 Activity Calendar, 2013; Slovenian Armed Forces, 20th Battalion - OPORD for planning, organizing, and executing training of Motorized Battalion Task Force in 2013-2014; Event Menu Matrix (Training Management elective course material, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 2016). Note: V=virtual; G=gaming; TEWT=tactical exercise without troops; COMEX=communication exercise; FCX=fire coordination exercise.

When analyzing two SAF Bn TF cycles and comparing it to the U.S. Army, it is clear that one cycle is very different from the other. This is proof that there are no major prescribed directions on how to conduct the SAF Bn TF training cycle, what the key events are, and how to progress from one level of collective training to another. It is also obvious that the amount of time spent in the field as one of the metrics, differs from one to the other. It is impossible to train a SAF Bn to a standard, if during one of the cycles,

the unit only spent sixteen days in the field, not to mention missing all the virtual and gaming environment in addition to all the training in the field.

Another important thing within the training cycle is progression of the training. According to the U.S. Army example, it is clear that the unit first has to conduct a tactical exercise without troops, followed or concurrent with the virtual or gaming example, which saves resources. When this is satisfactory, a unit progresses to STX, which are environments designed for a specific event or task, and can be repeated multiple times, as long as the unit does not feel confident with achieved training standards. Only when a unit is prepared should it conduct an FTX, where they combine all the events in ongoing force on force exercise. For a headquarters element it is important to practice their procedures before going out in the field. CPXs are a great tool to drill staff procedures. Only when a unit has mastered their staff procedures, they can then command and control subordinate units on the ground. As shown in the table, in addition to a CPX are COMEX and FCX. The COMEX ensures units are proficient in using their signal procedures and equipment, and the FCX ensures that units know how to best utilize their fire support assets.

LFX are an important part of the collective training, in addition to being the culmination of the training, they assure self-confidence in the troops. They are progressive from individual all the way to company, sometimes even Bn level training. An important part of the LFX is also integration of the combat support elements. It is important for combat troops and combat support troops to develop training where they combine skills of combat troops, with the skills of other supporting troops.

Synchronization of different levels of combat support to the smaller unit on the ground is one of the goals.

However, the most important element when creating a training calendar is an integration and synchronization of all the training within one unit and with available supporting units. First planners have to take into consideration that training just one unit after another, without other supporting players is a wasted training opportunity. It is important to integrate combat units and supporting units, since they will be in battle together. First are the units within the same battalion, such as maneuver companies and reconnaissance platoon, maintenance platoon, etc. It is necessary to use one event to combine and train as many as possible different units. When this is complete, planners should also think about who the available combat multipliers are, such as field artillery and close air support. This adds a new dimension to the training, even though it is sometimes challenging, it is worth trying. The last part of the training plan is synchronization of all the training troops, into a single training event or exercise.

Maintaining shooting and physical readiness of the unit, along with all the other requirements, has to be taken into consideration as well. For SAF and the U.S. Army, the shooting policy is very prescriptive. It is forbidden to progress to the next level of training if an individual or a unit did not achieve the required standards. Even though the amount of ammunition is different, requirements for the soldiers are pretty much the same. As for physical readiness, SAF and the U.S. Army use the same standard Army physical fitness assessment. It is standardized in accordance with the soldier's age and sex, so those who are older have a lower fitness requirement.

Table 3. Fitness and Shooting Comparison

	SAF Bn	U.S. Army Bn	Remarks
APFT Aver.	255-277	230-270	
Shooting requirement per soldier	323 rounds 268 (if simulator is available)	Min. 98 rounds Max. 574 rounds*	*Depends if soldier is using Infra-red and thermal sights
Overall			Shooting without repetition

Source: Created by author using information from Slovenian Armed Forces, 10th Battalion Training OPORD, Annex 1 Activity Calendar, 2013; Slovenian Armed Forces, 20th Battalion - OPORD for planning, organizing, and executing training of Motorized Battalion Task Force in 2013-2014; U.S. Army Battalion Training cycles (Training Management elective course material, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 2016).

As part of training development, the U.S. Army uses TO&E for evaluating collective training, which are prescribed for each task and are part of the CATS. The U.S. Army has formal and informal evaluation, which can be done internally or externally. It is known that training without evaluation is wasted training. The primary evaluators for their units are their commanders. However, formal evaluation is done two levels down (company commander evaluates squads). The next level of evaluation is CTC, National Training Center or Joint Military Training Center. These are not establishments to train troops but to evaluate them, with Mission Readiness Exercises (MRX).

According to AR 350-1, commanders must use ATMS (DTMS) continuously to determine unit proficiency in mission essential tasks. A unit is proficient when it performs to standard all the METs with supporting tasks evaluated by Standards in Training Commission/CATS. The evaluation encompasses mission command, live fire,

and technical/tactical maneuver. These are the other requirements for a proficient unit according to AR 350-1:

1. Company Maneuver and Live Fire Proficiency (Combat Arms Units)
 - a. Company commander has successfully conducted a Combined Arms Live Fire Exercise or Fire Coordination Exercise and demonstrated proficiency in command, control, and distribution of fires while maneuvering subordinate and/or attached units within the past year (365 days).
 - b. Subordinate platoons have achieved Platoon Maneuver and Live Fire Proficiency per below.
2. Platoon Maneuver and Live Fire Proficiency (Combat Arms Units)
 - a. The Platoon Leader has demonstrated technical and tactical proficiency while commanding, controlling, and maneuvering subordinate and/or attached elements in a Field Training Exercise conducted under the control of a higher headquarters.
 - b. The platoon and its subordinate squads/sections/crews are weapons qualified and gunnery trained per applicable ADP/ADRP/FM and resourcing publications (e.g. STRAC).
3. Company Technical/Tactical Proficiency (Functional Units)
 - a. Technical proficiency: The unit has demonstrated proficiency at executing its MTOE mission up through the company level.
 - b. Tactical proficiency: The company commander has demonstrated proficiency while commanding, controlling, maneuvering subordinate and/or attached elements in a Field Training Exercise conducted under the control of a higher headquarters.
 - c. Subordinate platoons/squads/sections/crews are weapons qualified and gunnery trained per applicable ADP/ADRP/FMs and resourcing publications (e.g. DA Pamphlet 350–38).
4. Platoon Technical/Tactical Proficiency (Functional Units)
 - a. Technical proficiency: the unit has demonstrated proficiency at executing its - MTOE mission up through the platoon level.
 - b. Tactical proficiency: the Platoon Leader has demonstrated proficiency while commanding, controlling, and maneuvering subordinate and/or attached

elements in a Field Training Exercise conducted under the control of a higher headquarters.

c. Subordinate platoons/squads/sections/crews are weapons qualified and gunnery trained per applicable ADP/ADRP/FMs and resourcing publications (DA Pamphlet 350–38).⁶⁰

Another part of the units' evaluations are so called Certification training exercises (CTE). These are formal evaluations conducted by external evaluators, normally in the CTCs. According to Headquarters I Corps, Regulation 350-1, *Training and Leader Development*, all BCTs and multifunctional brigades are required to conduct a CTE before entering the available phase of the ARFORGEN cycle.⁶¹ In order to do this, CTCs will be utilized with Warfighter Exercises (WFX) as their (BDEs) CTE.

Similar to U.S. Army doctrine, SAF doctrine assigns responsibility to commanders. It is their final say to confirm that the unit is trained or untrained according to their mission and METL. Again SAF has the same types of evaluations which are formal or informal and internal or external.⁶² Another important document in SAF that specifies evaluation of the Bn TF, is the Bn TF Directive from 2015. It specifies that SAF will use NATO prescribed CREVAL for Bn TF evaluations.⁶³ So SAF has officially prescribed Bn TF evaluations. However, evaluations of companies and subordinate

⁶⁰ HQDA, AR 350-1, 110.

⁶¹ Department of the Army, Headquarters, I Corps, Army Regulation 350-1, *Leader Development and Training Management* (Washington, DC: Department of the Army, Headquarters, I Corps, 2013), 5-1.

⁶² Republika Slovenija, Ministrstvo za obrambo, *Navodilo za uposabljanje poveljstev in enot Slovenske vojske*, 14.

⁶³ Slovenska vojska, Generalštab, *Direktiva bataljonske bojne skupine*, 5.

combat support and service support elements are not prescribed. CTC uses ARTEPS as a tool for evaluations, which is detailed enough to state that unit is trained or untrained, since CREAVL is a more administrative check the block type evaluation. It is necessary to prescribe the lower part of the evaluation as well; it should not be left up to the individual evaluator.

Summary and Conclusions

All three main parts of the evaluations have space for SAF Bn TF improvements. First there is assigning proper mission and METL, even though SAF uses similar principals, the outcomes can be very different from the U.S. Army. Then there is designing the training calendar itself. Two major improvements should be progression of the training with key events, and integration of combat support and service support in the training cycle. The last part of the analysis focused on evaluation. Here again, CREVAL is prescribed, but to achieve training standards in subordinate units it is left up to commanders. All the findings will be utilized in the chapter 5 conclusions, with recommendations on how to improve SAF Bn TF training.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

Introduction

The previous chapter provided analysis of different training cycles from previous SAF Bn TF training cycles, comparing it with the U.S. Army infantry Bn. training cycle. The examinations showed some of the possible things to be improved within the SAF Bn TF training cycle. This chapter will focus on possible solutions, recommendations, and suggest some areas for further study within this topic.

The mission drives focused training together with METL. It is impossible to be trained in all Army universal task list tasks for the infantry Bn., and there is no need to be; not to mention the limitations of time and resources. That is why militaries came up with the concept of focused training. Since the mission command approach to training is new, together with a professional force (from 2003), SAF is looking for other perspectives in order to improve their own training. Since the U.S. Army has a lot of experience and resources, the author used their approach to conduct training within the infantry Bn. and BDE as a comparative model.

Purpose of Research

The purpose of this research is to determine what improvements can be made to the training cycle or concept for training a multifunctional Bn TF for SAF? That is the primary research question.

The secondary research questions include: how can the SAF Bn TF training cycle be improved as part of the Army Force Generation Cycle (AFORGEN) comparing it with

the U.S. Army; how long should the training cycle be; what are the best situated missions and mission essential training lists (METLs) to drive training and how are they developed; how is a unit training plan (UTP) developed; how is the training cycle differentiated from pre-deployment training; and how is Bn TF readiness evaluated?

Organization of the Chapter

This chapter is organized in three main parts, according to the research approach. It first describes the findings and how SAF Bn TF training could be improved based on those findings. First, is a recommendation on how to improve mission and METL assignment. Second, is a description of how the SAF could improve UTP development, with key events, progression of training, and integration of different units in key events. The last discusses findings regarding evaluations of Bn TF training, and recommends solutions for improvements. At the end of the chapter are overall recommendations to improve the Bn TF training cycle, not directly connected to above mentioned topics, but also important for effective and efficient training.

Summary of Findings from Chapter 4

The analysis of SAF training in chapter 4 revealed that there are significant areas of weakness in training methodology and execution. These areas are: mission and METL assignment and development, UTP development, and evaluation of unit readiness.

Interpretation of Findings Described in Chapter 4

What do the Results Mean?

These results indicate a positive answer to the primary and secondary research questions. The SAF can greatly improve training and make it more effective and

efficient. The areas to be improved are mission and METL development and assignment, UTP development, and evaluation of unit readiness.



Figure 10. Developing the Slovenian Armed Forces Multifunctional Battalion Task Force

Source: Created by author.

Mission and METL development, UTP development, and evaluation of unit readiness, are three of the critical aspects of Bn TF training as depicted in figure 10. Improvements in three of the five key areas should have a significant impact on improving the efficiency and effectiveness of SAF multifunctional Bn TF training. Improvements in assessments and capturing and applying lessons learned are beyond the scope of this research but are an area for further research. Improvement in execution of

training is also beyond the scope of this research but that should be an issue for SAF commanders in the future.

What are the Implications?

The SAF should improve its process for assigning mission and METL development. The first step of every unit training is assigning mission and METL development. Sometimes this is confusing in SAF; units use mission where it should not be used, and where it should be, it is used incorrectly. In order to clarify this confusion it is necessary to distinguish between core mission, training mission, and deployment mission. The core mission is used for every unit no matter if they train for deployment or they just perform day-to-day duties. The units that are in any kind of training cycle can use a training mission, and those who are getting ready to deploy, can use a deployment mission focusing their training on the area where they are going to be deployed.

METL focuses training even more in detail than mission does. It scopes their training tasks in five areas according to the TO&E. There can be again different sets of METLs, such as core METL or key tasks, training METL and deployment METL. This would prevent confusion of what is the day-to-day METL or key tasks, and what is their training METL; which could also be deployment METL. However, the main part of METL development is not the METL itself, it is the tasks that should be developed in order to support the METL. In the SAF those supporting tasks are often not developed at all; especially regarding headquarters and staff METL. Supporting tasks should further be supported with other collective tasks that support main tasks. These should further be supported by battle drills on different levels, and crew drills whenever talking about combat vehicles or weapon systems. In the end, all of these tasks should be supported by

individual skills and training, which all together assure that a unit will perform to standard. In order to understand and develop training programs according to the concept adopted, SAF should train their personnel within their career courses and develop detailed guidance on how to develop training calendars.

Mission and METL are useless if units do not have a proper training plan or calendar. With the detailed guidance on how to develop training from individual, crew, battle drill, and collective training, the substance (what to train) should be resolved. The next step would be putting the whole training package into the unit training plan or calendar. It is important to stress that the progression of training, especially collective training, is the key. SAF should prescribe key events within the training plan and those should be logically followed step-by-step.

SAF should improve collective training management and execution in order to use resources more efficiently. The TEWT is the basic step of collective training, it is a waste of resources if the Bn. goes out in the field when the key leaders are not on the same page. They need to be aligned with each other's training goals horizontally and vertically. Even though SAF has some of the virtual/gaming/constructive possibilities, units rarely use them. The next phase of the training cycle should be the STX, training events designed for a special task to be conducted. When all the collective tasks are mastered with STXs, then it is time for FTXs. Those should be used to assist the commanders to be able to find shortfalls and focus on them in this phase. LFX are conducted concurrently with all the collective training on various levels (individual up to Bn.). When all the technical and tactical knowledge is gained, units should be focusing on integrating the training for the whole Bn TF. Again, before they go out in the field, a

CPX should be the first step, to synchronize units with the Bn. HQ. Only when this is complete should the Bn. conduct an FTX.

There are also other types of exercises which assist units to maintain and train without using a great amount of limited resources. Each unit should conduct a COMEX during the training cycle and later when the unit is in the available phase, to maintain their readiness. Another type of Bn training is an FCX, which makes sure that the battalion level fire support is synchronized and used properly. Each unit should also conduct an FCX during the training cycle and in the available phase to maintain readiness.

With these directed key training events it would also be easy to assign and track the required resources. It would define minimum days to spend in the field and the cost to conduct the training. On the other hand, it would make training more efficient, since it would not allow units to conduct Bn. or company FTXs, if they did not conduct TEWT, STX, and possibly virtual training, before any FTX. It would also minimize communications issues in the field by using a COMEX and fire coordination confusion with an FCX.

Training of the headquarters is often neglected, since HQs are dealing with administrative issues while maneuver units are conducting training in the field. By directing that Bn. and BDE HQs conduct at least a CPX and possibly a STAFFEX prior to an FTX, it would again minimize HQ issues and synchronize staff procedures before deploying in the field with the whole Bn. This kind of training using their METL, should focus Bn. HQ training and their efforts to achieve proficiency together with maneuver units. The TEWT, COMEX and FCX are primary concerns for the Bn. HQ, in addition to

the CPX, and STAFFEX mentioned above. The SAF Bn TF HQ should also consider other types of HQ training, such as logistical exercises (LOGEX) and deployment exercises (DEPEX), since this is the highest level HQ that will be deployed by the SAF.

The SAF should improve the integration and synchronization of combat support and service support unit training with maneuver unit training. The main part of developing an effective and efficient training cycle for the SAF multifunctional Bn TF, is integration and synchronization of combat support and service support units. Since the SAF multifunctional Bn TF consists of maneuver units along with other vital support elements such as engineers, NBC, psychological operations, civil-military cooperation, a forward support company and others, it is crucial for supporting elements and maneuver units to understand and train together, so each understands what the other elements can bring to the fight. Whenever a combat unit is scheduled to perform training in the field, it should be an opportunity to consider what kind of support element could join in their training event. If combat support is necessary but often overlooked, service support elements are often forgotten, since those units deploy just for a short time period. Integration and synchronization will also save a lot of money, instead of conducting five separated training events, units should integrate their training goals in one training event. This would greatly improve training efficiency.

The SAF should improve the evaluation of training events. There is waste of training if there is no evaluation to determine if the training was done to standard or if the training objectives were met. Evaluations could be AARs or formal external evaluation, but everyone will benefit more from training if analysis of some kind is conducted. As for the evaluation of the SAF multifunctional Bn TF, the NATO methodology using

CREVAL has been adopted since SAF is part of NATO. The one part that SAF has to improve with CREVAL is how to implement it; to determine who is responsible and who will help them. For example, the CTC is responsible for evaluation, and since they do not have enough resources and manpower it is necessary to reinforce them with observer controllers. These additional observer controllers should be from a unit that has done a CREVAL before. The CREVAL also should not just be a check the block thing, it should be a quality approach. That means it is not enough that a unit has a standard operating procedure for operating in an NBC environment, the evaluation should also determine if it works, i.e. if the units are able to conduct operations in an NBC environment.

Since the CREVAL is more of a HQ evaluation methodology, training units also have to be proficient in tactical and technical skills and procedures. Since there is nothing to officially say that certain units are capable of performing METL tasks, it is necessary to prescribe an evaluation procedure that certifies platoons and companies as well. SAF uses ARTEPS for evaluation of units up to the Bn. level, but they are not officially prescribed for the Bn TF. Although only commanders can say at the end of the day if a unit is ready or not, sometimes in the case of the SAF this is not enough. As discussed above regarding the mission and METL relationship with the development of the unit training plan, ARTEPS should also be prescribed for certification or evaluation of subordinate units. Directed use of CREVAL for the Bn. HQ, and ARTEPs for the platoons and companies, would result in more realistic evaluation and therefore result in more effective training.

Unanswered Questions

There is no doctrinal solution for the training cycle duration, since it depends on what stage of training the unit is in, whether it is equipped and manned, whether it has the necessary resources, and how intense the training cycle is, etc. One thing that is mentioned in both SAF and U.S. Army documents is the recommendation that the training cycle should be roughly one year long. The same goes for the duration of pre-deployment training. It again depends on what the environment looks like, what tasks the unit should be trained for, and how much time the unit has to get ready, etc. The training cycle duration varies greatly, but normally if a unit knows all the answers to the variables in advance, it is easier to focus training and shorten the training cycle. If the unit does not know the answers it will have to adapt to the situation, which will lengthen the training cycle.

Recommendations

Further Study

One area for further study is how to maintain achieved readiness after the end of the training cycle. It would be useful to know what and how often units should continue to train in order to keep proficiency in their available phase. This is a question that should be developed through further research. It is not enough just to achieve standards during the training cycle, it is also important to keep them during the available phase pending deployment.

There are always things that could have been done differently; however, time, resources, and accessibility of documents and examples, limited and directed certain aspects of this research. It would be beneficial to study other countries' approaches to

training cycles as well. During this research other countries' perspectives were taken into consideration, however the above mentioned limitations prevented the incorporation of them into this research. Therefore, other countries' approaches to training cycles is a recommendation for future research.

For Action

A key area to improve the SAF training cycle is how the lessons learned from one training cycle to another, are recorded and then implemented to improve training. Even though the SAF went through various Bn TF training cycles, it is obvious that they were conducting completely different training from one cycle to another. There were both good and bad practices, but the problem is that no one learned anything from the previous cycle. If the lessons learned from one training cycle are not recorded and then implemented to improve training, then it is hard to make any improvements. Therefore, the SAF needs to adopt a formal lessons learned process to improve the multifunctional Bn TF training cycle.

Another key area that should be further researched is how to include the BDE HQ into the SAF multifunctional Bn TF training cycle. The BDE HQ should be part of the training cycle. It should lead the development of the multifunctional Bn TF training cycle by providing a higher HQs during training events, participating in evaluations, practicing command and control functions to include communications, and be deployed at least twice during the final stage of the Bn TF training to practice staff functions in the field. It should do these things in order to improve the multifunctional Bn TF training, as well as to be prepared for a national defense mission instead of only acting as an administrative HQ.

Summary and Conclusions

This research not only gave author insights into different approaches to training cycles, but also offers a number of improvements for SAF training. The SAF will never have resources to develop a training management system such as the U.S. Army has, however, these findings should be basis for a new SAF training directive or at least training guidance for a new multifunctional Bn TF directive. NATO provides strategic and operational guidance; technical execution of training is up to the member countries. If the SAF adopts the recommendations from this research, it can greatly improve the efficiency and effectiveness of training for its multifunctional Bn TFs, which will allow the SAF to better fulfil its responsibilities.

APPENDIX A

SLOVENIAN ARMED FORCES RECOMMENDED OPERATIONAL CYCLE

1. Phase CONSOLIDATION		30 Months 2. Phase BATTLE TRAINING				3. Phase UNIT AVAILABLE
6 Months		12 Months				6 + 6 Months
<ul style="list-style-type: none"> - Manning and exchange of personnel - Individual training (3 months) - Individual additional training - On the job training - Additional specialty training - Development and assesment of 	1. stage of unit training	2. stage of unit training	3 stage of unit training	4. stage of unit training		<ul style="list-style-type: none"> - readiness - deployment - readines maintenance
	Forming collective					
	Individual training for special assigments					
	Individual training – individual skills					
	- Collective training:: team, crew, osquad, platoon	- Collective training: company	- Collective training:: battalion, Bn task force - evaluation (internal) Bn Training	- Specific collective training: crew, squad, platoon, company, Bn, - evaluation (external) training of the Bn TF	- supplement training - preparation for deployment - pre-deployment leave	
	3 Months	3 Months	3 Months	3 Months		
	Constant evaluation by superior headquarters (unit commanders)					

Source: Slovenska vojska, Poveljstvo za doktrino, razvoj, izobrazevanje in usposabljanje [Slovenian Armed Forces, Training and Doctrine Command], [*Handbook for Training Headquarters and Units Slovenian Armed Forces*] (Ljubljana, Slovenija: Poveljstvo za doktrino, razvoj, izobrazevanje in usposabljanje [Training and Doctrine Command], 2011), Annex 1.

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