

Research Note 79-21

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ANALYSIS OF MANDATORY TRAINING REQUIREMENTS
FOR USAREUR BATTALIONS

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The findings indicated a profusion of uncoordinated requirements with great variability in specificity and impact as well as perceived importance. Recommendations are made for revising the nature of mandatory training requirements, reducing their numbers, and controlling future proliferation.

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ANALYSIS OF MANDATORY TRAINING REQUIREMENTS
FOR USAREUR BATTALIONS

BRIEF

Requirement:

To compile a comprehensive list of mandatory training requirements for a mechanized infantry battalion, evaluate and prepare guidelines for developing and communicating training requirements, and to develop a schema for classification of training requirements.

Procedure:

Interviews were conducted with battalion commanders, S-3s and G3/S3s of USAREUR brigades, divisions, and corps. In addition, regulations and other mechanisms by which training requirements are communicated were collected and analyzed. These included 350-1 regulations for each command level from Department of the Army through brigade, ARTEP 71-2, SQT material, Soldier Manuals, Field Manuals, Training Letters, Training Circulars, Training Memorandums, TWXs, Training Notes, Training Digests, and other relevant publications.

Battalion S-3s, assistant S-3s, company commanders, and other training personnel were asked to indicate the probability of their including 34 training tasks in their training programs if the tasks were not mandated through training directives. A questionnaire was administered to a group of 48 individuals to obtain this information.

Findings:

The battalion training manager's first step in developing his training program consists of quantifying and organizing the training requirements mandated by all higher headquarters. At present, what should be a simple task of developing the "big picture" is complicated by several factors.

First, each command level from Department of the Army through brigade develops training requirements which the battalion training manager must implement. Second, in addition to writing their own requirements for the battalions, the subordinate commands reproduce, interpret, and expand some of the requirements developed by higher headquarters. Third, the mechanism for communicating training requirements varies from one headquarters to another. In general, they are transmitted through the 350-1 Training Regulations Series, Training Letters, Training Circulars, and other written means. Less frequently, they are transmitted by TWX or some less formal means such as the telephone or a conference. Fourth, the training requirements included in the various mechanisms vary in form within and between the command levels, and requirements seldom meet the criteria

of specifying task, conditions and standards.

Thus, the current quantity and quality of mandatory training requirements in USAREUR serves as a poor basis for training management and shifts priorities away from the more critical unit training functions.

Conclusions:

Mandatory requirements should be reviewed at the highest command level, and purged of (a) those requirements that are or should be driven by SQT and ARTEP, (b) those requirements that duplicate other requirements, and (c) those requirements that are no longer relevant.

The mandatory requirements that survive the review and evaluation should clearly state:

- a. all conditions of the requirement
- b. standards in performance terms instead of classroom hours or status reports
- c. frequency of meeting performance standards
- d. population to be trained
- e. quality control mechanisms

All mandatory training requirements should be transmitted to battalions through one mechanism only, the 350-1. Instead of five 350-1 regulations, one for each command level above battalion, all requirements should be included in one USAREUR 350-1 regulation to be produced annually.

All requirements should be valid for no more than one year unless specifically renewed after the annual review.

Command authority should be employed to control the growth, format, and integration of mandatory training requirements by having all additions or changes to mandatory requirements reviewed and approved at the highest command levels.

Not included in the scope of effort of this project was a systematic review of all Army Regulations (AR). Since they also contain mandatory requirements, any future efforts to reduce such requirements should include a review of the AR's to determine their applicability. The governing 350-1 series regulation should then be structured to be a sole source document so that subordinate commands do not have to independently determine which AR's are applicable to their training.

ANALYSIS OF MANDATORY TRAINING REQUIREMENTS
FOR USAREUR BATTALIONS

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ANALYSIS OF MANDATORY TRAINING REQUIREMENTS
FOR USAREUR BATTALIONS

INTRODUCTION

Training regulations and circulars state that the purpose of training is, in general, to prepare individuals and units to perform the missions and tasks required for combat or operational readiness. The primary Army-wide methods for achieving these ends are Army Training and Evaluation Programs (ARTEP) aimed at unit performance, and Skill Qualification Tests (SQT) aimed at individual performance. In addition to the more general training guidance, there are requirements which are aimed at specific combat roles (e.g., GDP) and "other" (e.g., individual physical and mental development). The "other" is described in training regulations as preparing and stimulating the individual so that he is more capable of effectively initiating unit operations. In short, the function of all training requirements is to produce a combat ready Army. The application of these training requirements to produce a combat ready unit is, in the final analysis, the responsibility of the battalion/company training managers and trainers.

Part of the problem of conducting effective training in USAREUR is the diversity and fractionization of training. Contributing to this problem are the inadequate definition and structure of both individual and collective training requirements. The lack of adequate systemization of training procedures is evidenced by the wide variety of training approaches used by similar organizations within different units and in the lack of specifiable training objectives and standards. ARTEP standards are widely accepted as unit goals, and those standards are generally applied during ARTEP evaluations of different unit missions. The standards contained in Soldier Manuals are the benchmarks for individuals and are applied during SQT testing. Other than ARTEP and SQT standards, however, training requirements seldom contain specific, measurable standards. There are numerous individual and collective training requirements imposed on the units that may contribute to overall unit performance, but which are insufficiently organized or structured to permit agreement on interrelationships, relevance to SQT and ARTEP performance objectives, or criticality for attainment of those objectives. Consequently, individual commanders estimate these factors, and this is done at various organizational levels which range from division to platoon or squad, depending on the topic.

The first step in resolution of this problem is to quantify and organize the training requirements. Secondly, they must be evaluated in terms of their criticality for attainment of performance objectives. When this is done, a basis will have been provided for determining where required skills should be taught, i.e., in units, schools, or elsewhere. A final step, although not included in this project, would be to establish standards for enabling or intermediate skills so that training can proceed on an entirely performance-oriented basis.

OBJECTIVES

This report represents part of a project effort on the analysis of battalion training requirements in the USAREUR environment. The overall objectives of this project are to:

1. Prepare comprehensive lists of individual and collective training requirements for different types of USAREUR battalions.
2. Develop a schema for classifying training requirements according to type and apparent interrelationships.
3. Evaluate the current form of requirements and prepare guidelines for developing and communicating effective training requirements.

This report presents the results of an analysis of mandatory requirements, which are defined for purposes of this report as those training related requirements that originate above battalion level and are directive in nature.

PROCEDURES

The initial approach to this effort consisted of interviews with battalion commanders and S-3 officers and brigade, division, and Corps G-3/S-3 officers. The preliminary interviews were conducted in an attempt to identify all sources of information about training requirements and to obtain a general overview of the type and number of requirements relevant to an infantry battalion. Through these interviews, it was found that each command level produced its own regulations and requirements for subordinate units. In addition, it was found that the mechanisms for promulgating requirements varied from one command to the next.

The second means of data collection was the attempted procurement of the regulations and other sources of guidance that contained the training requirements of each command level. Material was requested from Department of the Army, USAREUR Headquarters, V and VII Corps, and from two divisions and two brigades within each Corps in order to obtain a good cross section or sample. A great deal of time and effort was spent in following up the initial material request at the division and brigade level. In spite of all efforts, complete sets of material were received from only one division and the brigade within the division. In the other three cases material was received only from the brigade or the division or from neither.

The material collected for the study consisted of:

1. ARTEP 71-2.
2. Relevant Soldier Manuals.
3. AR 350-1, USAREUR Reg. 350-1, and 350-1s for the Corps, Divisions and Brigades.
4. Other materials consisted of relevant Field Manuals, Training Notes, Training Circulars, Training Guidance Letters, Training Memorandums, Quarterly Digests, Training Letters, TWXs, and relevant Army publications.

The contents of these materials were analyzed for form, relevance, and interrelationship. In addition, requirements were extracted from each individual source and compiled into a comprehensive listing. The lists of requirements were then reviewed by infantry battalion S-3s for completeness.

Battalion S-3s, assistant S-3s, company commanders, and other training personnel were asked to indicate the probability of including 34 training tasks in their training programs if the tasks were not mandated through training directives. The results of the questionnaire are presented in Appendix A.

FINDINGS

The findings and recommendations of this project are presented below in terms of the source, quantification, form, and relevance of mandatory training requirements. Each section contains a discussion of the problems encountered and general recommendations.

Sources of Training Requirements

Each command level, from Department of the Army to brigade, produces training requirements that battalions must meet. In many instances these requirements are duplications of those proposed by higher headquarters, but some are unique to each command level. For example, training for the Nijmegen Marches is required only by the division while threat related training such as dismounting and clearing mines and obstacles or clearing bridges and fording areas is required by the corps only. This is not to say that each command level does not expect the battalion to conduct training required by other commands, but that some requirements are specified by one level only.

The mechanisms by which each command level communicated its training requirements varied. The most common mechanism found in this study was a training regulations manual or 350-1. Each command level produced its own 350-1. Other mechanisms included Training Circulars, Training Letters, Training Notes, TWXs, and telephone calls. These mechanisms are used to communicate such things as new requirements, changes in old requirements, reporting, comments on testing and other aspects of evaluation, and reminders on upcoming training. The use of these mechanisms varied with command and the nature of requirements.

The stated purpose of the 350-1s produced by each of the five command levels is, in general terms, to establish objectives, responsibilities, and guidance for the management and conduct of military training. A principle stated in each of the 350-1s is that training objectives should specify the conditions under which each training task is to be accomplished, and the training standards to be attained in the performance of the task.

However, examination of the training objectives in the individual 350-1s and other forms of training guidance show that this criterion for stating objectives was seldom met. Many objectives were stated in the form of an imperative sentence without conditions and/or standards. In some instances the task and conditions were outlined without standards, while at other times the task and standards were specified without the conditions.

In addition to each command level producing its own training requirements, it is apparent that each headquarters divides the task of generating, reproducing, rewriting, and reviewing training requirements among the different staff sections. For example, one Corps 350-1 states that the staffs from corps down should be responsible for the areas indicated below.

"1. G1/S1 prepares training programs directly affecting the enlisted personnel management system (EPMS), MOS testing/skill qualification test (SQT), noncommissioned officers educational systems (NCOES), training safety, and the morale and welfare of soldiers.

2. G2/S2 prepares training programs concerning signal intelligence (SIGINT), intelligence gathering systems (radars, sensors and photo) and incorporates Project FOCUS which includes Soviet and Warsaw Pact forces (personnel, equipment and tactics).

3. G3/S3 prepares training programs for operations security (OPSEC), signal security (SIGSEC), electronic warfare (EW), offensive air support (OAS), and other specialized training programs affecting unit readiness.

4. G4/S4 prepares training programs concerning maintenance, supply and logistics.

5. G5/S5 recommends and coordinates new initiatives in training exercises to emphasize unit awareness of the total resources in areas of operation and interoperability. G5/S5 also integrates training relevant to psychological operations during CPXs, FTXs and MTA periods."

Ideally, each staff section at each headquarters is staffed by personnel who are well versed in the content and methods of training, and other relevant information pertaining to their areas of responsibility. If this happens to be the case, there are still other factors that can create problems. For example, the writer of requirements needs to know about all other requirements in his particular area and in all other areas. This can eliminate replication, partial or otherwise, and provide a more coordinated training program. Under the present system, however, the division of training management at each command level contributes toward additional fractionization of training requirements, resulting in more time and effort on the part of the battalion training manager in pulling everything together at his level.

A single, multi-level 350-1 would greatly simplify the training managers tasks. The current practice, however, is for each command level to publish

its own 350-1 and other training guidance such as quarterly notes, training circulars, and training letters for all subordinate units. The mechanisms for communicating training requirements (1) do not contain all requirements mandated by higher headquarters, (2) do not always meet the criteria for stating training requirements, and (3) are at times contradictory. One method for rectifying these problems and help the battalion training manager at the same time would be to publish all mandatory training requirements in one 350-1 regulation. For example, USAREUR Headquarters could publish its 350-1 and include all Department of the Army training requirements that are relevant to the USAREUR mission in addition to its own training requirements. The next lower command would then take the USAREUR regulation, make all of its necessary additions and modifications and forward it to the next lower command where it would go through the same process. By the time the document reaches the battalion it should contain only those requirements which have a direct impact on the battalion mission. In addition to having all mandatory requirements in one document, this system would eliminate the need for communicating mandatory training requirements through other mechanisms and cut down on the misinterpretation of requirements.

In addition to the sources of mandatory training requirements covered in this project any Army Regulation may contain additional ones. Because of resource constraints it was not possible to undertake a comprehensive review of AR's in this effort. It was found in talking to training personnel in units that AR required training was being conducted on a random basis, based on a units knowledge of a particular requirement and some trainers expressed concern that there were unknown requirements in the AR's that were not being met.

Quantification of Requirements

Compiling a list of training requirements for a battalion level training program is at present a time consuming and difficult task. In order to compile a comprehensive list of training requirements the battalion training manager must analyze the training regulations and all other related documents, letters, guides, notes, etc., of every higher headquarters. Once he has accomplished this he must determine, from the information provided, which requirements apply to his particular battalion and in turn decide which requirements are most critical to his mission.

Table 1 provides a representative list of mandatory training requirements for a USAREUR battalion based on the respective training regulations of a brigade, division, corps, USAREUR, and Department of the Army. The table shows that only three training requirements were specifically mentioned by all five command levels. It also shows that a brigade may or may not list the same requirements that the division lists. For example, the brigade lists "fire coordination and target acquisition training," "Code of Conduct Training," "Offensive Air Support Training," "OPSEC Training," etc., as specific requirements whereas the division does not. A similar discrepancy can be seen between the requirements listed by the division and the corps.

Table 1

LIST OF TRAINING REQUIREMENTS BY SOURCE FOR AN INFANTRY BATTALION

Requirement	SOURCE				
	Dept. of the Army	USAREUR	Corps	Div	Bde
1. General Education Development Training					
a. Remedial Education (BSEP)			✓	✓	
b. English as a second Language	✓		✓	✓	
c. High School Degree	✓		✓	✓	
d. Associate Degree	✓		✓	✓	
e. Baccalaureate Degree	✓		✓	✓	
f. Graduate Education	✓		✓	✓	
2. Personal Knowledge Training					
a. Military Justice	✓	✓		✓	✓
b. Hague and Geneva Convention	✓	✓	✓	✓	✓
c. Race Relations	✓	✓	✓	✓	✓
d. Equal Opportunity	✓	✓	✓	✓	✓
e. Drug and Alcohol Abuse	✓	✓	✓	✓	✓
f. Code of Conduct	✓		✓		✓
g. Survival, Evasion and Escape	✓				
h. Service Benefits	✓				
i. Moral Leadership and Responsibility	✓				
j. Personnel Effectiveness Training (PET)				✓	
k. Human Self Development				✓	
3. Functional Training					
a. MOS Refresher Training (SQT)	✓		✓	✓	✓
b. New Equipment Training (NET)	✓				
c. MOS Reclassification Training	✓			x*	
d. Ranger Training	✓				
e. Airborne Training	✓				
f. Redeye Training	✓			✓	✓
g. Air Transportability/Uploading	✓		✓		
4. Interoperability Training					
a. Host Nation Orientation		✓	✓	✓	✓
b. Gateway Language Program		✓	✓	✓	✓
c. STANAG		✓	✓	✓	✓
d. German-American Partnership Training		✓	✓	✓	✓
e. Exchange Training		✓	✓	✓	✓

*The x in the division and brigade columns indicate that the requirement is designated as non mandatory.

Table 1 (cont)

LIST OF TRAINING REQUIREMENTS BY SOURCE FOR AN INFANTRY BATTALION

Requirement	SOURCE				
	Dept of the Army	USAREUR	Corps	Div	Bde
5. Safety Training				✓	
6. Fuel Handling Training				✓	
7. Cold/Hot Weather Injury Class				✓	✓
8. Hearing Conservation				✓	
9. Field Sanitation Team Training				✓	✓
10. Officer Personnel Management System	✓				
11. NCO Education System Training	✓	✓		✓	
12. PNCOC Training		✓		✓	
13. Self-Study Programs (i.e., TEC)	✓				
14. Intelligence Training					
a. Subversion and Espionage Directed Against U.S. Army (SAEDA)				✓	✓
b. One km Zone Restrictions				✓	✓
c. Soviet Military Liaison Mission (SMLM)				✓	✓
d. Ground Surveillance Radar Operator Training (GSR)				✓	✓
e. GSR Border Support Training				✓	✓
f. Electronics/Signal Security				✓	✓
g. MLJI Reporting Procedures				✓	✓
h. Transmission Reporting				✓	✓
i. Non-machine Crypto Systems				✓	✓
j. Physical Security				✓	✓
k. Publications and References				✓	✓
l. Authorized Authentication Systems				✓	✓
m. Safeguarding Defensive Information				✓	✓
n. Order of Battle				✓	✓
o. Handling of POWs				✓	✓
p. Captured Enemy Equipment and Documents				✓	✓
15. Communications and COMSEC Training				✓	

Table 1 (cont)

LIST OF TRAINING REQUIREMENTS BY SOURCE FOR AN INFANTRY BATTALION

Requirements	SOURCE				
	Dept. of the Army	USAREUR	Corps	Div	Bde
16. Electronic Warfare Training			✓		
17. Operations Security Training (OPSEC)		✓	✓		✓
18. Land Navigation					✓
19. Logistics Training			✓		
20. Fire Coordination and Target Acquisition Training			✓		✓
21. Nijmegen Marches				✓	
22. Physical Readiness Training	✓	✓	✓	✓	✓
23. Sports Program		✓			✓
24. Individual Weapon Proficiency and/or		✓	✓	✓	✓
25. Weapons Familiarization Training and Zero		✓	✓	✓	✓
26. Fire Familiarization and Zero Within 30 days of Arrival		✓	✓	✓	✓
27. Mortar Training					✓
28. Antiarmor Training					
a. LAW			✓	✓	✓
b. TOW	✓		✓	✓	✓
c. DRAGON	✓		✓	✓	✓
29. Army Battle Doctrine Training			✓		
30. Special Weapons Training		✓	✓	✓	
31. Expert Infantry Badge Training			✓	x	✓
32. Expert Field Medical Badge Training			✓	x	✓
33. First Aid Training				x	x

Table 1 (cont)

LIST OF TRAINING REQUIREMENTS BY SOURCE FOR AN INFANTRY BATTALION

Requirement	SOURCE				
	Dept. of the Army	USAREUR	Corps	Div	Bde
34. On-the-Job Training	/	/	/	x	
35. Adventure Training			/	/	
36. Driver Training Program				/	
37. Driver Training Refresher Program				/	/
38. Cold Weather Driver Training				/	/
39. Drownproofing				/	/
40. Readiness Tests			/		/
41. Field Training Exercise (FTX)	/		/	x	/
42. Command Post Exercise (CPX)			/		/
43. GDP Training			/	/	/
44. AGI					/
45. MET					/
46. Officer and NCO Training				x	/
47. TEWTS for Officers and NCOs				x	x
48. Realtrain				/	/
49. Combined Arms Training				x	x
50. Operation Readiness Training (ARTEP, ATT, ORT)	/		/	/	/
51. Company Level ARTEPS				x	x
52. Riverline Operations			/	x	/
53. Night Training (Attacks, Road Marches, Withdrawals, Reliefs in Place, Patrols and Night Firing)			/	x	/

Table 1 (cont)

LIST OF TRAINING REQUIREMENTS BY SOURCE FOR AN INFANTRY BATTALION

Requirements	SOURCE			
	Dept. of the Army	USAREUR	Corps	Div Bde
54. Military Operation in Built-Up Areas (MOBA)			✓	✓
55. Offensive Air Support Training			✓	✓
56. Airspace Management Training			✓	✓
57. Army Aviation/Airmobile Training			✓	✓
58. Air Defense Systems Integration Training				
59. NBC Training			✓	✓
a. Individual Soldier Training			✓	✓
b. NBC MOPP			✓	✓
c. NBC Officer and NCO			✓	✓
d. NBC Collection Subcenter Training			✓	✓
e. Monitoring and Survey Training			✓	✓
f. Nuclear Burst Information Reporting			✓	✓
g. NBC Decontamination Team Training			✓	✓
h. Primary Soviet Chemical Agents and Weapons				✓
60. Threat Related Training				
a. Dismounting and clearing mines and obstacles			✓	
b. Suppressing by fire enemy infantry close enough to engage tanks with antiarmor weapons			✓	
c. Protection of armor			✓	
d. Dismounting and eliminating enemy infantry			✓	
e. Providing long-range ATGM support.			✓	
f. Seizing key terrain by infiltration on foot			✓	
g. Blocking covered and concealed routes.			✓	
h. Patrolling and reconnoitering difficult terrain			✓	
i. Holding of terrain unsuitable for armor			✓	
j. Clear bridges and fording areas			✓	

The reason for these differences in the training requirements lists of the various commands is not readily apparent from an examination of the respective training regulations. It is understandable that a brigade may make additional requirements for one of its battalions which the division, corps, or higher headquarters would not make. Also, brigade may not include requirements set forth by higher headquarters that do not apply to their subordinate units. Many of the discrepancies in Table 1, however, do not readily fall under either of these two situations, which then makes the training managers job more difficult.

Comparison of training regulations also points to differences in the perceived criticality of requirements. In our example, the division lists training on such tasks as EIB, EFMB, Riverline Operations, FTX, and Limited Visibility Operations as "suggested training requirements" while the brigade lists them under "mandatory training requirements." On the other hand, training requirements may not be specified but implied. For example, AR 350-1 does not specifically state that any of the areas listed are required. However, it is implied that they are mandatory requirements because they are part of the Army Training System. Another discrepancy between 350-1 regulations of various command levels is in the emphasis placed on a requirement. For example, AR 350-1 lists the five training requirements shown below as "functional training" and places the responsibility for conducting the training on the individual unit. The USAREUR 350-1 on the other hand, does not list them as "training requirements," but lists them as suggested uses of On-the-Job training programs. The question one is faced with is whether or not they are "training requirements."

"a. Qualify SM in a specific MOS when resident functional training is not available or when attendance at training schools is not feasible.

b. Provide additional training, qualifications, or skills not included in functional MOS training.

c. Provide training on new procedures, concepts, equipment, equipment modifications, or other changes pertinent to MOS qualifications.

d. Qualify SM in the skills of a new MOS or train them to perform tasks in a different duty position in their current MOS.

e. Provide MOS skill qualification for SM who require or desire MOS reclassification under appropriate regulations and directives."

Other such problems encountered in the comparison of training regulations consisted of listing the same requirements two or more times in one document, classifying a task under different headings at various command levels, and giving a task different titles. For example, EFMB is shown as "mandatory training" in one section and "suggested training" in another section at the brigade level. USAREUR categorizes Host Nation Orientation and Gateway Language as Interoperability Training while corps list it as GED training.

Another source of concern in attempting to compile training requirements is the manner in which a requirement expands as it progresses down to the battalion level. Consider for example the requirements listed under Intelligence Training in Table 1. Corps requires that individuals be trained on eleven intelligence tasks. Divisions and brigades specifically mention eight of these tasks as requirements and an additional five tasks not listed by corps. The corps, division and brigade requirements leave the battalions with a total of sixteen tasks which must be incorporated into their training programs. A different and, from the battalion perspective, more burdensome expansion can be seen in the training requirement on physical readiness training.

Physical readiness training as prescribed in USAREUR Reg. 350-1 consists of an on-duty company athletics program and a physical training program as outlined in FM 21-20 and FM 35-20 for individual units. The program is mandatory for all personnel and is to be conducted at least 4 hours each week. Company-level commanders are directly responsible for the physical readiness of their subordinates and battalion commanders are responsible for designing, implementing, and monitoring the overall program. The standards prescribed for individual performance consist of the appropriate physical test described in FM 21-20, FM 35-20, and AR 600-9 and completion of a 2-mile run. In addition, according to the USAREUR Reg. 350-1, physical fitness ratings for efficiency reports are to be based on demonstrated performance as related to individuals' military occupational specialty, grade, age, and PT scores.

The above summary of physical readiness training indicates that the criteria for stating a training requirement were met in USAREUR Reg. 350-1, producing what appears to be a balanced program. From this point on, however, the focal point shifts from a physical readiness training requirement to a "2-mile run for record requirement." The USAREUR Reg. 350-1 states that "95% of present for duty military personnel of battalion-size organizations and separate companies and detachments will complete a 2-mile run as follows:

1. Men under 40 years old: 2 miles in 17 minutes.
2. Women under 40 years old: 2 miles in 19 minutes, with an objective of 17 minutes.
3. Personnel unable to participate (caused by individual physical restrictions as outlined in paragraph 2-3 a (2), AR 600-9): Exempt.
4. Personnel 40 years old and older: Not required."

This standard for demonstrating physical readiness (which is only 1 of 3 standards) takes on a different meaning. Corps for example mandates in a Letter of Instruction that "soldiers under 40 years of age will run a minimum of 2 miles 3 times weekly." To insure that standards on the 2-mile run, Advanced Physical Fitness Test (APFT), and weight control

program are carried out battalion and company sized units are required to prepare a monthly physical training status report.

Divisions and brigades, in turn, place related requirements on the individual units. For example, brigade requires battalions to conduct a unit-sized, monthly 2-mile run. Division directs the battalions and separate units to follow requirements mandated by higher headquarters each working day and cut the time in getting new arrivals up to standard from 60 days to 30 days. In addition, a monthly report on physical training status is required by division.

In addition to modifying the requirement on physical readiness training, the different command levels used a variety of mechanisms for communicating the requirement. For example, USAREUR and corps used training letters, TWXs, and 350-1s, while division used TWXs and brigade used a 350-1 and operational orders to communicate requirements to subordinate units.

In summary, the PRT requirement focuses on one standard established for demonstrating proficiency of physical fitness, namely the 2 mile run. The demand for status reports increases the number of man-hours the units must invest in filling out paperwork, but does not insure that standards will be met on testing day. This also reduces the battalion commander's responsibility for monitoring his PRT program. Dictation of how often, when, and how individuals will run effectively takes away the battalion commander's responsibility for developing his own PRT program, increases the units' work load, and could very easily have adverse effects on troop morale. In addition, a number of different mechanisms were used to transmit requirements to the units. Each of the above factors tend to distort the PRT requirement and makes it very difficult for the training manager to determine exactly what the requirement consists of.

Form of Training Requirements

From the battalion perspective the training requirements promulgated by higher commands through training regulations, letters, circulars, and other communications seem excessive and perhaps arbitrary. Yet from the perspective of the higher commands, especially at division level, there is a need to supplement the major training requirements of ARTEPs, SQTs, and the standard mandatory requirements (e.g. Race Relations program). In addition, there are many skills, such as commanding maneuver elements in battle (as exercised in a CPX), that are perceived as being very poorly represented, or not represented at all, in the standard training exercises. Thus, additional requirements are written to fill the gaps in essential skills.

However well intentioned the writing of requirements, individuals at higher staff levels face a number of basic limitations in writing effective training requirements. For example, the necessary effort to develop training specifications may be greater than that which is available to the staff.

Additionally, the staff member writing a requirement may not know all the other requirements facing a battalion. Also, there may be no effective way to monitor performance so as to enforce compliance.

Many ineffective requirements that appear in training letters (and similar guidance) should be eliminated or converted to more effective requirements by improving their form. Format considerations can be described in terms of good and bad characteristics, along with examples.

Desirable Characteristics. The main format criteria that each requirement should meet, are:

1. Task specification.
 - a. Task
 - b. Conditions
 - c. Standards

2. Circumstances of performance.
 - a. Who should meet the standards?
 - b. How often should the standards be met?
 - c. Situation
 - (1) Event. Is there a special event for performance? (e.g., "integrate with field exercises.")
 - (2) Resources and facilities. Are there special facilities or resources needed for performance? (e.g., "training aids are available through Battalion S-2.")
 - (3) Relation to other requirements. What is the relationship of this requirement to other requirements? (e.g., "weapons proficiency and SQT.")

3. Evaluation.
 - a. Within battalion.
 - b. From outside battalion.

The first category, task specification, covers the basic information on objectives. These have been discussed at length elsewhere in the literature on training technology, e.g., TC 21-5-2, TC 21-5-7, and FM 21-6. An examination of training regulations also shows that each command level specifies that training should be "performance oriented" and that objectives should be stated in terms of task, conditions, and standards. Nevertheless, tasks, conditions and standards generally are not specified or even implied in most training requirements. For example, one may find a requirement stated in the non-performance manner below.

"Mask Confidence Course
for Individual Soldiers

Annual

Div Reg 350-1"

From this it cannot be determined whether the basic information on task, conditions, and standards have been specified since another document is referenced, the divisional 350-1. Referencing another document or requirement merely relocates the training managers problem to another source.

It is also difficult to determine whether critical conditions are stated without knowing the details of a technical field. The training manager or trainer may not be well enough versed on a particular area to determine whether the conditions, when stated, are those most critical to conducting effective training. Very often, the requirement will only state the topic to be covered and list a number of references. Another difficulty often encountered is locating requirements hidden among other requirements. An example of such stumbling blocks can be seen in a requirement on first aid.

At the brigade level, "first-aid" is listed under medical training as simply "first aid for non-medical personnel," both of which are listed under "recommended training requirements" and not "mandatory training requirements." The general reference for all requirements was the division and corps level 350-1s. First aid training is also included under medical training which is classified as recommended training in the divisional 350-1. However, it is expanded slightly from that found in the brigade list. The divisional 350-1 states:

"MEDICAL TRAINING. Medical training for medical and non-medical personnel is a year-round program. All non-medical personnel should receive training in first aid and life saving techniques in accordance with their skill level per the Soldier's Manual. Medical personnel will receive MOS related training using the hospital and troop medical clinic OJT program as well as unit training."

The task is stated, but the conditions and standards are not specified. In addition, the references that might make them clear are not very specific, i.e., "in accordance with their skill level per Soldier's Manual". In order to find further and more specific references on training non-medical personnel, the training manager/trainer would have to proceed to another section of the regulation. There he would find at least one reference, "First Aid for Soldiers, FM21-11," which may or may not contain the information needed for making the necessary decisions in establishing his training program.

In the corps 350-1 the only reference to first aid is made in conjunction with NBC Defense Training. This was preceded by the following list of references, none of which appear to be specifically related to first aid, necessitating a review of all.

- a. AR 220-58, Organization and Training for Chemical, Biological and Radiological (CBR) Operations.
- b. FM 3-12, Operational Aspects of Radiological Defense.
- c. FM 21-40, Chemical, Biological, and Nuclear Defense.
- d. FM 21-41, Soldiers Handbook for Chemical and Biological Operations and Nuclear Warfare.
- e. FM 21-48, Chemical, Biological and Radiological (CBR), and Nuclear Defense Training Exercises.
- f. ASubSch 21-6, Radiological Survey and Monitoring.
- g. ASubSch 21-6, Individual Protective Measure for Chemical and Biological Operations and Nuclear Warfare.
- h. FM 3-22, Fallout prediction.
- i. TM 3-220, Chemical, Biological, and Radiological (CBR) Decontamination.
- j. USAREUR Reg 525-30, Nuclear, Biological and Chemical Defense Operation.
- k. Corps Field SOP.
- l. USAREUR Pam 350-205, Course Catalog for USAREUR Individual Testing Centers.

The subject of first aid was not specifically mentioned in the USAREUR or AR 350-1. By implication, however, it is a training requirement since it is part of the individual soldier's Skills Qualification Test (SQT) and ARTEP, both of which appear as mandatory requirements in all training regulations.

The example of first aid illustrates two points. One, training requirements may be hidden among other requirements; in other words, they are not clearly stated as requirements. Two, the references cited in a regulation may not provide the training manager with the information needed to develop his training program. Instead, as in the example above, the references cited, division and corps 350-1s, refer the reader to other regulations and field manuals.

The second major category of desirable characteristics, circumstances of performance, should state who is to be trained, how often they must achieve the standards, and special situations or conditions of the requirement. Generally, the "who" is understood to be all personnel, or all personnel who do not have a good excuse. An example:

"Officers will attend at least one division level CPX each quarter." Although this item presumably is intended to cover all officers, that might be unrealistic in view of the other demands upon officers' time, and there is no way to know whether CPXs are available, or whether clear objectives have been developed by the organization that administers the CPX.

The matter of "how often" the standards must be achieved are generally not addressed in requirements. In most instances, the requirements will specify a number of "classroom hours," number of times per year or quarter, or nothing at all. When requirements do specify frequencies, they are generally addressing the number of times or hours of preparation to be spent in getting ready to meet the standards and not the number of times the standards are to be met. For example:

"INTELLIGENCE TRAINING. a. Intelligence and security training should provide a unit with the expertise required to support its mission. Such training should guarantee that the unit's intelligence collection capabilities assure complete, accurate, and timely reporting.

b. Intelligence training can be conducted in two stages: basic and sustaining.

(1) Basic security education treats the nature and clarification of defense information, Subversion and Espionage directed against the U.S. Army (SAEDA), 1 km zone restrictions, and the Soviet Military Liaison Mission (SMLM). These topics must be covered with a newly arrived soldier within seven (7) days of his arrival in the unit.

(2) Sustaining security education consists of the same subjects as above renumerated on an annual basis." (underlining ours).

In both instances a time frame is addressed but not in relation to meeting specific standards.

The above training requirement on "Intelligence Training" illustrates another point to be kept in mind while writing training requirements, the use of simple, understandable words. For example, the word "renumerated" in b(2) above probably means to "repeat" on an annual basis. However, the word is not in a common dictionary, and it could be falsely interpreted or not understood at all.

The situation in which performance of a task occurs involves considering special events and facilities that may or may not apply to any particular requirement and the relation between the named requirement and other requirements. If, for example, a requirement is to be performed during an exercise or only at a major or local training area, or special training aids such as simulators, etc., are needed to insure performance to standards, the training manager needs to be informed. In addition to informing the training manager, a second advantage to specifying situations

is that it informs the writer of the requirement as to the ramifications of his particular requirement. The writer of requirements should keep in mind that when a requirement is "integrated with" another event, it often happens that there is no follow-up to see that the requirement was actually met. Also, a common difficulty in specifying resources or facilities is the assumption, at higher levels, that the resources are actually available.

Often a requirement will merely emphasize or slightly modify another requirement that is referenced. However, the precise degree of overlap may be difficult to determine. There also may be a nagging suspicion, in a battalion, that a related training requirement exists somewhere that they are unaware of. For example, the training manager may not be aware of the relationship between the various requirements from higher commands on weapons training or personal knowledge training. Being in this position he might schedule separate training sessions for each requirement when he could have taken care of several requirements in one session. It would seem desirable then to have all requirements clearly stated and coded or classified so as to consolidate those that can be performed together or that require the training of the same skills.

Comparison of the content of training requirements shows that there are a number of requirements which could be combined into a single requirement or perhaps even eliminated. An example of this can be found in the requirements on individual weapons. Skills qualification training (SQT) requires that personnel fire and meet certain standards on their assigned individual weapons. In addition, each battalion is required by USAREUR, corps, division, and brigade to conduct (1) individual weapons proficiency training, (2) individual weapons familiarization firing and zero training, and (3) fire familiarization and zero training within 30 days of arrival in the unit. The major differences between SQT requirements and command level requirements are specific performance frequencies and skill levels.

The SQT requires that all skills necessary to the accomplishment of the objective be performed, including everything from maintenance to obtaining a minimum score in the engagement of targets. The requirements by the various commands replicates this requirement in part, that is, the soldier must zero and fire at one period, and at a later time he must achieve a certain score while engaging targets. The frequency of the SQT requirement is not tied to an annual training cycle while the requirements of the higher headquarters are. If sustainment of the task is dependent upon certain skills and frequency, they should be determined and the requirements could be modified and combined.

Evaluation is closely related to task specification in terms of task, conditions, and standards, but goes a step further in relaying information on performance to managers. The "within battalion" information is used for direct management of training, and the information is always condensed somewhat because of practical limitations on record keeping. There is also a "shrinkage" phenomenon that is common: training specified on a wide range of skills or topics, but evaluation on only a few of the skills.

For example:

GSR (ASUBJ SGD 7-4)

Ground Surveillance Radar

Specification

"GSR training will include all general subjects and the following specialized training:

- (1) Operation and Maintenance of AN/PPS-5 Radar Set and generator.
- (2) Reconnaissance, site selection, and occupation.
- (3) Target Acquisition.
- (4) Tracking and Identification of Targets.
- (5) M-16 Plotting Board.
- (6) Operation and Maintenance of M151, 1/4 ton truck and trailer.
- (7) Reporting of enemy information."

Evaluation

"GSR skills will be tested annually by X Bde and X Div. These tests will integrate the above required skills with a simulated tactical scenario while the GSR section is employed with a maneuver element. As a minimum performance standard all 17K MOS radar operators must be able to accomplish the following without any instructional aids:

- (1) Perform pre-operational checks on M-151 truck and AN/PPS-4&5 radars.
- (2) Put AN/PPS 4&5 radars into operation.
- (3) Acquire, track, and identify at least 5 different targets correctly."

Evaluation is called for on 3 items and training on 7 items. A "go" on these three items is considered a minimum performance standard, but the requirement does not indicate whether a "go" on these items is indicative of overall performance.

Evaluation from outside a battalion is generally considered to be a matter of how requirements will be enforced. Commonly, the AGI is used to determine whether records show that compliance was attained. Given the present form of training requirements as stated in the guidance manuals and other mechanisms, there seems to be no feasible way for higher commands to check on compliance, and hence, the requirements may be discounted at the battalion level if not considered to be critical.

Table 2 presents an example of two mandatory training requirements expressed in the format suggested in this report. The division and corps 350-1s reference the USAREUR 350-1 as the "authority" on Race Relations and Equal Opportunity (RREO) training and Drug and Alcohol Abuse training. USAREUR 350-1 treats each area as a single training requirement. Analysis shows, however, that RREO is actually three separate requirements and Drug and Alcohol is made up to two requirements.

Table 2

EXAMPLE OF INFORMATION TO INCLUDE IN COMPREHENSIVE LIST OF TRAINING REQUIREMENTS

<u>Task</u>	<u>Conditions</u>	<u>Standards</u>	<u>Who</u>	<u>How Often</u>	<u>Evaluation</u>
Initial RREO Training	Classroom No. of hrs: 12 hrs. Instructor/Student Ratio: 1/15 max School Trained Instructor Contents as dictated in AR600-42/USAREUR Cir. 600-62. Instruction & instructor to be provided by community RREO Office.	Attendance of 12 hrs. Score of 80 on Info Test I. Completion of Attitude Test I.	All new arrivals to include Officers, enlisted personnel, NCOs, & GS-7 DAC & above.	Once, within 30 days of arrival in unit.	Objective Test I Attitude Test I
Annual RREO Training	Classroom No. of hrs: 8 per yr. Program and instructor to be provided by Unit Commander. School trained instructor. Contents as dictated in AR and USAREUR regs.	Attendance of 8 hrs. per year. Score of 80 on info Test II. Completion of Attitude Test II.	All personnel assigned or attached to units.	Annually	Objective Test II Attitude Test II
Executive RREO Training	Classroom No. of hrs: 3-4 every 6 months. Instructors & leaders to be Community Commanders, Commanders of Major Commands, Heads of Staff Agencies. Contents as dictated in USAREUR regulations.	Attendance of 6-8 hrs. per year. Score of 80 on info Test III. Completion of Attitude Test III.	Selected officer to include Field Grade, CW3 and 4, and General Grade. DAC employees in Grade GS-7 and above. Senior NCO in grades E-7 through E-9.	Semi-Annually	Objective Test III. Attitude Test III.

Table 2 (Cont.)

EXAMPLE OF INFORMATION TO INCLUDE IN COMPREHENSIVE LIST OF TRAINING REQUIREMENTS

<u>Task</u>	<u>Conditions</u>	<u>Standards</u>	<u>Who</u>	<u>How Often</u>	<u>Evaluation</u>
Initial Drug & Alcohol Abuse Training	Classroom Program to be provided by unit commanders. No. of hrs: 4 hrs. Instructor is Alcohol and Drug Control Officer. School Trained Instructors. Contents as dictated by USAREUR Reg. 350-1 and AR 600-85.	Attendance of 4 hrs. Score of 80 on Information Test I.	All new arrivals to include officers, enlisted, and NCOs.	Once, within 7 days of arrival in unit.	Incident rate of drug and alcohol abuse. No. of self-referrals to CDAAC. No. of commander-referrals to CDAAC.
Quarterly Drug and Alcohol Abuse Training	Classroom No. of hrs: 1 hr. per quarter. Content as dictated by USAREUR Reg. 350-1 Appendix A. Instructors are to be community experts in the specified content areas. Program to be provided by unit commanders.	Attendance of 1 hr. per quarter. Score of 80 on topic related test.	All assigned and attached personnel	One hr. per quarter	Incident rate of drug and alcohol abuse. No. of self-referrals to CDAAC. No. of commander-referrals to CDAAC

Currently the 350-1s do not specify for RREO, Drug and Alcohol training, and many other requirements the factors included in Table 3. If, after review by staff personnel at each level, a requirement is to be included in the 350-1, these factors should be stated. For example, testing the stated goals for RREO training is not mentioned in training guidance literature. The goals as stated, however, are measurable just as they are for Drug and Alcohol Abuse training and Table 3 suggests means of measurement which can be used by the battalion to assess the impact of the program on their personnel. These measurements are also means by which higher headquarters can evaluate the degree of success of a program.

The information contained in Table 3, though brief, provides enough about each task to show how it will impact on the battalion training program. In addition, the writer of the requirement must research the requirement before writing it and those at lower command levels need not rewrite the requirement.

Undesirable Characteristics. The desirable characteristics may be better understood by contrast with some of the common deficiencies along with some examples. The deficiencies involve not only vagueness and incompleteness, but also go beyond the objectives and specify inappropriate media or formal reports.

1. Types of Vagueness

Often the requirements will involve vague words or phrases, and a list of these would help one detect vague requirements. The following is suggested as a beginning for such a list:

- a. "familiar with" or "familiarize"
- b. "appropriate"
- c. "maximum extent possible"
- d. "process through material"
- e. "refresher training" or "refresh"
- f. "will be exercised"
- g. "insure" or "to insure proficiency"
- h. "as required"
- i. "habitually"
- j. "progressive" and "cyclical"

Although some of the above expressions sometimes may be used with precise meaning, their presence should at least be cause for suspicion of an unsatisfactory requirement. The following example, although couched in the language of "specific goals", reveals the absence of goals through the words "progressive and cyclical":

"Maintenance Training: Sufficient training hours will be devoted to material readiness training to insure personnel are proficient in correctly maintaining their equipment. Maintenance training must be progressive and cyclical; that is, one must progress through the applicable technical manuals, and upon completion, this process must be repeated. This training should include both supervisors and operators. In addition, maintenance of equipment must be organized, must have specific goals for each period which are stated on the training schedule and/or lesson outline, and must be supervised so that soldiers increase their knowledge and skill while maintaining their equipment." (underlining ours)

Another type of vagueness is specification by topic only. Some examples are:

"Supply training is intergrated into other training."

"Energy Conservation: Integrated and 15 minutes, each pay day."

"Appropriate Adventure Training."

"Camouflage and Concealment."

Each of these examples leaves many unanswered questions about specifics. The writer of these requirements may have assumed that the person reading this requirement would know all of the specifics as he did. On the other hand, the writer may not have known enough about the task to write an effective training requirement. In both cases, the training manager/trainer is being short changed and must make assumptions that may hurt his training program.

2. Specification of Media

Often the requirements will go beyond specification of objectives, to tie the training to a particular medium. Most likely, the medium specified is a class of some sort, which tends to divert the training away from a performance orientation and standards since classes tend to follow the "broadcast" model of training, rather than the "performance-to-standards" model. Yet specifying a class is tempting because it is easy to specify, and it is especially easy to check on a class being listed on a training schedule.

On the other hand, it is appropriate to specify exercises that involve the performance to be trained. It would not be appropriate, however, to specify that such exercises are the only permissible preparation to meet

the standard, although for certain kinds of skills there may be little transfer from anything other than hands-on practice (e.g. tracking targets with TOW is a manual skill with little cognitive skill involved.)

3. Specification of Reports

The burden on battalions may also be increased by requiring additional reports, sometimes with no assurance that anything of substance is being reported. A most common form is the requirement of submitting lesson plans. Another form of requirement for reporting is a statement like "training schedules should reflect ___." When such requirements become excessive, there is a temptation for the battalions to make the changes only on paper. In addition, these requirements assure nothing other than the production and accumulation of paper and, due to the time lost in complying and the perceived value of such requirements, are often considered counterproductive.

In the case of training requirements beyond the control of the battalion, such as high school completion or language training, reports are in order, but should come from the service agency. In such cases the battalion's objective is only the intermediate one of assuring attendance.

4. Development Needed

The person writing requirements is caught between a perceived need for training and a lack of information concerning how the need might best be met. His problem might be reduced by developing task specifications for various military skills. The particular standards might be left for determination in specific divisions or other levels that generate the requirements.

Similarly, there should be more training "packages" in which there is consolidation of training aids, task specification, directions for administration, and suggested frequencies. These could be made increasingly realistic and effective through implementation and revision.

There is also need for a classification of skills trained, and a filing system organized along the same criteria, so that related requirements could be consolidated into one packet.

In any of these developments, it is desirable to develop the materials through actual application in particular battalions, rather than as abstract ideas removed from the training context. Yet it is not efficient for each battalion to develop its own task specifications.

Perceived Relevance of Mandatory Training

In order to get an estimate of the perceived relevance of a sample of current mandatory requirements, a group of training personnel (S-3s, training NCOs and TCOs) attending a conference at 7th ATC were requested to

complete the survey contained in Appendix A. They were asked to estimate the probability that they would train on the listed topics if they were not required to do so by higher authority. Table 3 presents the overall average probability ratings assigned to each requirement by the 48 respondents, which represents an estimate of relevance. It indicates that only one general skills requirement, physical readiness training, has a high probability (.74) of being included in training programs while 8 of the combat skills requirements are considered to be high probability items. These include maintenance training (.79), cold weather training (.68), patrol, ambush, and raid training (.67), map reading (.73), aircraft recognition for redevye personnel (.80), redevye simulation (.76), redevye proficiency testing (.75), and COMSEC training (.71). Of the remaining 14 combat skills tasks only one, riot control training, was considered to be of low probability (.32) while the other 13 were given an average probability rating of between .37 and .66. Eight of the general skills tasks were given a probability rating between .40 and .61 while 5 were rated between .17 and .32.

The information in Table 3 suggests that training personnel perceive a number of current requirements to be of low relevance to their mission. This in conjunction with other problems noted above, indicates a need for each level of command to review all mandatory requirements for necessity, relevance, duplication, and overlap with SQT and ARTEP. Those training requirements that duplicate or are non-critical should be eliminated. Those requirements that are allowed to stand as mandatory must be stated in performance terms that are measurable.

Table 3
PERCEIVED RELEVANCE OF TRAINING REQUIREMENTS

Requirements	Average Probability of training (N=48)
GENERAL SKILLS	
1. Physical Readiness Training (PRT).....	.74
2. (General Education Development)	
a. High School Equivalency.....	.44
b. College for non-coms.....	.30
c. College for Officers.....	.27
3. Platoon Confidence Training.....	.61
4. Adventure Training.....	.40
5. Personal Effectiveness Training (PET, by Chaplain).....	.17
6. Drug and Alcohol Abuse Counselling (CDAAC).....	.32
7. (Interoperability)	
a. Head Start (E1-E6).....	.45
b. Gateway to German (Officer & E7-E9).....	.44
8. Race Relations.....	.32
9. Military Justice.....	.52
10. Geneva Convention.....	.42
11. Code of Conduct.....	.45
COMBAT SKILLS	
1. Recurring training in recovery operations emphasizing self-recovery techniques.....	.47

Table 3 (Cont)

PERCEIVED RELEVANCE OF TRAINING REQUIREMENTS

Requirements	Average Probability of training (N=48)
2. BN & Co. Commanders establish a structured driver training program to encompass initial and re-fresher training. This training should include driving techniques, driver maintenance responsibility, preventive maintenance services, ESC's, driver publications, forms, reports and equipment log books.....	.63
3. (Identification of Foreign and Allied material): Identification classes will be taught at least quarterly (at company level) to all soldiers and will be geared to insuring the student can identify the following:	
a. T-62, T-54, T-10, PT-76, Tanks.....	.56
b. BRP-60, BPR-50, series APC's.....	.58
c. BRDM, PMP, Scout Vehicles.....	.58
d. Soviet Infantry squad weapons (ARM, RPG-7, PKS).....	.50
e. Soviet Insignia of rank.....	.43
f. M-60A1, H551, M113, M114.....	.56
g. Leopard, Marder, Scorpion, Saracen, Chieftain, Centurian, AMX-30.....	.53
4. (Intelligence Training):	
a. Military intelligence proficiency exercise will be administered semi-annually.....	.50
b. Intelligence training will be integrated into all training activities in order to provide all personnel a thorough knowledge of:	

Table 3 (Cont)

PERCEIVED RELEVANCE OF TRAINING REQUIREMENTS

Requirements	Average Probability of training (N=48)
(1) Warsaw Pack threat and capabilities.....	.54
(2) Observation and reporting techniques.....	.60
(3) Security of defense information.....	.65
(4) SAEDA.....	.53
(5) SMLM.....	.52
(6) 1 Km Zone.....	.49
(7) COMINT.....	.47
(8) Handling/Treatment of POW's.....	.57
5. Maintenance Training: Sufficient to insure personnel are proficient in correctly maintaining their equipment. Maintenance training must be progressive and cyclical; that is one must progress through the applicable technical manuals, and upon completion, this process must be repeated. The training should include both supervisors and operators.....	.79
6. (Safety training)	
a. Cold weather.....	.68
Types of injuries and their prevention. Maintenance and operational procedures for vehicles. Carbon Monoxide poisoning.	
b. Fire Prevention.....	.50
c. Safety in the motor pool and vehicle operation.....	.56

Table 3 (Cont)

PERCEIVED RELEVANCE OF TRAINING REQUIREMENTS

Requirements	Average Probability of training (N=48)
7. Practical Exercise with M3 Riot Control Dispensers - semi-annually.....	.32
8. Squad/platoon-level training to increase pro- ficiency in patrolling, ambushes, and raids.....	.67
9. Escape and Evasion: Practical dismounted field training on an annual basis. Em- phasis will be on small group evasion, use of compass, directions and terrain features.....	.66
10. Prolonged Wear of Protective Mask--2 hrs per month (continuous wear).....	.61
11. NBC-Timed Masking Drills--Quarterly.....	.65
12. Map Reading: Classroom instruction will be followed by a practical map exercise conducted outdoors.....	.73
13. Continued amphibious operations training, including individual proofing.....	.54
14. (Redeye):	
a. All personnel assigned to the Redeye section maintain proficiency in aircraft recognition. Personnel must be able to achieve a minimum score of 90 percent on an aircraft recognition test of NATO and WARSAW PACK aircraft.....	.80
b. Redeye teams conduct training for 32 hours per quarter at Moving Target Simulator.....	.76
c. The Redeye gunner training program includes a quarterly non-firing proficiency test.....	.75

Table 3 (Concl)

PERCEIVED RELEVANCE OF TRAINING REQUIREMENTS

Requirements	Average Probability of training (N=48)
15. Incorporate COMSEC equipment training into communications training to the maximum extent possible.....	.71
16. Proficiency in Morse Code--6 hrs. per month until 15 WPM is achieved.....	.37
17. Habitually use infra-red vision, radar and sensors and image intensification devices during night training.....	.63
18. Supply training: integrated into other training.....	.48
19. Electronic warfare: integrated into other training.....	.54
20. Officers will attend at least one division level FTX for up to one week.....	.56
21. Officers will attend at least one division level CPX each quarter.....	.52

APPENDIX A

Questionnaire Results

PRIORITIES IN TRAINING

Assume that you are setting up the training for a USAREUR battalion, and that you are free to establish training priorities without regard to directives, mandatory requirements, school quotas, or other guidance. Please estimate the probability that you would include each of the following requirements in your training program. Do this by checking (✓) the appropriate probability column.

(Note: ARTEP, SQT tasks and gunnery are not included, because it is assumed that they would receive high priority.)

Section I. General Requirements*

Requirements	Probability that you would train for each requirement										
	0	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00
1. Physical Readiness Training (PRT).....	0	2	2	3	2	7	1	2	4	1	24
2. (General Education Development)											
a. High School Equivalency.....	4	5	3	6	5	13	1	2	2	1	5
b. College for non-coms.....	8	10	4	5	3	8	3	0	0	0	3
c. College for Officers.....	16	7	5	2	1	4	1	2	0	0	5
3. Platoon Confidence Training.....	1	1	0	0	2	10	4	5	6	2	7
4. Adventure Training.....	4	5	6	7	5	9	1	2	4	1	2
5. Personal Effectiveness Training (PET, by Chaplain).....	15	16	5	4	2	3	1	0	2	0	0
6. Drug and Alcohol Abuse Counselling (DAAC).....	5	14	4	6	4	4	2	2	1	1	3
7. (Interoperability)											
a. Head Start (E1-E6).....	5	6	9	2	2	7	2	3	3	2	7
b. Gateway to German (Officer & E7-E9).....	6	6	7	3	1	10	2	2	3	2	6

*The training requirements contained in this questionnaire were taken directly from training regulations (i.e., 350-1).

Section I. General Requirements (Cont.)

Requirements	Probability that you would train for each requirement										
	0	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00
8. Race Relations.....	10	11	7	3	2	5	1	3	3	0	4
9. Military Justice.....	5	3	6	8	1	4	3	2	5	0	12
10. Code of Conduct.....	7	7	4	5	3	6	1	1	4	2	8

Section II. Miscellaneous Requirements

This section presents a sample of the kinds of special requirements that come from brigade and higher headquarters. As before, independent of any other authority, check the probability that you would include each requirement in your training program.

1. Recurring training in recovery operations emphasizing self-recovery techniques.....	0	5	8	8	3	7	1	3	2	0	7
2. BN & Co. Commanders establish a structured driver training program to encompass initial and refresher training. This training should include driving techniques, driver maintenance responsibilities, preventive maintenance services, ESC's, driver publications, forms, reports and equipment log books.....	0	2	4	4	2	9	3	2	6	0	13
3. (Identification of Foreign and Allied material):											
Identification classes will be taught at least quarterly (at company level) to all soldiers and will be geared to insuring the student can identify the following:											
a. T-62, T-54, T-10, PT-76, Tanks...	2	4	3	3	2	10	6	1	2	2	10
b. BRP-60, BPR-50, series APC's.....	3	2	4	3	3	9	4	1	3	2	11

Section II. Miscellaneous Requirements (Cont.)

Requirements	Probability that you would train for each requirement										
	0	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00
c. BRDM, PMP, Scout Vehicles.....	3	2	1	6	2	8	5	1	3	2	10
d. Soviet Infantry squad weapons (ARM, RPG-7, PKS).....	3	5	3	4	2	11	3	2	3	1	7
e. Soviet Insignia of rank.....	5	8	8	4	2	9	3	2	2	0	6
f. M-60A1, H551, M113, M114.....	1	5	5	4	2	6	4	3	1	2	11
g. Leopard, Marder, Scorpion, Sarcen, Chieftain, Centurian, AMX-30.....	2	3	5	4	3	9	4	2	2	2	8
4. (Intelligence Training):											
a. Military intelligence proficiency exercise will be administered semi-annually.....	1	4	5	2	4	15	1	8	2	1	3
b. Intelligence training will be integrated into all training activities in order to provide all personnel a thorough knowledge of:											
(1) Warsaw Pack threat and capabilities.....	2	4	6	2	3	7	4	4	5	1	8
(2) Observation and reporting techniques.....	1	6	4	1	1	4	3	7	3	7	7
(3) Security of defense information.....	0	5	4	3	2	2	2	8	3	3	14
(4) SAEDA.....	0	6	8	1	1	9	2	8	1	1	8
(5) SMLM.....	0	6	7	2	1	9	1	8	0	2	7
(6) 1 Km Zone.....	0	5	10	3	2	8	1	3	3	1	7
(7) COMINT.....	1	3	5	6	3	9	3	4	2	1	3
(8) Handling/Treatment of POW's..	2	1	6	1	1	13	3	6	1	2	8

Section II. Miscellaneous Requirements (Cont.)

Requirement	Probability that you would train for each requirement										
	0	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00
5. Maintenance Training: Sufficient to insure personnel are proficient in correctly maintaining their equipment. Maintenance training must be progressive and cyclical; that is, one must progress through the applicable technical manuals, and upon completion, this process must be repeated. The training should include both supervisors and operators.....	0	1	3	0	3	5	0	4	3	4	24
6. (Safety training) will include:											
a. Cold weather.....	0	2	1	3	2	10	2	5	5	3	12
Types of injuries and their prevention. Maintenance and operational procedures for vehicles. Carbon Monoxide poisoning.											
b. Fire Prevention.....	0	6	7	3	3	9	5	0	2	1	8
c. Safety in the motor pool and vehicle operation.....	2	4	2	4	1	10	6	3	1	2	9
7. Practical Exercise with M3 Riot Control Dispensers - semi-annually...	9	8	10	1	2	6	2	2	1	0	5
8. Squad/platoon-level training to increase proficiency in patrolling, arbushes, and raids.....	0	5	4	2	1	5	2	3	3	5	15
9. Escape and Evasion: Practical dismounted field training on an annual basis. Emphasis will be on small group evasion, use of compass, directions and terrain features.....	1	1	6	6	0	4	2	3	3	4	16
10. Prolonged Wear of Protective Mask-- 2 hrs. per month (continuous wear)...	5	1	7	2	1	4	1	1	2	4	16

Section II. Miscellaneous Requirements (Cont.)

Requirement	Probability that you would train for each requirement										
	0	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00
11. NBC-Timed Masking Drills-- Quarterly.....	1	3	6	2	0	8	1	2	4	3	16
12. Map Reading: Classroom instruction will be followed by a practical map exercise conducted outdoors.....	0	0	1	4	2	8	2	5	5	3	16
13. Continued amphibious operations training, including individual proofing...	1	3	8	5	1	6	4	2	4	2	9
14. (Redeye):											
a. All personnel assigned to the Redeye section maintain proficiency in aircraft recognition. Personnel must be able to achieve a minimum score of 90 percent on an aircraft recognition test of NATO and WARSAW PACK aircraft....	2	0	2	1	3	1	1	2	2	2	24
b. Redeye teams conduct training for 32 hours per quarter at Moving Target Simulator.....	2	0	1	4	1	3	0	3	2	4	20
c. The Redeye gunner training program includes a quarterly non-firing proficiency test.....	2	0	1	2	3	4	1	2	1	4	19
15. Incorporate COMSEC equipment training into communications training to the maximum extent possible.....	0	2	2	1	2	6	3	5	4	3	14
16. Proficiency in Morse Code--6 hrs per month until 15 WPM is achieved.....	13	3	2	3	1	9	4	2	1	2	3
17. Habitually use infra-red vision, radar and sensors and image intensification devices during night training.....	2	4	3	1	1	7	2	2	6	2	12

Section II. Miscellaneous Requirements (Cont.)

Requirements	Probability that you would train for each requirement										
	0	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00
18. Supply training: integrated into other training.....	1	7	5	1	2	13	3	2	0	2	6
19. Electronic warfare: integrated into other training.....	2	3	3	3	3	11	2	5	3	0	7
20. Officers will attend at least one division level FTX for up to one week.....	3	3	4	2	1	9	0	5	1	3	9
21. Officers will attend at least one division level CPX each quarter.....	4	4	5	3	0	9	1	5	3	1	8

Table 1

LIST OF TRAINING REQUIREMENTS BY SOURCE FOR AN INFANTRY BATTALION

Requirement	SOURCE				
	Dept. of the Army	USAREUR	Corps	Div	Bde
1. General Education Development Training					
a. Remedial Education (BSEP)			✓	✓	
b. English as a second Language		✓	✓	✓	
c. High School Degree		✓	✓	✓	
d. Associate Degree		✓	✓	✓	
e. Baccalaureate Degree		✓	✓	✓	
f. Graduate Education		✓	✓	✓	
2. Personal Knowledge Training					
a. Military Justice	✓	✓		✓	✓
b. Hague and Geneva Convention	✓	✓	✓	✓	✓
c. Race Relations	✓	✓	✓	✓	✓
d. Equal Opportunity		✓		✓	✓
e. Drug and Alcohol Abuse	✓	✓	✓	✓	✓
f. Code of Conduct	✓		✓		✓
g. Survival, Evasion and Escape	✓				
h. Service Benefits	✓				
i. Moral Leadership and Responsibility	✓				
j. Personnel Effectiveness Training (PET)				✓	
k. Human Self Development				✓	
3. Functional Training					
a. MOS Refresher Training (SQT)	✓		✓	✓	✓
b. New Equipment Training (NET)	✓				
c. MOS Reclassification Training	✓			x*	
d. Ranger Training	✓				
e. Airborne Training	✓				
f. Redeye Training	✓			✓	✓
g. Air Transportability/Uploading	✓		✓		
4. Interoperability Training					
a. Host Nation Orientation		✓	✓	✓	✓
b. Gateway Language Program		✓	✓	✓	✓
c. STANAG		✓		✓	
d. German-American Partnership Training		✓	✓	✓	
e. Exchange Training		✓	✓	✓	

*The x in the division and brigade columns indicate that the requirement is designated as non mandatory.

Table 1 (cont)

LIST OF TRAINING REQUIREMENTS BY SOURCE FOR AN INFANTRY BATTALION

Requirement	SOURCE				
	Dept of the Army	USAREUR	Corps	Div	Bde
5. Safety Training				✓	
6. Fuel Handling Training				✓	
7. Cold/Hot Weather Injury Class				✓	✓
8. Hearing Conservation				✓	
9. Field Sanitation Team Training				✓	✓
10. Officer Personnel Management System	✓				
11. NCO Education System Training	✓	✓		✓	
12. PNCOC Training		✓		✓	
13. Self-Study Programs (i.e., TEC)	✓				
14. Intelligence Training					
a. Subversion and Espionage Directed Against U.S. Army (SAEDA)				✓	✓
b. One km Zone Restrictions				✓	✓
c. Soviet Military Liaison Mission (SMLM)				✓	✓
d. Ground Surveillance Radar Operator Training (GSR)				✓	✓
e. GSR Border Support Training				✓	✓
f. Electronics/Signal Security				✓	✓
g. MIJ1 Reporting Procedures				✓	✓
h. Transmission Reporting				✓	✓
i. Non-machine Crypto Systems				✓	✓
j. Physical Security				✓	✓
k. Publications and References				✓	✓
l. Authorized Authentication Systems				✓	✓
m. Safeguarding Defensive Information				✓	✓
n. Order of Battle				✓	
o. Handling of POWs				✓	
p. Captured Enemy Equipment and Documents				✓	
15. Communications and COMSEC Training				✓	

Table 1 (cont)

LIST OF TRAINING REQUIREMENTS BY SOURCE FOR AN INFANTRY BATTALION

Requirements	SOURCE				
	Dept. of the Army	USAREUR	Corps	Div	Bde
16. Electronic Warfare Training			✓		
17. Operations Security Training (OPSEC)		✓	✓		✓
18. Land Navigation					✓
19. Logistics Training			✓		
20. Fire Coordination and Target Acquisition Training			✓		✓
21. Nijmegen Marches				✓	
22. Physical Readiness Training	✓	✓	✓	✓	✓
23. Sports Program		✓			✓
24. Individual Weapon Proficiency and/or		✓	✓	✓	✓
25. Weapons Familiarization Training and Zero		✓	✓	✓	✓
26. Fire Familiarization and Zero Within 30 days of Arrival		✓	✓	✓	✓
27. Mortar Training					✓
28. Antiarmor Training					
a. LAW			✓	✓	✓
b. TOW	✓		✓	✓	✓
c. DRAGON	✓		✓	✓	✓
29. Army Battle Doctrine Training			✓		
30. Special Weapons Training		✓	✓	✓	
31. Expert Infantry Badge Training			✓	x	✓
32. Expert Field Medical Badge Training			✓	x	✓
33. First Aid Training				x	x

Table 1 (cont)

LIST OF TRAINING REQUIREMENTS BY SOURCE FOR AN INFANTRY BATTALION

Requirement	SOURCE				
	Dept. of the Army	USAREUR	Corps	Div	Bde
34. On-the-Job Training	✓	✓	✓	x	
35. Adventure Training			✓	✓	
36. Driver Training Program				✓	
37. Driver Training Refresher Program				✓	✓
38. Cold Weather Driver Training				✓	✓
39. Drownproofing				✓	✓
40. Readiness Tests			✓		✓
41. Field Training Exercise (FTX)	✓		✓	x	✓
42. Command Post Exercise (CPX)			✓		✓
43. GDP Training			✓	✓	✓
44. AGI					✓
45. MET					✓
46. Officer and NCO Training				x	✓
47. TEWTS for Officers and NCOs				x	x
48. Realtrain				✓	✓
49. Combined Arms Training				x	x
50. Operation Readiness Training (ARTEP, ATT, ORTT)	✓		✓	✓	✓
51. Company Level ARTEPS				x	x
52. Riverline Operations			✓	x	✓
53. Night Training (Attacks, Road Marches, Withdrawals, Reliefs in Place, Patrols and Night Firing)			✓	x	✓

Table 1 (cont)

LIST OF TRAINING REQUIREMENTS BY SOURCE FOR AN INFANTRY BATTALION

Requirements	SOURCE				
	Dept. of the Army	USAREUR	Corps	Div	Bde
54. Military Operation in Built-Up Areas (MOBA)			✓	✓	✓
55. Offensive Air Support Training			✓		✓
56. Airspace Management Training			✓		✓
57. Army Aviation/Airmobile Training			✓		✓
58. Air Defense Systems Integration Training					
59. NBC Training			✓		✓
a. Individual Soldier Training			✓	✓	✓
b. NBC MOPP			✓	✓	✓
c. NBC Officer and NCO			✓	✓	✓
d. NBC Collection Subcenter Training			✓	✓	✓
e. Monitoring and Survey Training			✓	✓	✓
f. Nuclear Burst Information Reporting			✓	✓	✓
g. NBC Decontamination Team Training			✓	✓	✓
h. Primary Soviet Chemical Agents and Weapons				✓	✓
60. Threat Related Training					
a. Dismounting and clearing mines and obstacles			✓		
b. Suppressing by fire enemy infantry close enough to engage tanks with antiarmor weapons			✓		
c. Protection of armor			✓		
d. Dismounting and eliminating enemy infantry			✓		
e. Providing long-range ATGM support.			✓		
f. Seizing key terrain by infiltration on foot			✓		
g. Blocking covered and concealed routes.			✓		
h. Patrolling and reconnoitering difficult terrain			✓		
i. Holding of terrain unsuitable for armor			✓		
j. Clear bridges and fording areas			✓		

Table 3

EXAMPLE OF INFORMATION TO INCLUDE IN COMPREHENSIVE LIST OF TRAINING REQUIREMENTS

	<u>Conditions</u>	<u>Standards</u>	<u>Who</u>	<u>How Often</u>	<u>Evaluation</u>
Classroom	Classroom No. of hrs: 12 hrs. Instructor/Student Ratio: 1/15 max School Trained Instructor Contents as dictated in AR600-42/USAREUR Cir. 600-62. Instruction & instructor to be provided by com- munity RREO Office.	Attendance of 12 hrs. Score of 80 on info Test I. Completion of Attitude Test I.	All new arrivals to include Of- ficers, enlisted personnel, NCOs, & GS-7 DAC & above.	Once, within 30 days of arrival in unit.	Objective Test I Attitude Test I
Classroom	Classroom No. of hrs: 8 per yr. Program and instructor to be provided by Unit Commander. School trained in- structor. Contents as dictated in AR and USAREUR regs.	Attendance of 8 hrs. per year. Score of 80 on info Test II. Completion of Attitude Test II.	All personnel as- signed or attached to units.	Annually	Objective Test II Attitude Test II
Classroom	Classroom No. of hrs: 3-4 every 6 months. Instructors & leaders to be Community Com- manders, Commanders of Major Commands, Heads of Staff Agencies. Contents as dictated in USAREUR regulations.	Attendance of 6-8 hrs. per year. Score of 80 on info Test III. Completion of Attitude Test III.	Selected officer to include Field Grade, CW3 and 4, and Gen- eral Grade. DAC employees in Grade GS-7 and above. Senior NCO in grades E-7 through E-9.	Semi-Annually	Objective Test III. Attitude Test III.

Table 3 (Cont.)

EXAMPLE OF INFORMATION TO INCLUDE IN COMPREHENSIVE LIST OF TRAINING REQUIREMENTS

Task	Conditions	Standards	Who	How Often	Evaluation
Initial drug & alcohol abuse training	<p>Classroom Program to be provided by unit commanders.</p> <p>No. of hrs: 4 hrs.</p> <p>Instructor is Alcohol and Drug Control Officer.</p> <p>School Trained Instructors.</p> <p>Contents as dictated by USAREUR Reg. 350-1 and AR 600-85.</p>	<p>Attendance of 4 hrs.</p> <p>Score of 80 on Information Test I.</p>	<p>All new arrivals to include officers, enlisted, and NCOs.</p>	<p>Once, within 7 days of arrival in unit.</p>	<p>Incident rate of drug and alcohol abuse.</p> <p>No. of self-referrals to CDAAC.</p> <p>No. of commander-referrals to CDAAC.</p>
Quarterly drug and alcohol abuse training	<p>Classroom</p> <p>No. of hrs: 1 hr. per quarter.</p> <p>Content as dictated by USAREUR Reg. 350-1 Appendix A.</p> <p>Instructors are to be community experts in the specified content areas.</p> <p>Program to be provided by unit commanders.</p>	<p>Attendance of 1 hr. per quarter.</p> <p>Score of 80 on topic related test.</p>	<p>All assigned and attached personnel.</p>	<p>One hr. per quarter</p>	<p>Incident rate of drug and alcohol abuse.</p> <p>No. of self-referrals to CDAAC.</p> <p>No. of commander-referrals to CDAAC</p>

Table 3

PERCEIVED RELEVANCE OF TRAINING REQUIREMENTS

Requirements	Average Probability of training (N=48)
GENERAL SKILLS	
1. Physical Readiness Training (PRT).....	.74
2. (General Education Development)	
a. High School Equivalency.....	.44
b. College for non-coms.....	.30
c. College for Officers.....	.27
3. Platoon Confidence Training.....	.61
4. Adventure Training.....	.40
5. Personal Effectiveness Training (PET, by Chaplain).....	.17
6. Drug and Alcohol Abuse Counselling (CDAAC).....	.32
7. (Interoperability)	
a. Head Start (E1-E6).....	.45
b. Gateway to German (Officer & E7-E9).....	.44
8. Race Relations.....	.32
9. Military Justice.....	.52
10. Geneva Convention.....	.42
11. Code of Conduct.....	.45
COMBAT SKILLS	
1. Recurring training in recovery operations emphasizing self-recovery techniques.....	.47

Table 3 (Cont)

PERCEIVED RELEVANCE OF TRAINING REQUIREMENTS

Requirements	Average Probability of training (N=48)
2. BN & Co. Commanders establish a structured driver training program to encompass initial and refresher training. This training should include driving techniques, driver maintenance responsibility, preventive maintenance services, ESC's, driver publications, forms, reports and equipment log books.....	.63
3. (Identification of Foreign and Allied material): Identification classes will be taught at least quarterly (at company level) to all soldiers and will be geared to insuring the student can identify the following:	
a. T-62, T-54, T-10, PT-76, Tanks.....	.56
b. BRP-60, BPR-50, series APC's.....	.58
c. BRDM, PMP, Scout Vehicles.....	.58
d. Soviet Infantry squad weapons (ARM, RPG-7, PKS).....	.50
e. Soviet Insignia of rank.....	.43
f. M-60A1, H551, M113, M114.....	.56
g. Leopard, Marder, Scorpion, Saracen, Chieftain, Centurian, AMX-30.....	.53
4. (Intelligence Training):	
a. Military intelligence proficiency exercise will be administered semi-annually.....	.50
b. Intelligence training will be integrated into all training activities in order to provide all personnel a thorough knowledge of:	

Table 3 (Cont)

PERCEIVED RELEVANCE OF TRAINING REQUIREMENTS

Requirements	Average Probability of training (N=48)
(1) Warsaw Pack threat and capabilities.....	.54
(2) Observation and reporting techniques.....	.60
(3) Security of defense information.....	.65
(4) SAEDA.....	.53
(5) SMLM.....	.52
(6) 1 Km Zone.....	.49
(7) COMINT.....	.47
(8) Handling/Treatment of POW's.....	.57
5. Maintenance Training: Sufficient to insure personnel are proficient in correctly maintaining their equipment. Maintenance training must be progressive and cyclical; that is one must progress through the applicable technical manuals, and upon completion, this process must be repeated. The training should include both supervisors and operators.....	.79
6. (Safety training)	
a. Cold weather.....	.68
Types of injuries and their prevention. Maintenance and operational procedures for vehicles. Carbon Monoxide poisoning.	
b. Fire Prevention.....	.50
c. Safety in the motor pool and vehicle operation.....	.56

Table 3 (Cont)

PERCEIVED RELEVANCE OF TRAINING REQUIREMENTS

Requirements	Average Probability of training (N=48)
7. Practical Exercise with M3 Riot Control Dispensers - semi-annually.....	.32
8. Squad/platoon-level training to increase pro- ficiency in patrolling, ambushes, and raids.....	.67
9. Escape and Evasion: Practical dismounted field training on an annual basis. Em- phasis will be on small group evasion, use of compass, directions and terrain features.....	.66
10. Prolonged Wear of Protective Mask--2 hrs per month (continuous wear).....	.61
11. NBC-Timed Masking Drills--Quarterly.....	.65
12. Map Reading: Classroom instruction will be followed by a practical map exercise conducted outdoors.....	.73
13. Continued amphibious operations training, including individual proofing.....	.54
14. (Redeye):	
a. All personnel assigned to the Redeye section maintain proficiency in aircraft recognition. Personnel must be able to achieve a minimum score of 90 percent on an aircraft recognition test of NATO and WARSAW PACK aircraft.....	.80
b. Redeye teams conduct training for 32 hours per quarter at Moving Target Simulator.....	.76
c. The Redeye gunner training program includes a quarterly non-firing proficiency test.....	.75

Table 3 (Concl)

PERCEIVED RELEVANCE OF TRAINING REQUIREMENTS

Requirements	Average Probability of training (N=48)
15. Incorporate COMSEC equipment training into communications training to the maximum extent possible.....	.71
16. Proficiency in Morse Code--6 hrs. per month until 15 WPM is achieved....	.37
17. Habitually use infra-red vision, radar and sensors and image intensification devices during night training.....	.63
18. Supply training: integrated into other training.....	.48
19. Electronic warfare: integrated into other training.....	.54
20. Officers will attend at least one division level FTX for up to one week.....	.56
21. Officers will attend at least one division level CPX each quarter.....	.52

PRIORITIES IN TRAINING

Assume that you are setting up the training for a USAREUR battalion, and that you are free to establish training priorities without regard to directives, mandatory requirements, school quotas, or other guidance. Please estimate the probability that you would include each of the following requirements in your training program. Do this by checking (✓) the appropriate probability column.

(Note: ARTEP, SQT tasks and gunnery are not included, because it is assumed that they would receive high priority.)

Section I. General Requirements*

Requirements	Probability that you would train for each requirement										
	0	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00
1. Physical Readiness Training (PRT).....	0	2	2	3	2	7	1	2	4	1	24
2. (General Education Development)											
a. High School Equivalency.....	4	5	3	6	5	13	1	2	2	1	5
b. College for non-coms.....	8	10	4	5	3	8	3	0	0	0	3
c. College for Officers.....	16	7	5	2	1	4	1	2	0	0	5
3. Platoon Confidence Training.....	1	1	0	0	2	10	4	5	6	2	7
4. Adventure Training.....	4	5	6	7	5	9	1	2	4	1	2
5. Personal Effectiveness Training (PET, by Chaplain).....	15	16	5	4	2	3	1	0	2	0	0
6. Drug and Alcohol Abuse Counselling (CDAAC).....	5	14	4	6	4	4	2	2	1	1	3
7. (Interoperability)											
a. Head Start (E1-E6).....	5	6	9	2	2	7	2	3	3	2	7
b. Gateway to German (Officer & E7-E9).....	6	6	7	3	1	10	2	2	3	2	6

*The training requirements contained in this questionnaire were taken directly from training regulations (i.e., 350-1).

Section I. General Requirements (Cont.)

Requirements	Probability that you would train for each requirement										
	0	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00
8. Race Relations.....	10	11	7	3	2	5	1	3	3	0	4
9. Military Justice.....	5	3	6	8	1	4	3	2	5	0	12
10. Code of Conduct.....	7	7	4	5	3	6	1	1	4	2	8

Section II. Miscellaneous Requirements

This section presents a sample of the kinds of special requirements that come from brigade and higher headquarters. As before, independent of any other authority, check the probability that you would include each requirement in your training program.

1. Recurring training in recovery operations emphasizing self-recovery techniques.....	0	5	8	8	3	7	1	3	2	0	7
2. BN & Co. Commanders establish a structured driver training program to encompass initial and refresher training. This training should include driving techniques, driver maintenance responsibilities, preventive maintenance services, ESC's, driver publications, forms, reports and equipment log books.....	0	2	4	4	2	9	3	2	6	0	13
3. (Identification of Foreign and Allied material):											
Identification classes will be taught at least quarterly (at company level) to all soldiers and will be geared to insuring the student can identify the following:											
a. T-62, T-54, T-10, PT-76, Tanks...	2	4	3	3	2	10	6	1	2	2	10
b. BRP-60, BPR-50, series APC's.....	3	2	4	3	3	9	4	1	3	2	11

Section II. Miscellaneous Requirements (Cont.)

Requirements	Probability that you would train for each requirement										
	0	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00
c. BRDM, PMP, Scout Vehicles.....	3	2	1	6	2	8	5	1	3	2	10
d. Soviet Infantry squad weapons (ARM, RPG-7, PKS).....	3	5	3	4	2	11	3	2	3	1	7
e. Soviet Insignia of rank.....	5	8	8	4	2	9	3	2	2	0	6
f. M-60A1, H551, M113, M114.....	1	5	5	4	2	6	4	3	1	2	11
g. Leopard, Marder, Scorpion, Sarcen, Chieftain, Centurian, AMX-30.....	2	3	5	4	3	9	4	2	2	2	8
4. (Intelligence Training):											
a. Military intelligence proficiency exercise will be administered semi-annually.....	1	4	5	2	4	15	1	8	2	1	3
b. Intelligence training will be integrated into all training activities in order to provide all personnel a thorough knowledge of:											
(1) Warsaw Pack threat and capabilities.....	2	4	6	2	3	7	4	4	5	1	8
(2) Observation and reporting techniques.....	1	6	4	1	1	4	3	7	3	7	7
(3) Security of defense information.....	0	5	4	3	2	2	2	8	3	3	14
(4) SAEDA.....	0	6	8	1	1	9	2	8	1	1	8
(5) SMLM.....	0	6	7	2	1	9	1	8	0	2	7
(6) 1 Km Zone.....	0	5	10	3	2	8	1	3	3	1	7
(7) COMINT.....	1	3	5	6	3	9	3	4	2	1	3
(8) Handling/Treatment of POW's..	2	1	6	1	1	13	3	6	1	2	8

Section II. Miscellaneous Requirements (Cont.)

Requirement	Probability that you would train for each requirement										
	0	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00
5. Maintenance Training: Sufficient to insure personnel are proficient in correctly maintaining their equipment. Maintenance training must be progressive and cyclical; that is, one must progress through the applicable technical manuals, and upon completion, this process must be repeated. The training should include both supervisors and operators.....	0	1	3	0	3	5	0	4	3	4	24
6. (Safety training) will include:											
a. Cold weather.....	0	2	1	3	2	10	2	5	5	3	12
Types of injuries and their prevention. Maintenance and operational procedures for vehicles. Carbon Monoxide poisoning.											
b. Fire Prevention.....	0	6	7	3	3	9	5	0	2	1	8
c. Safety in the motor pool and vehicle operation.....	2	4	2	4	1	10	6	3	1	2	9
7. Practical Exercise with M3 Riot Control Dispensers - semi-annually...	9	8	10	1	2	6	2	2	1	0	5
8. Squad/platoon-level training to increase proficiency in patrolling, ambushes, and raids.....	0	5	4	2	1	5	2	3	3	5	15
9. Escape and Evasion: Practical dismounted field training on an annual basis. Emphasis will be on small group evasion, use of compass, directions and terrain features.....	1	1	6	6	0	4	2	3	3	4	16
10. Prolonged Wear of Protective Mask-- 2 hrs. per month (continuous wear)...	5	1	7	2	1	4	1	1	2	4	16

Section II. Miscellaneous Requirements (Cont.)

Requirement	Probability that you would train for each requirement										
	0	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00
11. NBC-Timed Masking Drills-- Quarterly.....	1	3	6	2	0	8	1	2	4	3	16
12. Map Reading: Classroom instruction will be followed by a practical map exercise conducted outdoors.....	0	0	1	4	2	8	2	5	5	3	16
13. Continued amphibious operations train- ing, including individual proofing...	1	3	8	5	1	6	4	2	4	2	9
14. (Redeye):											
a. All personnel assigned to the Red- eye section maintain proficiency in aircraft recognition. Per- sonnel must be able to achieve a minimum score of 90 percent on an aircraft recognition test of NATO and WARSAW PACK aircraft....	2	0	2	1	3	1	1	2	2	2	24
b. Redeye teams conduct training for 32 hours per quarter at Moving Target Simulator.....	2	0	1	4	1	3	0	3	2	4	20
c. The Redeye gunner training program includes a quarterly non-firing proficiency test.....	2	0	1	2	3	4	1	2	1	4	19
15. Incorporate COMSEC equipment train- ing into communications training to the maximum extent possible.....	0	2	2	1	2	6	3	5	4	3	14
16. Proficiency in Morse Code--6 hrs per month until 15 WPM is achieved.....	13	3	2	3	1	9	4	2	1	2	3
17. Habitually use infra-red vision, radar and sensors and image intensification devices during night training.....	2	4	3	1	1	7	2	2	6	2	12

Section II. Miscellaneous Requirements (Cont.)

Requirements	Probability that you would train for each requirement										
	0	.10	.20	.30	.40	.50	.60	.70	.80	.90	1.00
18. Supply training: integrated into other training.....	1	7	5	1	2	13	3	2	0	2	6
19. Electronic warfare: integrated into other training.....	2	3	3	3	3	11	2	5	3	0	7
20. Officers will attend at least one division level FTX for up to one week.....	3	3	4	2	1	9	0	5	1	3	9
21. Officers will attend at least one division level CPX each quarter.....	4	4	5	3	0	9	1	5	3	1	8