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THE CONDUCT OF QUALITY
BASIC COMBAT INDIVIDUAL TRAINING

A Thesis Presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE

by

BARRY S. LINEBACK, MAJ, USA
B.A., Virginia Military Institute, 1975

Fort Leavenworth, Kansas
1988

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Unclassified

SECURITY CLASSIFICATION OF THIS PAGE

REPORT DOCUMENTATION PAGE

1a. REPORT SECURITY CLASSIFICATION Unclassified			1b. RESTRICTIVE MARKINGS		
2a. SECURITY CLASSIFICATION AUTHORITY			3. DISTRIBUTION/AVAILABILITY OF REPORT Distribution Unlimited		
2b. DECLASSIFICATION/DOWNGRADING SCHEDULE					
4. PERFORMING ORGANIZATION REPORT NUMBER(S)			5. MONITORING ORGANIZATION REPORT NUMBER(S)		
6a. NAME OF PERFORMING ORGANIZATION U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE		6b. OFFICE SYMBOL (if applicable)		7a. NAME OF MONITORING ORGANIZATION	
6c. ADDRESS (City, State, and ZIP Code) ATTN: ATZL-SWD-GD Fort Leavenworth, Kansas 66027-6900		7b. ADDRESS (City, State, and ZIP Code)			
8a. NAME OF FUNDING/SPONSORING ORGANIZATION		8b. OFFICE SYMBOL (if applicable)		9. PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER	
8c. ADDRESS (City, State, and ZIP Code)		10. SOURCE OF FUNDING NUMBERS			
		PROGRAM ELEMENT NO.		PROJECT NO.	TASK NO.
				WORK UNIT ACCESSION NO.	
11. TITLE (Include Security Classification) The Conduct of Quality Basic Combat Individual Training					
12. PERSONAL AUTHOR(S) Major Barry S. Lineback					
13a. TYPE OF REPORT Master's Thesis		13b. TIME COVERED FROM 8-1987 TO 6-1988		14. DATE OF REPORT (Year, Month, Day) 1988 June 3	
15. PAGE COUNT 80					
16. SUPPLEMENTARY NOTATION					
17. COSATI CODES			18. SUBJECT TERMS (Continue on reverse if necessary and identify by block number)		
FIELD	GROUP	SUB-GROUP	Individual Training Learning Theory Training Centers		
			Initial Entry Training Pedagogy		
			Basic Combat Training Andragogy		
19. ABSTRACT (Continue on reverse if necessary and identify by block number) (see reverse side)					
20. DISTRIBUTION/AVAILABILITY OF ABSTRACT ☒ UNCLASSIFIED/UNLIMITED ☐ SAME AS RPT. ☐ DTIC USERS			21. ABSTRACT SECURITY CLASSIFICATION Unclassified		
22a. NAME OF RESPONSIBLE INDIVIDUAL			22b. TELEPHONE (Include Area Code)		22c. OFFICE SYMBOL

19. Abstract (continued)

The purpose of this thesis is to determine how basic combat training should be conducted to ensure that quality training is achieved.

This thesis follows a descriptive methodology as it examines pertinent training literature in efforts to define training, determine the characteristics of training, and define the nature of quality training. It reviews the pedagogical and andragogical theories of learning to determine their applicability to Army training. The thesis operationalizes the characteristics of training in order to describe them in observable terms so that Army trainers can easily include their associated characteristics as part of individual training sessions during basic combat training.

This thesis concludes that the appropriate training methodology for basic combat training includes a blend of pedagogical and andragogical learning theories and that Army trainers could achieve a higher quality training product with some knowledge and consideration of how people learn.

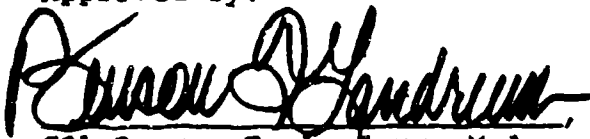
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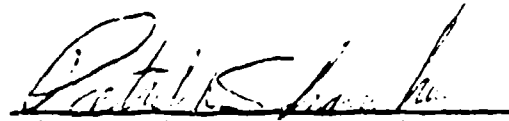
THESIS APPROVAL PAGE

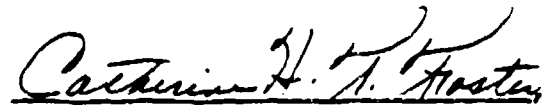
Name of Candidate: Major Barry S. Lineback

Title of thesis: The Conduct Of Quality Basic Combat
Individual Training

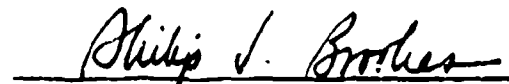
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The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (Reference to this study should include the foregoing statement.)

ABSTRACT

THE CONDUCT OF QUALITY BASIC COMBAT INDIVIDUAL TRAINING

by Major Barry S. Lineback, USA, 80 pages.

The purpose of this thesis is to determine how basic combat individual training should be conducted to ensure that quality training is achieved.

This thesis follows a descriptive methodology as it examines pertinent training literature in efforts to define training, determine the characteristics of training, and define the nature of quality training. It reviews the pedagogical and andragogical theories of learning to determine their applicability to Army training. The thesis operationalizes the characteristics of quality training in order to describe them in observable terms so that Army trainers can easily include their associated operations as part of individual training sessions during basic combat training.

This thesis concludes that the appropriate training methodology for basic combat individual training includes a blend of the pedagogical and andragogical learning theories and that Army trainers could achieve a higher quality training product with some knowledge and consideration of how people learn.

Unless otherwise stated, whenever the masculine gender is used, both men and women are included. (C.R.)



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Unannounced	☐
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CHAPTER ONE

INTRODUCTION

Statement of the Problem

The Army is in a state of transition, preparing itself for the challenges of the future. Missions are more diverse and demanding. Thus, the training of our soldiers and units becomes more important than ever before. Since readiness is our priority task, quality training is absolutely essential if we are to fulfill our missions and responsibly use the resources entrusted to us.¹

This quotation, taken from Field Manual 25-100, Training the Force, and contained in the Chief of Staff Army's "Guideposts," outlined the requirement for Army leaders to conduct the highest quality training for all of their soldiers. In Field Manual 25-1, Training, the Army's mandate for training is clearly defined. The field manual states that:

Combat-ready units are manned with motivated, disciplined, and proficient soldiers; led by tactically and technically proficient officers and noncommissioned officers; and conditioned through physically tough and mentally demanding training that runs from individual soldiers through drills to combined arms to joint and combined exercises.² Quality training in the Army must be a way of life.

The concept of quality training and its conduct during Basic Combat Training (BCT) provided the focus for this thesis.

PURPOSE

The purpose of this thesis was to determine how basic combat individual training should be conducted to insure that quality training is achieved.

SIGNIFICANCE OF THE THESIS

The United States Army exists to keep the peace and, should war occur, to defeat the enemy. This goal requires a total Army prepared to deploy, fight, and win anywhere in the world. The key to achieving this goal is training. The history of battle, the experience of commanders, and the wisdom of military philosophers all confirm the positive correlation between training and victory in war. Successful armies train as they intend to fight and fight as they are trained.³

Because the Army trains for war, not for peace, the battlefield fixes the directions and goals of training. The battlefield makes rigorous physical, psychological, and moral demands that require both tangible and intangible qualities. It demands the ability to fight and the willingness to fight. It requires stamina, strength,

ability, and dexterity combined with skills, knowledge, creativity, and imagination. Discipline, motivation, initiative, and courage are essential. Thus training must make soldiers physically and mentally tough and prepare them to exploit initiative and act quickly in consonance with one another and with the mission of their unit.⁴

Field Manual 100-5, Operations, is the capstone warfighting manual for the United States Army. It provides the authoritative foundation for subordinate doctrine, force design, materiel acquisition, professional education, and individual and unit training. The manual states that rigorous, realistic training for war must go on continuously to assure readiness to fight and that training is the cornerstone of success.⁵

Field Circular 25-100, Training the Force, states that:

Training is the means for ensuring mission accomplishment and sustaining readiness of all functional systems of the combined arms team necessary to execute AirLand Battle doctrine. It encompasses the full range of duties, responsibilities, and missions of soldiers, units, and their leaders. If training is viewed as a way of life, then there is can be no conflicting priorities. In a sense, training serves as a carrier for everything a force, unit, or activity is required to do.

This paragraph clearly illustrates the significance of training to the Army. Field Manual 25-100 says that training is the "means" and Field Manual 25-1, Training, states that training is the "key"⁷ to achieving the Army's

goal of defeating an enemy. The author concluded that, in accordance with the definition derived, if defeat of an enemy force was the test that the Army is preparing for, then training, in every form, was at the very heart of the Army's existence.

This training is provided, in part, by the Army's immense formal training system. This system provides a wide variety of leadership, occupational, and professional training courses to men and women of almost every rank. The Army's basic training centers are responsible for the conduct of training for the largest part of the Army's total training load. These training centers provided basic combat training to 53,000⁸ new soldiers during fiscal year 1987 at 12 different Army installations. Additionally, the Army allocated 344 million dollars in support of this training during the same fiscal year.⁹

The responsibility to conduct quality training is an integral part of the mission for the leadership of the basic training centers. It is this quality training that "sets the tone for everything that follows by helping soldiers build a foundation of competence in their jobs, confidence in themselves, as well as confidence and a commitment to the Army."¹⁰ Therefore, it is vitally important that these basic combat training centers with missions impacting on the lives and expectations of thousands of new soldiers conduct individual training of the highest quality.

RESEARCH QUESTIONS

The primary focus of this thesis was to identify how basic combat individual training should be conducted in order to ensure its quality. The researcher addressed the following questions:

1. What is training?
2. What are the characteristics of training?
3. What is quality training?
4. What training methods can be used to ensure the conduct of "quality" basic combat individual training?

ASSUMPTIONS

1. Needs assessments and training designs accurately determined the training new soldiers need to receive.
2. New soldiers are motivated to learn as they recognize needs and interests that training satisfies.
3. Individual differences in new soldiers' experience and education, as related to the skills to be trained during basic combat individual training, are not significant enough to warrant the pacing of training to account for these differences.
4. Child and adult learning theories and concepts apply to the conduct of basic combat individual training.

5. The training cadre assigned to conduct basic combat training possesses the knowledge and skills required to conduct the training.

LIMITATIONS

1. Research materials were those available through the Combined Arms Research Library.
2. Individual training conducted during basic combat training was the focus of this thesis.
3. This thesis was limited to consideration of those subjects listed in Program of Instruction 21-114 dated May 1987 and categorized as PE1. PE1 instruction is hardware oriented and involves techniques requiring practice on Army or Army associated equipment.
4. This thesis did not consider basic combat individual training which is conducted as part of One Station Unit Training (OSUT).

DEFINITION OF TERMS

1. Adult: A person performing a social role typically assigned to an adult by our culture.
2. Adult Education: A field of social science that brings together all the individuals, institutions, and associations concerned with the education of adults. The field is

concerned with improving the methods and materials of adult learning.

3. Andragogy: The art and science of teaching adults.

4. Basic Combat Training (BCT): The first phase of Initial Entry Training designed to transition civilians into soldiers by the presentation of individual skills and tasks directly related to combat survivability and enabling the new soldier to become a productive member of the United States Army.

5. Initial Entry Training (IET): Training for the enlisted soldier that provides the skills and knowledge needed to perform his military occupational specialty in his first unit of assignment. It includes Basic Combat Training (BCT), Advanced Individual Training (AIT), and One Station Unit Training (OSUT).

6. Military Occupational Specialty (MOS): A soldier's chosen career field.

7. New Soldier: A soldier that has been in the Army eight weeks or less.

8. One Station Unit Training (OSUT): An Army program that combines basic combat training and certain high density military occupational specialty training into one program of instruction.

9. On-The-Job Training: A method of soldier training not involving formalized schooling. Skills are acquired by training given in the work environment.

10. Operationalize: To describe through identifiable operations, behaviors, or characteristics.
11. Pedagogy: The art and science of teaching children.
12. Performance-Oriented Training: A method of conducting training that requires soldiers to perform tasks under specified conditions until proficiency is demonstrated.
13. Program of Instruction (POI): A formal Army document that provides detailed guidance and direction for the conduct of a particular type of training.
14. Quality: Possessing or displaying a degree of excellence.
15. Teaching: A general term referring to any manner of imparting information or skill in order to allow others to learn.
16. Training: The act, process, or method that makes one prepared, fit, or qualified for a test or skill. The instructional process stresses methods of instruction and skill practice and includes specific training objectives that, when met, ensure the acquisition of knowledge and the demonstrated ability to perform work-related skills.
17. Quality Training: An instructional process that achieves a degree of excellence by including each of the characteristics of training, and their associated operationalisms, in the training session.
18. United States Army Continental Army Command (USCONARC): The major Army command that was divided to form the Training and Doctrine Command and Forces Command. This command was

concerned with issues of training and doctrine and the readiness of forces.

METHODOLOGY

This thesis follows a descriptive methodology and was prepared using available literature as the primary source of information. The author developed a five-part methodology that consisted of the following elements:

1. Define training.
2. Conduct review of literature.
3. Determine the characteristics of training.
4. Define quality training.
5. Discuss and describe how to conduct quality basic combat individual training.

First, the author defined the word "training." This was accomplished by a synthesis of dictionary definitions and Army concepts on training.

Second, the author performed a four-phase review of literature. During phase one, historical materials, reports, and studies provided background information tracing the evolutionary development of the United States Army Training and Doctrine Command (TRADOC) from 1973 to the present. The review of these materials revealed the characteristics of training that were envisioned to guide the development of all individual training sanctioned by TRADOC and provided a

point of departure for this thesis.

During phase two, in order to bring the thesis into current focus, the author reviewed the most recent field manuals and studies. These field manuals provided information on a full range of training matters, techniques, and practices. They also revealed various characteristics of training specifically relevant to this thesis. The review of literature revealed only one study effort of significance. This study, commissioned by Lieutenant General Robert H. Forman, Deputy Commanding General for Training at TRADOC, operationalized a strategy for the enhancement of Initial Entry Training (IET) effectiveness and described how the enhanced effectiveness should continue to evolve through 1997⁹. The study group's findings were specifically relevant to this attempt to determine the characteristics of training, provide a definition of quality training, and describe how to conduct quality training.

Phase three of the review of literature included an investigation of materials describing the methods of instruction, theories, and problems associated with the conduct of training in the civilian sector. This was done to broaden the scope of the investigation and because the aforementioned study group was admonished to explore the realm of civilian training. The fact that there is no evidence to indicate that civilian training was included in their project, made it a very relevant factor in this

thesis.

The fourth and final phase of the review of literature dealt with an examination of the concepts of child and adult learning. This examination was undertaken to discover the nature of these concepts and thereby to determine their relevance to Army training methods. Additionally, the author wanted to acquire a firm understanding of these matters in order to base any future recommendations as to how to conduct basic combat individual training in accepted theory and practice.

As part three of the methodology, the author determined the characteristics of training. These characteristics were derived from the review of literature.

The fourth part of the methodology operationalized, and thus defined, the concept of quality training. Concepts are operationalized in terms of observable operations, behaviors, and characteristics. The sum of these observable characteristics defined quality training.

Finally, the methodology described the observable behaviors and practices associated with each characteristic of training. These behaviors and practices, when introduced in training, ensures the presence of each characteristic of training that they describe. The presence of these characteristics indicates the conduct of quality training.

THESIS ORGANIZATION

This thesis is organized to provide an understanding of the problem through an illustration of the doctrinal imperatives that require the conduct of the highest quality training. It includes a review of literature that surveys historical, doctrinal, and civilian training literature. It reviews pertinent works concerning child and adult learning theories and provides a description of how to conduct basic combat individual training to ensure its quality. Conclusions as well as recommendations for further study related to the topic are also included.

Chapter One introduces the purpose of the thesis, identifies the research questions, examines methodology and organization, and presents the doctrinal imperatives for the conduct of the highest quality training. These imperatives are linked to basic combat individual training by virtue of its role as the first Army training encountered by a new soldier. The information in Chapter One facilitates an understanding of the necessity for the conduct of quality basic combat individual training and answers the first research question.

Chapter Two provides a comprehensive description of literature that bears upon the research questions and details what was learned through the process of review in each area. The chapter describes the evolution of Army

attitudes and ideas concerning the conduct of training.

It reviews a self-directed study conducted by the Training and Doctrine Command and its recommendations concerning training. The review of literature identified the goals and objectives of the various leaders of TRADOC for the conduct of training. The chapter summarizes the relevant contents of the 25-series of training manuals and identifies and discusses relevant aspects of child and adult learning theories that bear upon this thesis. Chapter Two answers the second and third research questions.

Chapter Three answers the final research question by discussing and describing training methods that, when utilized, will indicate the presence of quality training. Chapter Three is divided into three parts. The first and second parts discuss, respectively, the learning process and the role of the trainer. The third part describes the observable behaviors, operations, and training methods associated with each characteristic of training that ensure the presence of quality basic combat individual training.

Chapter Four is divided into two parts. The first draws conclusions, and the second presents recommendations for further study related to the topic.

SUMMARY

Chapter One presented an introduction to the problem being researched. It stated the purpose of the thesis and revealed the significance of the topic with regards to the Army's daily training mission. The chapter presented research questions that must be answered and established the assumptions and limitations. Chapter One included a definition of terms and an overview of the methodology used to develop the thesis. Most importantly, the chapter answered the first research question, "What is training?" This facilitated a more focused analysis during the review of literature.

ENDNOTES

¹Department of the Army, Field Manual 25-100, Training the Force (Draft), (Washington: Government Printing Office, 1987), p. 10.

²Department of the Army, Field Manual 25-1, Training, 28 February 1985 (Washington: Government Printing Office, 1985), p. 3.

³Ibid.

⁴Ibid.

⁵Department of the Army, Field Manual 100-5, Operations, 5 May 1986 (Washington: Government Printing Office, 1986), pp. 2-6.

⁶Department of the Army, Field Circular 25-100, Training the Force, (Washington: Government Printing Office, 1985), p. 1-3.

⁷Department of the Army, Field Manual 25-1, Training, 28 February 1985 (Washington: Government Printing Office, 1985), p. 3.

⁸Department of Defense, Military Manpower Training Report for FY 1988, February 1987 (Washington: Government Printing Office, 1986), p. 5.

⁹Ibid., p. IX-4.

¹⁰Department of the Army, Field Manual 25-1, Training, 28 February 1985 (Washington: Government Printing Office, 1985), p. 5.

¹¹United States Army Training and Doctrine Command, Initial Entry Training Strategy, 1987 - 1997, May 1987 (Fort Monroe: Training and Doctrine Command) p. 5.

CHAPTER TWO

REVIEW OF LITERATURE

The purpose of Chapter Two is to provide a four-phase, comprehensive review of literature related to the research questions. This review revealed that the subject of training produced varied views of its characteristics, attributes and description, as well as, execution, and what the effects of a training session should be on those being trained.

The first phase of the review of literature provided a historical perspective of Army's training establishment. These materials included reports and studies that provided background information on the Army's training mission as it evolved from 1973 to the present.

During the second phase, the Army's 25-series field manuals were reviewed to provide this thesis with a current focus on the thesis topic. One study group report, completed in May 1987, was examined and proved to be the contemporary publication most relevant to this thesis. Information obtained in the first and second phases of the

review of literature allowed the author to answer the second and third research questions.

Materials relating to the methods of instruction, theories, and problems of training in the civilian sector were examined during the third phase of the review of literature. Finally, the author completed the fourth phase by examining publications concerned with the practices of child and adult learning.

HISTORICAL PERSPECTIVE

Initial research into the Army's training system revealed that the United States Army Continental Army Command (USCONARC) maintained responsibility for the "training of all elements of the Army, active as well as reserve components"¹ prior to 1973. The last commander of USCONARC was General Bruce C. Clarke who outlined the training responsibilities of his command in a letter dated 10 October 1958. He stated that the ground combat soldier was the focus of all the command's efforts. He outlined his responsibilities for the conduct of basic combat training and hypothesized that the training of the individual would grow increasingly more important as the Army advanced into the modern atomic age.²

General Clarke outlined some characteristics of training when he stated his training considerations and principles in the same correspondence. He outlined a teaching process consisting of four steps that was basic to all training. The first step was explanation; the second, demonstration; the third, application, and the fourth, examination. Explanation and demonstration were generally well done; however, enough time was not always given to application and examination. General Clarke stated that these two steps were often neglected because they required extra effort on the part of the trainer. He emphasized that training had to be organized so that each man had to do something. Each soldier must be required to demonstrate his knowledge and confidence in some basic art or task. General Clarke explained further that training must be realistic, progressive, be performed at night, and integrated.³

General Clarke's writings showed that he considered thorough planning and preparation essential to successful training. He believed that proper planning, study, and research; the preparation of lesson plans; selection of appropriate training aids and/or training areas, and rehearsals constituted the proper mix of preparation to conduct successful training. Training, once executed, had to be supervised by commanders and staff officers who knew and understood the principles of training, and training had to be evaluated.⁴

The leadership of USCONARC encouraged maximum delegation of authority and responsibility commensurate with the maturity, experience, and capabilities of the noncommissioned officer. The noncommissioned officer represented the professional soldier and those engaged in training, particularly those training new personnel, should be carefully schooled, encouraged, and supervised to assure full utilization of the individual with maximum benefits to the Army.⁵

On 1 July 1973,⁶ the Army established the Training and Doctrine Command (TRADOC) as a major subordinate command to replace the USCONARC. The new command, established at Fort Monroe, Virginia, retained the old USCONARC mission of determining what was to be trained and how the training was to be conducted.⁷ TRADOC produced a series of annual historical reviews that provided the most comprehensive look at every aspect of the command, including complete sections that described the evolution of the Initial Entry Training system.

These sections enumerated the earliest goals and objectives of the basic combat training system. TRADOC's Annual Historical Review for Fiscal Year 1974 contained a description of the purpose of individual training. It stated that individual training equipped a soldier to perform effectively in his grade and military occupational specialty. Additionally, it conveys to the soldier those

skills and knowledge he needs to advance in rank and responsibility.⁸

The term "performance-oriented training" appeared for the first time in the 1974 historical review. Basic combat training incorporated this type of training. It relied heavily on learning by doing rather than by listening or watching. General Clarke espoused this same characteristic of training in the third step of his earlier mentioned teaching process. Though he referred to it as "application," he urged this same approach to training. Now, with the reorientation of the Army's training efforts into a command primarily concerned with training, performance-oriented training took a "front seat", rather than, as described by General Clarke, being relegated to a position of something that never was given enough time. Thus performance-oriented training emerges as the earliest characteristic of training of significance to this thesis.⁹

The TRADOC Annual Historical Review for Fiscal Year 1975 more fully develops the approach to be taken in teaching basic individual skills. It states that:

Teaching basic skills was the central mechanism throughout the training process by which all other attributes were developed. Skill training emphasized "hands-on" practical work and the program was to provide sufficient time to permit individual instruction and evaluation. Skills had to be taught so that the soldier knew not only what he was to do and why he was to do it, but also exactly how to do it. If the trainee performed incorrectly, he was to repeat the action until he either did it correctly or was identified as a candidate for reevaluation

and appropriate action taken. If the trainee showed rapid comprehension of subject material and was able to demonstrate proficiency, he should be used as an assistant instructor to assist his peers who learned at a slower rate.¹⁰

This paragraph not only illustrates concern by TRADOC with a soldier's ability to perform specific tasks but it describes a key operation or behavior associated with performance-oriented training. It prescribes the use of trainees, or new soldiers, as assistant or peer instructors.

Training techniques continued to evolve the following year. Changes taking place in the Army training system were characterized as "revolutionary" in the TRADOC Annual Historical Review, October 1976 - September 1977. Specifically, two fundamental changes occurred in training methods that are still with us today. First, training became objective oriented. New soldiers were no longer exposed to hours, days, or weeks of training without regard for their ability to comprehend the material being taught. TRADOC attempted to base everything on what the soldier could or could not do at the end of a training session. Second, a fundamental change in the approach to training occurred. All soldiers competed against a standard rather than against a curve or group. Using this principle, a "go" or "no-go" is assessed in recognition of the soldier's demonstrated ability after training for a skill or task. In conjunction with this new concept of assessing soldiers' abilities, the command implemented end-of-course testing in

all initial entry training courses to ensure graduates would attain mastery of the majority of their initial job skills.¹¹

In an article entitled, "Challenge Key at Training Centers," published in Army, October 1974, Major General Robert C. Hixon outlines the importance attached to testing as an integral part to the conduct of individual training. He states that:

Testing is an essential part of the training process. It should be performance-oriented and the soldier should demonstrate by doing that he ^{has} mastered the skill or skills he has been taught.¹²

In summary, performance-oriented training was a concern to Army leaders as early as 1958. It was not until the establishment of TRADOC that this concern manifested itself in improved training methods. General William DePuy, the first TRADOC commander, pronounced individual training as the key to all other training and implemented enhancements designed to improve the conduct of individual training. These enhancements included a back to the basics strategy centered around performance-oriented training. Individual training became objective oriented and all soldiers competed against the same standard determined for the particular task being trained. TRADOC implemented performance-oriented testing at the end of all phases of IET to insure that graduates had mastered the skills taught.¹³

FIELD MANUALS AND STUDIES

There is currently a series of United States Army Field Manuals that provides guidance on the manner in which the Army trains. These manuals are:

FC 25-100, Training the Force, Draft.

FM 25-1, Training, February 1985.

FM 25-2, Unit Training Management, September 1984.

FM 25-3, Training in Units, December 1984.

FM 25-4, How to Conduct Training Exercises,
September 1984.

Field Circular 25-100, Training the Force, is the capstone training manual. This manual provided limited information of specific use to this thesis because of its orientation on training management at the division or higher level. The manual states that it is specifically designed to establish a training management structure supportive of the Battalion Training Management System found at the lower levels of command. It does, by its existence, give direct evidence of the Army's serious intent to provide a training management system that provides the best training experience possible for all soldiers.¹⁴

Field Manual 25-4, How to Conduct Training Exercises, contained ideas on fundamental training theories, discussed how to determine training needs, and then, how to satisfy these needs by conducting the appropriate exercises.

It focused on the collective training needs of units rather than on individual training.

Field Manual 25-1, Training, prescribed the philosophy and principles of Army training. As a foundation document, it appeared to "cover all the bases" as it outlined the philosophy of training, its imperatives, requirements, and levels. The manual identified four characteristics of training:

1. Performance-Oriented: Training orients on achieving results. The emphasis in training is on knowing how rather than what.

2. Competitive: Soldiers compete against a standard.

3. Demanding: The primary duty of all soldiers, soldiers, leaders, and units is to develop their potential and train to fight to ever increasing degrees of skill and competence.

4. Effective: Of central importance to training is its trainer. Only outstanding trainers can effectively lead, fight, and support.

Of the four characteristics, three were clearly reminiscent of the characteristics of training described in the earliest days of the TRADOC's existence however, the field manual introduced one new characteristic of training. It stated that only after leaders become good trainers, do soldier and unit training become effective. Training must be "effective" to capitalize upon the full potential of the soldiers being trained.

Chapter Six of Field Manual 25-2, Unit Training Management, stated that "in order to plan, conduct, and evaluate good training, its characteristics must be

understood." It enumerated the following characteristics of training:

1. Accuracy: The trainer must provide doctrinally, as well as technically correct information.

2. Structure: An appropriate mix of tasks and skills requiring initial and sustainment training must be included in training programs.

3. Efficiency: Leaders must discover every method for conducting the most cost-effective training possible.

4. Effectiveness: Training that enables soldiers to build proficiency and retain skills is effective.

5. Realism: Individuals and units must train as they will fight.

6. Safety: Well-disciplined units that are prepared for a training event usually execute training safely.¹⁶

The final publication in the series of training manuals was Field Manual 25-3, Training in Units. This manual listed the same characteristics of training presented in FM 25-2.¹⁷

One formal study, referred to as the Initial Entry Training Strategy Study, proved to be of the most value to the preparation of this thesis. This study, completed in May 1987, focused on the improvement of Initial Entry Training (IET). The study attempted to consider all the component parts of IET and specifically addressed the conduct of basic combat individual training. The strategy

developed by the study group was based in the belief that, although IET enjoyed tremendous success, it could be enhanced by focusing on IET leader training and methods used in the conduct of training. Although it did not attempt to describe characteristics of training, its findings are relevant to Chapter Three of this thesis. The study group urged that more training be conducted in small groups of not more than 10 new soldiers. It emphasized the need for more performance-oriented training and urged the use of talented new soldiers as peer instructors or coaches. It established that an overall objective of basic combat individual training was the retention of the skills trained.¹⁸

THE CHARACTERISTICS OF TRAINING

This review of historical materials and reports, as well as contemporary field manuals and studies, provided a delineation of the characteristics of training deemed important today. Several of the present-day characteristics of training trace back to those identified at the origin of the Training and Doctrine Command. Performance-oriented training forms the basis for all training. A study group convened to develop a training strategy for IET confirmed this fact.

Two field manuals developed to guide the conduct of training in the Army describe the characteristics of

training differently. Although FMs 25-2 and 25-3 are consistent in their enumeration of the characteristics of training, they are superseded by FM 25-1 which was published more than one year following FMs 25-2 and 25-3. One must conclude that the characteristics included in this manual are doctrinally correct as a result. These characteristics of training are:

1. Performance-Oriented.
2. Competitive.
3. Demanding.
4. Effective.

Each of these characteristics appear to have been synthesized from the numerous other characterizations of training presented in each of the other manuals previously mentioned.¹⁹

QUALITY TRAINING

The next step in the methodology of this thesis required the definition of "quality training." Field Manual 25-1, Training, mandates it as "a way of life."²⁰ The Secretary and Chief of Staff of the Army declared "Training" as the Army theme for 1988 when they jointly stated that, "Quality training is essential for the Army to fulfill its fundamental mission. . .,"²¹ but quality training was not defined. Evidently, there are many ideas regarding the term

"quality training." These ideas are more accurately described as concepts. Concepts are defined as "abstract or generic ideas generalized from particular instances."²² Concepts are described through a process of operationalism, that is, they are described in terms of identifiable operations and behaviors. For the purposes of this thesis, training was operationalized when it is described in terms of its characteristics. Each characteristic describes an aspect of training that, when combined with the other traits, equates to the optimum training experience. This combination of all the characteristics of training into a training event results in the mandated quality training. Quality training is achieved by the sum of its characteristics.²³

BUSINESS AND INDUSTRY

The author's examination of publications describing the methods of instruction, theories, and problems associated with individual training conducted by business and industry revealed that both Army and civilian trainers are confronted with a similar challenge and goal. The challenge facing both is the presentation of training in the most effective manner, and the ultimate goal is to ensure new or improved on the job performance of the skills trained.

Like the Army, civilian business and industry established performance-oriented training as its basis for learning new skills or correcting deficiencies in performing old ones. This method of training provided the best means of meeting the common challenge and goal.²⁴

Although they shared these similarities, there appear to be significant differences. Many publications indicate that trainers in business and industry execute training with knowledge of a well defined learning process and the conditions under which learning most likely occurs. Unlike the Army publications previously mentioned, the conditions for learning and the learning process were the underlying theme of many other articles. An article in Executive Female, entitled "Corporate Classroom", best illustrated this principle difference and outlined some conditions under which learning is most likely to occur. Summarized, these conditions are:

1. Learning requires the freedom to fail. Failure may be acceptable initially, but a situation must be created that provides for ultimate success.

2. A learner must be motivated to learn. Work should be organized to require learning as work-related learning is most successful.

3. People learn at different rates and in different ways. Learning something new may be easier than learning to do something familiar in a new way. It should always

build on the learner's current knowledge and skills.

4. Simple subjects, such as motor skills, can be learned most quickly. These kinds of learning can be accompanied by simple reading or explaining.

5. A critical element in the learning process is the provision of feedback to the learner.²⁴

Another significant difference between the Army and the civilian approach to individual training was business and industry's concern with peoples' behavior and motivation. The principles laid forth in an article by Dean R. Spitzer, "30 Ways to Motivate Employees to Perform Better," are relevant to this thesis because they describe principles fundamental to getting people to perform. These principles are:

1. Use appropriate methods of reinforcement.
2. Eliminate unnecessary threats and punishments.
3. Make sure accomplishment is adequately recognized.
4. Provide people with flexibility of choice.
5. Provide support when needed.
6. Provide employees with responsibility along with their accountability
7. Encourage employees to set their own goals.
8. Make sure employees are aware of how their tasks relate to personal and organizational goals.
9. Clarify your expectations and make sure that employees understand them.
10. Provide an appropriate mix of extrinsic rewards and intrinsic satisfaction.
11. Design tasks and environment to be consistent with employee needs.
12. Individualize your support.
13. Provide immediate and relevant feedback.
14. Recognize and help eliminate barriers to individual achievement.
15. Exhibit confidence in employees.
16. Increase the likelihood that employees will

- experience success.
17. Exhibit an interest and knowledge of each person under supervision.
 18. Encourage individuals to participate in decisions about themselves.
 19. Establish a climate of trust and open communication.
 20. Minimize the use of statutory power.
 21. Help individuals to see the integrity, significance, and relevance of their work.
 22. Listen and deal effectively with employee complaints.
 23. Point out improvements in performance, no matter how small.
 24. Demonstrate your own motivation through behavior and attitude.
 25. Criticize behavior, not people.
 26. Make sure that effort pays off in results.
 27. Encourage employees to engage in novel and challenging activities.
 28. Anxiety is fundamental to motivation.
 29. Don't believe that liking something correlates to performance.
 30. Be concerned with short and long-term motivation.²⁵

During basic combat individual training, Army trainers train new soldiers on numerous new skills. Their success or failure might well be enhanced with a knowledge and application of many of these same principles.

In summary, trainers in business and industry share, with Army trainers, a common challenge and goal. Civilian trainers meet the challenge to present the most effective individual training with a thorough knowledge of learning processes and the conditions under which learning best occurs. Both parties adopted forms of performance-oriented training to attain their goal of new or improved employee performance on the job but, business and industry realize that this method of individual training cannot solve every

training problem. A thorough knowledge of behavior, motivation, and the learning process provides the civilian trainer with the tools to determine solutions to training problems not readily solved by performance-oriented training methods.

LEARNING THEORIES AND CONCEPTS

The review of literature in this area revealed the nature of these theories and concepts and thereby determined their relevance to Army training methods. A firm understanding of these theories and concepts as the basis for any future recommendations as to how to conduct basic combat individual training according to accepted theory and practice.

Far more primary resources were available that discussed andragogy rather than pedagogy. Most information acquired on the subject of pedagogy was derived from works on the former. In The Modern Practice of Adult Education, pedagogy is described as "the art and science of teaching children"²⁶ and andragogy as the "art and science of helping adults learn."²⁷

Malcolm S. Knowles explains in his book, Andragogy in Action, that the pedagogical theory of learning is the one most familiar. These assumptions about learners are inherent to the pedagogical theory:

1. Regarding the concept of the learner: He is a dependent person. He expects the teacher to take full responsibility for making all the decisions about what should be learned, when and how it should be learned, and whether it has been learned.

2. Regarding the role of the learner's experience: He enters into the educational activity with little experience that is of much value as a resource for learning. The backbone of this theory is transmission techniques such as lectures, assigned readings, and audiovisual presentations.

3. Regarding readiness to learn: Students become ready to learn what they are told that they have to learn in order to advance to the next grade level.

4. Regarding orientation to learning: Students enter an educational activity with a subject-centered orientation to learning; they see learning as a process of acquiring prescribed subject matter content.

5. Regarding motivation to learn: Students are motivated by external pressures from parents and teachers, competition for grades, the consequences of failure, and the like.²⁸

In contrast, the following assumptions apply to the learner under the andragogical theory:

1. Regarding the concept of the learner: The learner is self-directing.

2. Regarding the role of the learner's experience: Adults enter into an educational activity with a greater volume and different quality of experience from youth. This means that adults are the richest educational resource for one another.

3. Regarding readiness to learn: Adults become ready to learn when they experience a need to know something in order to perform more effectively in some aspect of their lives.

4. Regarding orientation to learning: Adults learn in order to be able to perform a task, solve a problem, or live in a more satisfying manner.

5. Regarding motivation to learn: The most potent motivators are internal such as self esteem, recognition, better quality of life, and greater self-confidence.²⁹

These assumptions about learners under two different theories of learning require substantially different approaches to the design and conduct of educational programs. Knowles states that the basic design for the pedagogical model is a content plan, which requires the teacher to answer only four questions:

1. What content needs to be covered?
2. How can this content be organized into manageable units?
3. What is the most logical sequence in which to present these units?

4. What would be the most efficient means of transmitting this content?³⁰

Because the andragogical model assigns a dual role of teacher and process designer to the facilitator of learning, it prescribes a basic format concerned with design of the training process. This process consists of seven elements:

1. Climate setting.
2. Involving learners in mutual planning.
3. Involving participants in diagnosing their needs.
4. Involving learners in formulating their objectives.
5. Involving learners in designing learning plans.
6. Helping learners carry out their learning plans.
7. Involving learners in evaluating their learning.

These two theories of learning were of particular relevance in determining how to conduct quality basic combat individual training. All the assumptions of one theory or the other may not apply to the new soldiers being trained. The quality of training may be improved when a blending of training techniques dictated by the applicable assumptions is applied to the conduct of training.³¹

John R. Verduin, Jr. in his book, Adults Teaching Adults, offered a more practical guide to the field of adult education as he bridges the gap between theory and practice. It included a model for adult instruction. He discussed the development of instructional objectives and

defined the instructor or trainer's job as helping the student acquire new behaviors, behaviors defined as the skills trained. Verduin explained that objectives are divided into three areas: cognitive, affective, and psychomotor. The psychomotor domain held the most relevance for the military trainer because it provided a model of instruction easily adaptable under varying conditions. He stated that some of the most important methods of instruction included explanations, demonstrations, questioning, drill, and tutoring and examined each in detail.³²

Two other works, Delivering Effective Training and Managing the Learning Process, describe a training process that the authors consider successful in providing adult instruction. The books are concerned with the "how to" of the training process. The authors concentrate on instructor methods and techniques recommended to improve the overall effectiveness or quality of training.

SUMMARY

In conclusion, literature relevant to the research questions in this chapter was reviewed. This review of literature provided information from which the characteristics of training could be determined and a definition of quality training could be developed.

Chapter Two also determined that trainers in business and industry use performance-oriented training as the basis for many of their training methods. Much of the literature concerning trainers in the civilian sector revealed an underlying concern with the learning process and the conditions under which learning will occur.

The final section of this chapter examined the pedagogical and andragogical learning theories. It identified each theories assumptions about learners and focused attention on the somewhat diverse role of the trainer under each theory.

In Chapter Three, these learning theories and the role of the trainer are discussed in relation to learning during basic combat individual training. This discussion leads to a description of training methods that can be used to ensure that quality training occurs during BCT.

ENDNOTES

¹Based on executive correspondence between General Bruce C. Clarke, Commanding General, United States Continental Army Command and subordinate commanders on 10 October 1958, p. 1.

²Ibid.

³Ibid., p. 2.

⁴Ibid.

⁵Ibid.

⁶William E. DePuy, "Successful Army Needs Top Training," Army, XXIV (October 1974), p. 42.

⁷United States Army Training and Doctrine Command, Annual Historical Review, Fiscal Year 1974, (Fort Monroe: Training and Doctrine Command, 1974), p. 53.

⁸Ibid.

⁹Annual Historical Review, Fiscal Year 1974, p. 57.

¹⁰United States Army Training and Doctrine Command, Annual Historical Review, Fiscal Year 1975, (Fort Monroe: Training and Doctrine Command, 1975), p. 52.

¹¹United States Army Training and Doctrine Command, Annual Historical Review, October 1976 to September 1977, (Fort Monroe: Training and Doctrine Command, 1977), p. 50-51.

¹²Robert C. Hixon, "Challenge Key at Training Centers." Army, October 1974, p. 46.

¹³Annual Historical Review, Fiscal Year 1974, p. 20.

¹⁴Department of the Army, Field Circular 25-100, Training the Force, (Washington: Government Printing Office, 1985), p. 1.

¹⁵Department of the Army, Field Manual 25-1, Training, 28 February 1985, (Washington: Government Printing Office), p. 4.

¹⁶ Department of the Army, Field Manual 25-2, Unit Training Management, 10 September 1984, (Washington: Government Printing Office), pp. 71-72.

¹⁷ Department of the Army, Field Manual 25-3, Training in Units, 12 December 1984, (Washington: Government Printing Office), pp. 1-2.

¹⁸ U.S. Army Training and Doctrine Command, Initial Entry Training Strategy Study, 1987-1997, (briefing presented to LTG Robert H. Forman at Fort Monroe, Virginia on 13 May 1987, pp. 30-44).

¹⁹ Field Manual 25-1, p. 4.

²⁰ Ibid., p. 3.

²¹ Lamp (Fort Leavenworth), December 17, 1987, p. 1, col. 2.

²² Frederick C. Mish, ed., Webster's Ninth New Collegiate Dictionary (9th ed.; Springfield: Merriam-Webster, Inc, 1983), p. 272.

²³ Ibid., p. 827.

²⁴ Kirstin J. Austin and Amy A. Titus, "Beyond Performance-Based Training," Training: The Magazine of Human Resources Development, January 1988, p. 53.

²⁵ L. Kent Lineback, "Corporate Classroom," Executive Female, September/October 1987, p. 36.

²⁶ Dean R. Spitzer, "30 Ways to Motivate Employees to Perform Better," Training: The Magazine of Human Resources Development, March 1980, p. 51-56.

²⁷ Malcolm S. Knowles, The Modern Practice of Adult Education (New York: Cambridge: The Adult Education Company, 1980), p. 26.

²⁸ Ibid., p. 32.

²⁹ Malcolm S. Knowles, Andragogy in Action (San Francisco: Jossey-Bass Publishing Co., 1984), p. 32.

³⁰ Ibid., p. 36.

³¹ Ibid., p. 47.

³² Ibid., p. 63.

³³ John R. Verduin, Adults Teaching Adults, (Austin: Learning Concepts, 1977), p. 46.

CHAPTER THREE

DISCUSSION

Chapter Three discusses how to conduct training for the basic combat individual training soldier so that quality training is achieved. This discussion focuses on the characteristics of training previously identified. It identifies observable operations or behaviors that define each characteristic that when observed, ensure quality training. In the first part of the chapter, the learning process is discussed. The role of the trainer is described in the second part, and the third proceeds to describe the recommended methods for the conduct of basic combat individual training.

LEARNING PROCESS

Historically, the tendency was to look upon education only as a transmittal of information. Learning was viewed almost exclusively as an intellectual process

consisting of storing accumulated information in the file drawers of the mind. This view of learning implied that it was an external process in the sense that what students learned was determined primarily by outside forces such as the excellence of a teacher's presentation, the quality of the reading materials, and the effectiveness of the particular school curriculum. People holding this view today insist that teacher qualifications be judged only on their mastery of the subject matter and believe that any time spent learning about the psychology of learning is wasted. This view defined the function of the teacher as being to teach subject matter, not students.¹

The underlying philosophy of basic combat training in the Army is that the demands of military service are fundamentally different from those of civilian life. Military service requires a high level of discipline and physical fitness, a homogeneity of outlook, and an ability to live and work as part of a highly structured organization. There are few parallels in civilian society similar to the demands of military service. Basic combat training develops the civilian entrant into a dedicated member of the Army and improves his potential for further development.²

This philosophy provides the basic approach to learning that the Army pursues in the conduct of basic combat individual training. The Army approaches the training

with recognition that the new soldiers' past experiences are of little or no bearing on their military training, and are not considered in the conduct of training. The trainer takes full responsibility for what happens or fails to happen in the training and learning transaction. Essentially, the training process is pedagogical. That is to say, the trainer is responsible for presenting the subjects from a program of instruction and the new soldiers are responsible for being fairly passive recipients of information. Training is viewed only as a transmittal of information and there is little consideration of how the new soldier learns.³

According to Malcolm S. Knowles' research into what really happens when learning takes place, this traditional conception of learning is in serious jeopardy. Although there has not been agreement on the precise nature of the learning process, there is agreement that it is an internal process controlled by the learner and involves the intellectual, emotional, and physiological functions of the same. Learning is described psychologically as a process of need-meeting and goal-striving by the learners. This is to say that all individuals are motivated to engage in learning to the extent that they feel a need to learn and perceive a personal goal that learning will help to achieve.⁴ Learning is categorized into three domains.

The cognitive domain refers to knowledge learning. This is a mental process consisting of knowing and retaining information or making judgments and evaluations. An example pertaining to a new soldier would be his ability to inject a nerve agent antidote correctly. His mastery of this behavior would not be apparent until this task is performed. In this example, the new soldier would be required to demonstrate the behavior in order to verify that he is able to perform the task.⁵

The psychomotor domain refers to manipulative or physical skills that are required to do something. This type of training includes simulations, on-the-job training, and practice sessions during which new soldiers actually perform some task or demonstrate a skill. Although lecture and related cognitive training can prepare the new soldier to acquire physical skills, the ultimate learning requires a setting in which actual performance takes place.⁶

The affective domain pertains to behaviors involving attitudes or values. For example, a new soldier may know that being on time for a formation is important, but if he did not appear on time, he is reflecting a poor attitude and lack of value for this behavior. His possession of this affective behavior is evidenced only when he overtly displayed it by being on time for formation.⁷

There are four aspects of learning that must be considered in order achieve maximum learning. One of these

is memory. Memory plays an important part in learning and can be enhanced by review and practice. The processes of memory and learning are so closely related and interdependent that it is often difficult to determine whether they are one phenomenon or two. The association is obvious, one who does not learn has nothing to remember, and without memory there is no evidence of learning.⁸

Orderliness, or dividing learning into parts, is also conducive to better learning. It involves a sequential presentation of a reasonable amount of material at a time, reinforced through review, recitation, and practice, until the whole is mastered.⁹

Observation, through on-the-job training, is another means of learning. All of the senses take in a vast amount of observed data that contributes to the learning process.¹⁰

Periodic study, as opposed to cramming, is another aspect of learning that produces improved results for the learner. Research establishes that regular, periodic study produces better results on final examinations. Consequently, cramming sessions prior to an examination pays minimum dividends to the learner.¹¹

In summary, the Army has traditionally followed a pedagogical approach to the conduct of individual training during BCT with little regard for how a new soldier learns. New soldiers' learning occurs within the psychomotor domain and is characterized by practice and repetition. Knowledge

of the various aspects of the learning process contributed to the later description of methods which may be used in improving the quality of individual training conducted during BCT.

ROLE OF THE TRAINER

Part of the Army trainer's job during basic combat individual training is to facilitate new soldier behaviors. These trainers, in essence, carry out an instructional experience that permits the new soldiers to gain a new behavior, practice it if necessary, and learn to use it in an applied situation. New soldier behavior, therefore, is the key consideration for them as they carry out their professional duties, and learning, the changing of behavior, is the primary focus of the instructional act.¹²

Not only is the trainer supposed to bring about some new type of behavior through the instructional experience, but most of all, he should be a facilitator. That is, by being more than simply a conveyer of information, he must use all of his abilities and available resources in order to provide the best access to the knowledge and skills that the training is designed to impart.¹³

The Army trainer must decide whether to function as a manager or as an operator. The trainer as a manager lets the learner do all the work, simply oversees the task, and intervenes on occasion to give the learner direction. As an operator, he ends up taking much of the responsibility of learning for the learner. In basic combat individual training, this means the Army trainer provides alot of demonstration and explanation and leads the learner through the process.¹⁴ Tom W. Goad states in Delivering Effective Training that:

A true facilitator of learning is both a manager and an operator. A person learning to be an airplane pilot receives a great deal of lecture and demonstration in theory and techniques before being allowed to enter the cockpit, and the reason for this is obvious to all. The point is, there is an appropriate time and place for each type of instruction. Learning to recognize when each style is appropriate and learning to be able to blend them most effectively is on of the most¹⁵ important achievements of the training facilitator.

Another critical function of the trainer is to create a rich environment from which the students can extract learning. The trainers of new soldiers must create an environment of learning made up of both physical and psychological elements. The typical classroom setup with rows of chairs and a lectern positioned at the front is probably least conducive to learning. It invokes ideas of one way transmissions of information and that the proper role of the new soldier is to sit and listen to the transmissions from the lectern.¹⁶

The psychological climate is even more important to the process of learning. The basic combat individual trainer must build an atmosphere of mutual respect with his new soldiers. If they are talked down to, regarded as unable to learn or ignored, the new soldiers' energies are spent dealing with these feelings rather than learning.

The trainer must attempt to build a climate of support and mutual trust. New soldiers will learn more when they are supported rather than threatened or judged. All learning can be blocked or stimulated by climate factors. Physical discomfort, frustration, anxiety, apathy, and indifference all have a negative effect on learning process while excitement, enthusiasm, humor, and comfort all seem to facilitate it. This does not imply that the discipline normally associated with Army life need to be sacrificed, but it does mean that harassment is out of place in an environment where learning is the intended result.¹⁷

As Malcolm S. Knowles states:

People learn from those they trust more than those they mistrust. And here we who are put in the position of teacher or trainer of adults are at a disadvantage, for students in schools learn at an early age that on the whole teachers are not very trustworthy. For one thing, they have power over students; they are authorized to give grades, to determine who passes or fails, and otherwise to hand out punishments and rewards.¹⁸

It is essential to the conduct of quality training that the feelings of mutual trust exist between the trainer and his new soldiers.

The trainer is also expected to be the subject-matter expert and leader/motivator. It is important to remember that the new soldiers assume that the trainer knows all there is to know about the subject, no matter how technical or specific the topic might be. They all need some guidance during training and the trainer is the leader of the group during training.

Next, the author will discuss the instructional experience that best results in the conduct of quality training for the new soldiers during basic combat individual training. If training is to be the result of more than chance, methods for conducting individual training must be prescribed as a means for increasing understanding and control of training for better learning. Trainers of basic combat individual training soldiers should consider basic techniques of instruction described in the next section to assist them in providing more effective instruction.¹⁹

THE CONDUCT OF TRAINING

This discussion focuses on the four characteristics of training determined in Chapter Two. Training must be performance-oriented, competitive, demanding, and effective. Associated with each characteristic are observable operations and behaviors that, when present, indicate the conduct of quality training.

Performance-Oriented Training

The performance-oriented approach to training will provide defined and attainable training objectives, two-way feedback to trainer and soldier, and measurable results after training. Training objectives serve as the basis for preparing, conducting, and evaluating training.²⁰

This type of training is characterized by training objectives that state what the soldier must do upon completion of training. In essence, these training objectives describe a new behavior that the new soldier must exhibit at the conclusion of the training session. The Basic Combat Training Program of Instruction, POI 21--114, lists the training objectives for tasks taught during BCT.²¹

The acquisition of these new behaviors involves manipulative and physical skills. The most appropriate means for learning these skills is practice. Skill practice personifies the three Rs of military training. These are repetition, reiteration, and rote, each of which contributes to the memorization aspect of learning. Statistics support the fact that when things are repeated, usually three times, the learner's retention rate increases. Providing the opportunity for the new soldier to practice and validate his ability to perform a task is a time-proven technique.²²

During basic combat individual training, new soldiers should spend the majority of their time during

training sessions engaged in skill practice. As related earlier, some cognitive knowledge of the task being trained is necessary, and it would be impossible to conduct skill practice sessions without first providing the new soldiers with some basic knowledge of the skill to be practiced. This can normally be accomplished using a demonstration technique. The demonstration technique is designed to accomplish three primary functions:

1. Focus attention on correct procedures and application.
2. Provide for an efficient use of time.
3. Prepare new soldiers for skill practice.²³

The time devoted to the demonstration portion of the training session must be sufficient to properly state the training objectives, the expected proficiency to be achieved, and to correctly perform the skill being trained. Under no circumstances should the demonstration become a lecture or encompass the entire training session.

Performance-oriented training should be characterized by the use of new soldiers acting as assistant instructors or peer coaches. Field Manual 25-3, Training in Units, states that "coaching is the most powerful tool to improve performance."²⁴ These peer coaches are used to assist fellow soldiers in the performance of skills during practice sessions. New soldiers should be organized into 2-man teams and one soldier "practices" while the other

soldier "coaches" and observes. The roles are then reversed after the completion of a prescribed number of attempts at practice. The role of the coach is enhanced by the use of a "coaching card", a "step by step reminder that contains the procedure for the performance of the particular skill being trained."²⁵

The skill practice session begins with the coach directing the other member of his team through the practice steps. One learns by doing, the other by coaching. When it becomes the coach's turn to practice, his cognitive skills are enhanced as he has already observed how to perform the skill because he coached his partner. Both soldiers are busy and no training time is wasted.

Training and practice of a particular skill must extend beyond one training session. This allows for the gradual acquisition of the skill. Orderliness must be built into the skill practice sessions. Dividing these sessions into parts, practicing the simpler operations of a task first, then building into more complicated ones, will improve the learning process.

Corrective feedback by the new soldier's trainer is always provided when needed, helping to build confidence or identify areas that need review during performance-oriented training. Whenever an incidence of improper performance is observed, it should be noted and/or corrected. Feedback is most effective when it is "direct and on-the-spot." It

should not include negative evaluative information without providing recommendations for improvement. After action review (AAR) techniques outlined in A Leader's Guide to After Action Reviews, Field Circular 25-20, are applicable to the conduct of basic combat individual training because they rely on feedback for their successful conduct. The advantages of the AAR include its encouragement of all soldiers to participate in the discussion of the training session and for the new soldiers to share important lessons learned during the training experience. Feedback is provided by the trainer or the new soldiers being trained and is aimed at discovering what did or did not happen during the training event. Each new soldier must be encouraged to volunteer information about how he feels he is progressing in training. He must be allowed to indicate what any problems he is having and the reason he believes he is having the difficulty. Feedback is especially important when training is competitive.²⁶

Competitive

Competitive training occurs when soldiers perform tasks against the established Army standard for their completion. The Basic Combat Training Program of Instruction prescribes the conditions and standards for the performance of all tasks during training. Competition must

always be between individuals or units and the task; not between individuals and units.²⁷

Demanding

Demanding training is achieved through a process of continual evaluation and the progressive attainment of high, realistic standards under increasingly difficult conditions. Evaluations conducted after the course of each skill practice demand the pursuit of excellence. Continuous evaluations by peer coaches and primary trainers provide the impetus for the new soldiers to meet and exceed the standards of performance. Evaluations should also be made that take into account each individual's contribution to the success of the whole, be it a platoon or company-sized unit. The necessity for every soldier to perform to his fullest potential in order for the larger unit to succeed, places increasingly difficult demands on each individual soldier.

Demands are similarly placed on the new soldiers by training to realistic, high standards under increasingly more difficult conditions. By dividing the skill practice sessions into parts, the simpler operations of a task are practiced first. Initially, the required standards are achieved under more or less simple conditions. As proficiency increases, the conditions for practice become more difficult. This might be accomplished by decreasing

the amount of time available to accomplish a task or by replicating as closely as possible, the conditions of the battlefield.

Effective

Effective training is achieved when two conditions are met. The first condition requires that skill practice sessions be properly supervised. Proper supervision is essential to the achievement of quality basic combat individual training. New soldiers that are allowed to practice a skill incorrectly are wasting valuable training time. Proper supervision ensures that accurate practice in fact takes place and, that new soldiers learn their new skills correctly in the shortest possible time. The ability of our Army trainers to provide proper supervision can be increased if individual training is conducted in small groups of no more than ten soldiers for every one primary trainer.²⁸ Instruction in small groups is attainable through full utilization of all instructor assets and the conduct of performance-oriented training as previously described. The utilization of the two-man team concept, with one new soldier acting as a peer coach, during practice aids in the reduction of the student to instructor ratio and enhances supervision. A group of twenty soldiers, divided into ten, two-man teams, reduces the supervisory responsibilities of

the primary trainer to ten men as there are only ten soldiers practicing at any one time.

Evaluation, as the second condition for effective training, must be conducted continually and assess not only the progress of the new soldier during training, but also the overall success of the training session. For these purposes, there are three types of evaluations. First, testing determines whether or not the new soldiers learned the skills being taught. Second, the new soldiers should be allowed to express their ideas and opinions, and make suggestions and observations about the training in order for the trainer to put a different focus on the training session. Third, each trainer must make his own assessment as to how he believes he performed during the training session.

SUMMARY

Chapter Three organized the conduct of basic combat individual training into identifiable operations and behaviors that define the characteristics of training. These operations and behaviors, when identified during training, provide evidence of each characteristic. In turn, the sum of these characteristics ensure the existence of quality basic combat individual training.

Performance-oriented training is defined in terms of skill practice sessions that provide only enough cognitive training for new soldiers to clearly understand the task to be trained in terms of a training objective. Peer coaches are used to assist fellow soldiers in the practice of skills and to improve the learning process. The peer coach learns vicariously through observation and memorization, aided by a simple coaching card. The practice sessions begin with the simple operations of a task, progressing over time to the more difficult ones. New soldiers, as well as trainers, provide feedback about the progress of training.

Competitive training is achieved throughout training as soldiers and units compete against established Army standards. The BCT POI outlines the prescribed standards.

Demanding training is defined by the conduct of various types of evaluations. Increasingly difficult demands are placed on new soldiers as they realize that their individual success or failure reflects on their unit of assignment overall. Demanding training is also achieved by training to realistic, high standards under increasingly more difficult conditions. In this manner, the new soldiers realize early the pressures of the battlefield.

Finally, effective training is characterized by proper supervision; that is, supervision that does not allow new soldiers to waste training time nor practice their skills incorrectly without feedback and evaluation

resulting in corrective action being taken. Training is effective when all soldiers are engaged in skill practice, either learning by doing or while acting as a peer coach. Each of these methods, coupled with the role of the trainer as described, result in the conduct of quality basic combat individual training.

ENDNOTES

¹Malcolm S. Knowles, The Modern Practice of Adult Education (New York: Cambridge: The Adult Education Company, 1980), p. 55.

²U.S., Department of Defense, Military Manpower Training Report for FY 1988, February 1987 (Washington: Government Printing Office, 1987) p. III-4.

³Knowles, p. 56.

⁴Knowles, p. 36.

⁵John R. Verduin, Harry G. Miller, and Charles E. Greer, Adults Teaching Adults (Austin: Learning Concepts, 1977), p. 16.

⁶Tom W. Goad, Delivering Effective Training (San Fransico: University Associates, 1982), p. 33.

⁷Ibid.

⁸Goad, p. 35.

⁹Ibid. p. 36.

¹⁰Ibid.

¹¹Ibid.

¹²Ibid, p. 33.

¹³Ibid, p. 22.

¹⁴Ibid. p. 23.

¹⁵Ibid.

¹⁶Malcolm S. Knowles, Andragogy In Action, (San Fransico: Jossey-Bass Publishing Co., 1984), p. 15.

¹⁷John D. Ingalls, A Trainer's Guide to Andragogy (Washington, D.C.: Government Printing Office, 1972), p. 13.

¹⁸Ibid., pp. 15-16.

¹⁹Knowles, The Modern Practice of Adult Education, p. 134.

²⁰U.S. Army Infantry School and Center, Basic Combat Training Trainer's Guide, (Fort Benning: Government Printing Office, 1987), p. 1-9.

²¹Ibid.

²²Goad, pp. 42-43.

²³Verduin, p. 129.

²⁴Department of the Army, Field Manual 25-3, Training In Units, 12 December 1984, (Washington: Government Printing Office), p. 71.

²⁵Don Johnson, "Try Checklists-They Aid Transfer", Training: The Magazine of Human Resources Development, XIV (June, 1977), pp. 50-51.

²⁶U.S. Army Combined Arms Center, Field Circular 25-20, A Leader's Guide To After Action Reviews, December 1985, (Fort Leavenworth: U.S. Army Combined Arms Center), p. 1-2.

²⁷U.S. Army Infantry School and Center, Basic Combat Training Program of Instruction, May 1987, (Fort Benning: Government Printing Office), pp. 1-5 - 1-6.

²⁸U.S. Army Training and Doctrine Command, Initial Entry Training Strategy Study, 1987-1997, (briefing presented to LTG Robert H. Forman at Fort Monroe, Virginia on 13 May 1987).

CHAPTER FOUR

CONCLUSION

One primary conclusion was drawn from the research and preparation of this thesis. This conclusion was that knowledge and blending of the pedagogical and andragogical learning theories offers enhanced opportunities for the conduct of quality basic combat individual training. This blending of theories results from the proper assumptions being made about the new soldiers entering Army service.

It may be erroneous to conclude that the entrant into basic combat individual training is a totally passive person. He may be the product of a civilian educational system that placed responsibility for learning on his shoulders, forcing him to be responsible for a large portion of whatever he has learned in the past. True, he does enter into a military world quite unlike his civilian counterpart, but he does so of his own volition, indicating that he may be quite independent.

The pedagogical assumption that the new soldier's experience is not of much value as a resource for learning is well founded in its application to BCIT. Because of the diversity between the civilian and military worlds, there is little if anything in the new soldier's experience that transfers to the military. However, this is not true when one considers the factors of readiness, orientation, and motivation to learn.

The andragogical theory assumes that adults become ready to learn when they experience a need to know something. A new soldier needs to know just about everything upon entry into the Army because, as it has been stated, his civilian experience is irrelevant. Therefore, it must be assumed that he is ready to learn in order to perform effectively.¹

A new soldier cannot be assumed to enter basic combat individual training with a subject-orientation towards learning as the pedagogical model states. The task before him requires that he learn and perform in a manner acceptable to his new way of life. He must learn not because of a simple desire to acquire knowledge of certain subjects, but in order to survive and be successful.²

The andragogical theory assumes that adults are internally motivated to learn. These internal motivators are the same ones that a new soldier can be expected to possess as a result of his entrance into his new

environment. They include self-esteem, recognition, better quality of life, and greater self-confidence.³

The blending of these assumptions about new soldiers creates the applicability of both theories. If neither theory holds complete applicability to BCIT, then the manners in which trainers approach training as prescribed by each theory must also be a blending.

The pedagogical theory to training prescribes a content approach that requires the trainer to decide what is to be taught, in what order, and how it is to be taught. The program of instruction for BCIT removes the first two of these responsibilities from the trainer, but leaves to him the decision as to how to conduct the training, the topic of this thesis. There are two aspects of the andragogical approach that the trainer can utilize to enhance this essentially pedagogical approach.

First, the trainer can create the climate under which the training will be conducted. This does not mean that he is free to alter the conditions under which a new soldier is required to perform a task. However, he can create an environment that is conducive to learning and an environment founded in mutual trust and respect. Malcolm S. Knowles states that this aspect is the most widely adopted tenet of the andragogical theory.⁴

Second, he can involve the new soldier in the evaluation and critique of his learning. In basic combat individual training, this aspect is most easily accomplished by the adoption of AAR techniques during training. The Army trainer is assisted to improve when he observes the new soldier perform a task, hears him explain what he did and why he did it in a certain manner. The trainer then can assess how well his instruction provided the necessary information for the new soldier to perform. The new soldier benefits by being involved in his own learning. This enables the new soldier to identify his weaknesses and enables the trainer to target the training session to those particular areas.⁵

In summary, the author concluded that not all of the assumptions associated with either learning theory applied to the basic combat individual training soldier. In order to conduct training of the greatest value to the new soldier, the trainer must understand him in terms of his experience, readiness, orientation, and motivation to learn. The trainer must be willing to involve the new soldier in his own learning. This can only be accomplished in a climate of mutual trust and respect. The trainer increases his chances for a quality training experience by creating this type of climate.

The training process used by the Army during BCIT has certainly met the needs of the Army and nation for many years. There is room for improvement and this improvement is attainable through a better understanding of why and how people learn. The training techniques utilized by the Initial Entry Training system are a mirror image of some of the techniques by which the training cadre was trained in the civilian and military training experience.

Related to the above is the conclusion that Army trainers must know and be able to apply the aspects of the learning process. Because Army trainers' only qualifications for their role is a mastery of the subject matter to be trained, they can better be described as teachers of subject matter rather than new soldiers. If training is to improve, the trainers themselves must accept their responsibility to improve. The greatest area for improvement lies in the application of the theory of adult learning to the basic combat individual training regime.

A secondary conclusion of this thesis is that the characteristics that describe Army training are unchanged since the early 1970s. As early as 1958, the need for hands-on training throughout all of the Army's training activities was recognized. The concept of performance-oriented training emerged at the conclusion of the Vietnam War and remains with the Army today. This concept describes how Army training is to be conducted, from individual

through collective training. It simply means that soldiers learn by doing not by listening and watching.

The other adjectives that appeared as descriptors of training are:

+Accurate	++Effective
+Well-Structured	+Realistic
+Efficient	++Competitive
++Demanding	+Safe

All of these descriptors were evidenced throughout the research effort in varying degrees. However, their meanings were not consistently portrayed in training literature. One cause for this may have been the personal biases in regards to training of the authors developing the doctrinal literature. Another possible explanation could be the lack of a common training educational background among each of the literature authors.

In conclusion, the characteristics of training are essentially unchanged since 1958. Their sound application in varying degrees is evidenced throughout training literature. Although most of the training descriptors are somewhat esoteric, that is, the interpretation as to how to include each in a training session is left up to each Army trainer, the concept of performance-oriented training is universally understood. It is necessary, however, to describe methods and techniques that operationalize each characteristic of training to focus the trainer's attention

on them and thus assure their presence during training.

These are:

Characteristic of Training	Operationalism
PERFORMANCE-ORIENTED:	Definable/Attainable Objectives. Little Knowledge/Lots of Practice. Skill Practice Sessions. Performed in Small Groups. Uses Peer Coaches with Cards. Orderly. Feedback.
COMPETITIVE:	Individuals and Units Perform Against Army Standard.
DEMANDING:	Continual Evaluation. Increasingly Difficult Conditions.
EFFECTIVE:	Properly Supervised. Evaluated.

Basic combat individual training conducted exhibiting these operations and behaviors provides evidence that the characteristics of training are embodied in the training session. The sum of the characteristics of training define quality training.

RECOMMENDATIONS FOR FURTHER STUDY

From this thesis, some areas for further study of basic combat training seem evident. First an examination of the education and training required for soldiers to be effective trainers of other soldiers is warranted. Training techniques and methods are presently learned through on-the-job training and observation. Currently, training methods are simply passed on from soldier to soldier.

Second, an examination of doctrinal training literature to discover its specific application to the initial entry training environment is warranted. Because immense resources are devoted to the initial entry training, it is desirable that doctrinal training literature related to this training environment be reviewed.

Third, an investigation into the specialized training currently received by soldiers assigned to basic combat individual training roles to determine its nature and adequacy ought to be conducted.

ENDNOTES

¹Malcolm S. Knowles, Andragogy in Action (San Francisco: Jossey-Bass Publishing Co., 1984), p. 11.

²Ibid., p. 8.

³Ibid., pp. 11-12.

⁴Ibid., pp. 15-17.

⁵John R. Verduin, Harry G. Miller, and Charles E. Greer, Adults Teaching Adults (Austin: Learning Concepts, 1977), pp. 131-132.

APPENDIX A

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