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KETRON FINAL REPORT IN SUPPORT OF THE ATLANTIC FLEET TACTICAL COMMAND READINESS PROGRAM (TCRP)

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## INTRODUCTION

Since April 1975 Ketron, Inc. has provided support to the staff of Commander-in-Chief Atlantic Fleet (CINCLANTFLT) in the development and conduct of the TCRP. This report describes the evolution of the program and the specific activities of Ketron in support of the ongoing program through May 1977. Attachment (1) is a bibliography of documents developed and provided by Ketron.

## SUMMARY OF ACTIVITY

This section describes the character and evolution of the TCRP and the Ketron support provided to the Navy in furtherance of the program.

### Origin and Chronology

In the course of a preliminary review of tactical development and evaluation concepts and Fleet TAC D&E activities in early March 1975, Admiral Isaac C. Kidd, then prospective Commander-in-Chief of the Atlantic Fleet, identified a related urgent need. He requested the development of a program to upgrade the capability of senior officers in the Atlantic Fleet to utilize the new tactical concepts coming out of the TAC D&E program, and enhance their readiness to exercise tactical command of naval forces in future complex operational situations. As Ketron, Inc. had been heavily involved in the development of Navy TAC D&E concepts and programs, it immediately undertook, under sponsorship of the Office of Naval Research, the preliminary planning and development of a program to meet ADM Kidd's objectives.

The first informal concept briefing was made to the Chief of Naval Research in mid-April 1975, and a detailed presentation was made to ADM Kidd in mid-May 1975. After future development of details based on the outcome of that presentation, the Atlantic Fleet Tactical Command Readiness Program was formally implemented by CINCLANTFLT in mid-July 1975, and the first events of the program took place in early August 1975 -- just 5 months after the planning effort began.

The TCRP Concept approved by CINCLANTFLT called for Ketron to provide a basic scenario covering a selected politico/military contingency, the preparation and execution of several instructional phases and the conduct of a large interactive war game in the facilities of the Naval War College. The integrated activities associated with each chosen scenario are called a

program "cycle". Although the first cycle of the TCRP was curtailed by the necessity of cancelling the war-gaming portion of it, (The scenario was judged to be too close to then-current and delicate international events affecting the U. S. Navy) four full cycles, one partial one, and one non-cyclic game were conducted in 1976. A similar schedule has been established by CINCLANTFLT for 1977 and 1978. Four quite different politico/military scenarios have been fully developed, of which two have already been exercised more than one for both training and exploratory purposes, with appropriate revisions and modifications between applications. One other scenario has been exercised for purely exploratory purposes, and one has been partially developed and is available for revision and extension to accommodate the expanded objectives and scope of the TCRP.

#### Program Development

In developing the TCRP, Ketron identified 3 levels of command skills to be addressed in a program to upgrade command readiness. These levels were:

- Force resource employment decision-making, comprising the type and level of planning and force management that might be exercised by Fleet, Task Force and Task Group commanders at the campaign, sub-campaign and, to a lesser degree, even the battle level.
- Real-time action selection, comprising the type and level of decision-making exercised by the OTC and other tactical commanders at the battle and engagement level.
- Relatively static professional information, ready control of which must underlie good performance at the other two levels.

However, in spite of this broad requirement, it was early recognized that the program would have to be accomplished within severe limitations in facilities, resources and the time which the senior participants could devote to it.

The basic concept of the TCRP, as originally defined, was for frequent repetitions of a series of progressive programmed instruction instruments, real-time tactical simulator problems and interactive war games -- all unified by an operational scenario drawn from a contingency situation considered important for the Atlantic Fleet by the Commander-in-Chief to be. Those elements, which may all be considered to be different forms of gaming, were to be augmented by periodic questionnaires (designated as P-works) dealing with various areas of relatively static tactical information. Because of the urgency of program development and implementation, it became evident that the TCRP would have to be designed largely around existing Navy war gaming and simulation facilities, and tactical programmed instruction concepts.

On this basis, Ketrion developed a program for a population of 150 senior officers of the Atlantic Fleet, 35 Flag/General Officers, 115 O-6's in major operational command positions. It utilizes:

- The facilities of the Center for War Gaming at the Naval War College for interactive gaming to exercise force resource employment decision-making skills.
- The TACDEW simulator at the Fleet Combat Systems Training Center (FCSTC) to exercise real-time action selection skills.
- A fundamental adaptation of the programmed instruction medium -- the Tactical Action Situation (TACSIT) -- of the Navy's Tactical Action Officer course for instruction in the tactical concepts and information considered by CINCLANTFLT to be essential for senior officers in the Fleet.

#### Typical Program Cycle

A typical TCRP cycle begins for most participants with the mailing of an Instruction TACSIT to all 150 program participants for individual self-paced study. A small number will have participated in a seminar planning game used at the very outset of each cycle to define the scenario in detail. This is followed by the administration of a Test TACSIT and a TACDEW battle

problem to roughly 20% of the participants who visit the FCSTC in pairs. Then about half of those officers participate in a full-scale interactive game at the Center for War Gaming. During the first year of the program, it was the practice to conclude each cycle with a post-NEWS battle problem, as many as possible of the game participants returning to FCSTC for TACDEW play of a battle problem that would permit them to examine (in greater tactical detail than the Naval War College NEWS/WARS system permits) a battle situation actually encountered in the war game. Excessive demands on the TACDEW simulator have necessitated discontinuing this final evolution of the cycle, leaving a requirement for some suitable activity to ensure the assimilation of operational and planning lessons learned. It is likely that an adapted seminar game may prove to meet CINCLANTFLT's needs in this regard, permitting an extension of the typical NEWS game time base (which is short, on the order of 2-3 days) to cover post-battle logistics, force reconstitution, and command and control.

The Seminar Planning Game is a recent addition to the TCRP, introduced as the need for systematic exploration of complex contingency situations, as a basis for planning, has assumed an increasing importance for the Fleet Commander. Its objective is to meet CINCLANTFLT's exploratory needs without dilution of the basically individual readiness enhancing character of the original evolutions. At the same time, the seminar game also serves the important function of providing for a structured Fleet input into scenario formulation. It has replaced an earlier experiment along these lines, a CPX-like Command Decision Exercise, which failed to meet its objectives. The Seminar Planning Game is still in a process of evolution, but should reach a stable format during 1977, probably as an Extended Planning Game incorporating CDX elements into the original Planning Game concept, and providing for necessary post-NEWS evolutions.

The Seminar Planning Game is normally played in a single day of 8-10 hours of activity. Prior to the day of game play, participants are provided the scenario for that cycle, a delineation of resources available to all relevant parties and the state of the environment at game start. In addition, they are tasked to prepare a plan of action from the viewpoint of the principal tactical commander on their side. This provides a common perspective among all players which is the point of departure for the actual day's play. Game activity opens with each of the players resenting his commander's estimate and proposed plan of action. A general discussion period moderated by the senior player ensues in which the various alternatives are examined. Following this the senior player assumes the role of Commander, describes his selected plan of action and assigns subordinate players responsibility for developing supporting plans. This completes the planning phase which is all conducted with imperfect knowledge of the opponents plans and actions. The action phase starts with the opposing commanders describing their respective plans of action, which are not then subject to change except on the basis of game events as these would be realistically observable in actual operations. The Game Director, in consultation with the players, then determines the time and location at which the planned course of action of the two sides would lead to the first combat interaction between the two opposing forces. After the opposing commanders specify in appropriate detail the actions of their forces, the Game Director provides a tentative estimate of the effect on both sides, based on manual damage assessment procedures. This estimate is then discussed by both sides to arrive at a consensus "best estimate" which form the basis for further play. Additional interaction/assessment cycles are developed, as needed, to provide the basis for a review of the strengths and weaknesses of the players' plans of action. The end product of a Seminar Planning Game is an analysis for a complex contingency situation by several senior commanders and planning guidance for the development of the Interactive War Games for that particular TCRP cycle.

### Program Documentation

The LANTFLT TCRP has from its inception required extensive documentation, much of it to be distributed in 200 or more copies to program participants and to those responsible for conducting program events. Because of the pressure of time and resources generated by the steady acceleration and expansion of the program, relatively little effort has so far been applied to the formalization of operational and planning lessons learned as a result of game play either at the FCSTC or at the Center for War Gaming. While it is well known to be dangerous to draw detailed operational conclusions from a single iteration of an interactive game, it is also true that the games enable observations to be made regarding the employment of operational resources, coordination, rules of engagement, etc., that highlight operational planning considerations important to the Fleet Commander. Increased emphasis must be devoted to the identification of such lessons learned in future game cycles -- though this cannot, of course, be done at the expense of the high quality of the basic TCRP materials that have in large measure accounted for the high acceptance of the program on the part of the senior participants and the Fleet Commander himself.

In summary, Ketron has provided:

- Development of operational scenarios for TCRP cycles, based on CINCLANTFLT guidance.
- Development of Instructional and Test TACSITs, pre- and post-game TACDEW problems, war games, and planning games consistent with those operational scenarios.
- Assistance in the administration of all elements of the TCRP, including production of voluminous materials, manuals and guides, the preparation of analytical damage assessments, and the conduct of critiques and performance evaluations, as required.

- Documentation of all TCRP elements, and narrative reports of the conduct of all interactive elements -- TACDEW problems, war games, and planning games.

- Refinement both of the basic TCRP elements, and of the relatively new exploratory elements that have proven effective to ensure that the techniques employed in the TCRP are equal to the Fleet Commander's substantive requirements.

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