USAWC STRATEGY RESEARCH PROJECT

MOBILE RECLASSIFICATION TRAINING FOR THE ARMY NATIONAL GUARD: A POSSIBLE SOLUTION FOR A READINESS PROBLEM

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ABSTRACT

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The U.S. Army has come to rely increasingly on citizen soldiers, formally known as soldiers from the Reserve Components (RC). Given President Bush's announcement that the current war on terrorism will last for several years, the U.S. Army will need enough Army National Guard Military Intelligence (MI) soldiers to fight this long-term war. The U.S. Army will need to reexamine how it can provide a sufficient number of qualified MI soldiers to defeat terror organizations. With incidents at Abu Ghraib Detention Facility demonstrating how important training of RC soldiers is, effective reclassification training is the cornerstone of providing qualified ARNG for mobilization. The two key military intelligence military occupational specialties that have tremendous impact at the strategic level of intelligence are the Counter Intelligence Agent (97B) and Interrogator (97E). This examination includes a review of the military occupational specialty (MOS) reclassification qualification-training program for MI. The sheer operations tempo of the Army requires it to explore alternatives to provide non-resident MI Military Occupational Skill Qualification (MOSQ) training to its Army National Guard soldiers before they go to war.

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LIST OF ILLUSTRATIONS

MOBILE RECLASSIFICATION TRAINING FOR THE ARMY NATIONAL GUARD: A POSSIBLE SOLUTION FOR A READINESS PROBLEM

The U.S. Army has come to increasingly rely on citizen soldiers, formally known as soldiers from the Reserve Components (RC). Given President Bush's announcement that the current war on terrorism will last for several years, the U.S. Army will need enough soldiers to fight this long-term war. It will need to reexamine how it can provide a sufficient number of qualified soldiers to defeat the threat. This reexamination includes a review of the military occupational specialty (MOS) reclassification qualification-training program for the RC. The sheer tempo of operations of the Army is forcing it to explore how to provide non-resident training to its soldiers.

The Army, which has two components in its RC, the United States Army Reserve (USAR) and the Army National Guard (ARNG), is currently undergoing reorganization of its military intelligence assets and requirements, which will impact the USAR and ARNG force structure. This reorganization in the RC Military Intelligence force structure will cause many RC soldiers to seek additional reclassification training to be able to maintain their membership in their current RC units. The RC relies on non-resident training since citizen soldiers often cannot take time off from their civilian employment to attend long resident courses to reclassify to another MOS. Some of the major MOSs in demand by the Army will be the 97B Counter Intelligence Agent and the 97E Interrogator. For the purpose of clarity and focus, this paper will concentrate on the ARNG which I am a member of. The Department of the Army's greater reliance on ARNG intelligence soldiers has created a pressing need to design a system to better train its citizen soldiers to meet these current intelligence demands as a result of the war on terrorism. Before discussing the nature of the training problem, a review of the historical background of Intelligence MOS training will be done to learn what has not worked in the past, the critical intelligence skill set tasks and current training methodologies. I will then discuss the impact on the ARNG MOS Intelligence training requirements due to new intelligence systems and force structure changes that will be introduced into the ARNG structure within the next five years. I also will review the different training strategies needed for non-resident programs of instruction to be successful and the resourcing needed to develop non-resident courses. I will also compare the governing regulations to the resource limitations and availability of instructors and distance learning delivery systems. I conclude that non-resident MOSQ programs can be developed that allow for ARNG reclassification by mobile training teams without a degradation of critical task training.

THE REQUIREMENT FOR ARNG INTELLIGENCE SOLDIERS

A review of the requirements for ARNG intelligence soldiers is important since it will assist in determining how the current training and development of non-resident training will need to be adapted to include new intelligence training requirements. This paper will focus solely on the ARNG federal missions since use of Army National Guard intelligence soldiers in a title 32 (State status) would require a paper within its self. Concerning the ARNG's federal mission, FM 1 states, "Army National Guard units must maintain trained and ready forces, available for prompt mobilization for war, national emergency, or other missions."

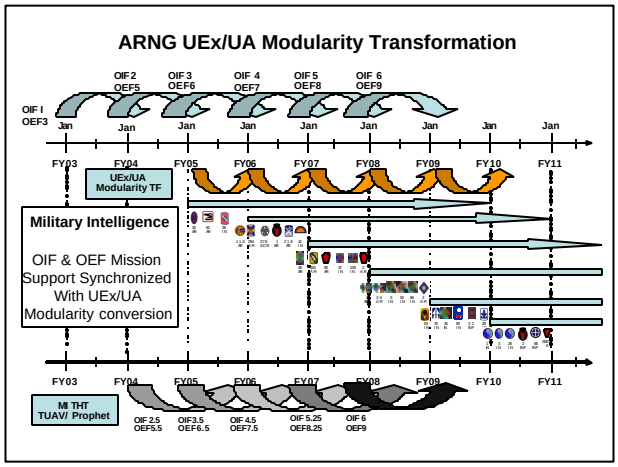

FIGURE 1 ARNG MODULARITY TRANSFORMATION

In the past few years, there have been dramatic changes in the United States operating and security environments. The events of 11 September 2001 only made the situation more challenging for the Department of Defense (DoD). DoD is stretched to the limits trying to address the new contemporary operating environment (COE) and has mobilized approximately 200,000 guard and reserve soldiers to help fill critical shortages. One of these critical shortages is in the Military Intelligence (MI) Branch. The US Army, in support of DoD's effort in Operation ENDURING FREEDOM and Operation IRAQI FREEDOM has mobilized 60 percent of its ARNG MI qualified soldiers. Mission requirements are up 300 percent to support ongoing operations while manpower levels are down 35 percent Army wide.[1] Figure 1 denotes the level of mission requirements that the ARNG is being request to fill as DoD is trying to stabilize the Army's overall permanent manpower strength, even though, the Army is continuing to mobilize ARNG MI soldiers for temporary one to two year periods. For example, the ARNG can only fill its full

time manning requirement by 40 percent of what is required.[2] This leaves over 60 percent of the full time manning requirement unfilled. As Operation ENDURING FREEDOM / IRAQI FREEDOM continues, the need for additional ARNG MI Soldiers will grow as will the need for qualified ARNG MI soldiers. The ARNG also has a large MI requirement in its force structure. The ARNG force structure has a current requirement for 97Bs and 97Es spread through out its infantry, and armor divisions, linguist battalion structure and the two Tactical Exploitation Battalions. The large task will be to transform the ARNG MI structure while sourcing current MI mobilization requirements. The Army transformation, to be discussed later in greater detail, will have a large impact on the ARNG MI training requirements.

U.S. ARMY'S INTELLIGENCE TRAINING PROGRAM

The U.S Army MI military occupational skill qualification training programs are under the control, oversight and guidance of the U.S. Army Intelligence Center and School.[3] The MI MOSQ program provides resident training for initial entry training (IET) soldiers and distance learning courses for sustainment training, and offers non-resident training for the initial acquisition of the MI MOSs for those who reclassify from another MOS through the Total Army School System (TASS) Battalions. The U.S. Army Reserve (USAR) has five TASS battalions that provide this training. This paper will only focus on reclassification[4] training and not initial entry training since the majority of ARNG soldiers reclassify from another MOS into MI. U.S. Army Intelligence Center and MI field units, validates the critical tasks/skill lists (CTL)[5] that must be incorporated into the Military Intelligence MOSQ Programs of Instructions (POIs). The POIs[6] are used during MOSQ training, both resident and non-resident, must train all critical tasks for that MOS for a soldier to be considered military occupational specialty qualified (MOSQ) at the end of training.

There are four MOS levels for a MI soldier: Level 10 (Apprentice), Level 20 (Journeyman), Level 30 (Senior) and Level 40 (Master). MOSQ training is focused on the level 10 MOS critical tasks, regardless to the rank of the student, and this level will be what the paper focuses on. The ARNG will send reclassification soldiers to this training that maybe higher in rank than entry level E1-E3s due to ARNG units changing from one type of force structure to another.

TRANSFORMATION IMPACTS

As the Army looks at its next force, Army planners are building new intelligence architectures that ties closely with military, civil government and law enforcement activities both for rapid overseas engagement and for homeland security. These requirements helped drive the concept of modularity of the force structure. These new missions associated with this new

architecture will require MI support capabilities and will rely heavily on Army ARNG MI soldiers. The Army will undergo two transformations. One is the transformation of its forces to fight a conventional war in a newer, lighter configuration. The other transformation is for support of Homeland Security.[7] In both transformations, the Army will be looking at the capabilities and training of its MI soldiers, to include the ARNG, to assist with the tenets of the Army Master Intelligence Plan, "see first, understand first, act first and finish decisively."[8] These basic principles hold true for any operation in which the Army engages. MI training must enable the MI soldier to operate in a quickly changing environment. The above-mentioned transformation impacts will place greater demand on ARNG MI soldier to fill augmentation positions or backfill the Active Component (AC) MI soldiers.

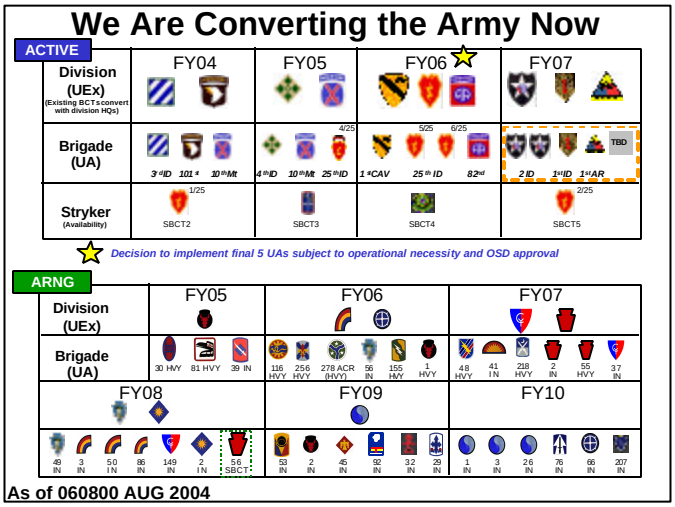

FIGURE 2 ARNG TRANSFORMATION CYCLE

ARNG MI STRUCTURE

The AC is relying heavily on the ARNG for intelligence operational support to alleviate its high operational tempo. The ARNG MI structure was reviewed by USAIC.[9] This review is meant to look at these requirements, and affects both the USAR and ARNG is divided into two parts. First, the review of the ARNG MI is based mainly on the development of the brigade combat teams (BCT) and Units of Engagement. Figure 2 shows the conversion of the ARNG into the UA/UEx configuration. Second, the realignment of existing ARNG linguist battalion assets into a structure that focuses more on theater level requirements which will unit of employment.

EMERGING MI ENVIRONMENT

Besides the fast operational tempo and the changing ARNG MI force structure described above, the current stability and support operations place a greater demand on the MI training system to produce qualified MI soldiers.

There is no doubt that the world is changing politically very quickly and technology is exploding, which creates more sophisticated ways for enemies of the United States to interfere across the world with national objectives. This mixture causes a large increase in MI requirements than previously due to new technology being cheaper and large quantities being purchased by third world countries to leverage in their efforts to destroy U.S. objectives.

The issues discussed above affect the training objectives and standards for the MI soldier who must develop skills based on a sound understanding of the geo-political and military situation of possible countries and regions they might deploy into. These skills are considered the base line skills for a MI soldier and must be included in both the resident and in any non-resident courses that are developed.[10]

Today there are hard challenges for the U.S. MI efforts. This is under scored by lessons learned from OEF / OIF operations. It is also impacted by events at Abu Ghraib Detention Facility. Ethics and the laws of war training are critical and needs to be reinforced during training and should be the frame work that all training is developed upon. Analytical training needs emphasis at both the junior leader and junior soldier level. MI soldiers need more training in analysis of raw / combat information to include the use of intelligence preparation of the battlefield products. Human Intelligence is key but woefully undermanned. Either the decision needs to be made to accept additional risk or additional Human Intelligence force structure will need to be built. Developing training that includes these areas is important to providing soldiers who can face this new environment and win.

HISTORICAL BACKGROUND ON TRAINING AND CURRENT STATUS OF TRAINING

The United States Army Intelligence Center and School at Fort Huachuca, AZ is the executive agent for Advanced Individual Training (AIT) for all Army Intelligence soldiers. The 97B course is 17 weeks and the 97E course is 16 weeks. AIT is used by Initial Entry Training (IET), those soldiers new to the Army and those soldiers reclassifying into another MI MOS. The Army also has 5 TASS BNs that can be used to reclassify soldiers into MI MOSs. The TASS BNs can only be used for reclassification and not for IET training. Their major training effort is for reclassification to another MOS since the ARNG has a large requirement to train prior service soldiers. ARNG soldiers have a limited amount of time available to do

reclassification training which complicates the training requirement. This is a double edge sword since the Army's greatest strength is its citizen soldiers, which enables the military to avoid the necessity of having a large standing force, thereby saving on garrison costs and other operational expenses. When it comes to military reclassification, however, citizen soldiers often cannot take time off from their civilian employment to reclassify by attending long resident courses. This is the root cause of the low 50 percent MOSQ rate for the ARNG[11] compared with 80 percent MOSQ for the Active Component. Despite this MOSQ reclassification challenge with citizen soldiers, the Army continues to develop and implement additional contingency and operational ARNG requirements. The pool of qualified ARNG soldiers has been depleted. The greater reliance on ARNG soldiers specifically military intelligence, creates a crushing need to reevaluate how the Army trains its citizen soldiers to meet the new demands. The current Army mobilization reclassification training methodology of mobilize, train and deploy (MTD) places our ARNG soldiers in great risk since they are training at the 10 level and then deployed immediately into combat zones with their units and, even worst, as individual replacements.

Counter Intelligence and Human Intelligence training should focus on three areas to produce a competent intelligence soldier, regardless of component: analysis of raw information, use of Intelligence Preparation of the battlefield products, dissemination skills and interview skills. These skills should be taught and reinforced using scenario-based training that incorporates conclusive intelligence gaps that are identifiable and used as standards of success for each training event.

Currently, the initial acquisition, either IET or reclassification, courses are only taught in residency either at the Intelligence Center and School or at the TASS MI BNs. Historically, only 45 percent of ARNG soldiers can attend resident courses for reclassification training. This causes a dilemma in scheduling ARNG soldiers for MOSQ School. There needs to be MOSQ courses developed that take this dilemma into account and provides more than a "just in time" methodology of the mobilize, train and deploy.

The Army's ARNG intelligence soldiers are critical to the DoD military intelligence effort. MOSQ training will assist in creating additional qualified ARNG soldiers. A review of the current MOSQ training is important to be able to put the need cited above into the proper context.

HISTORICAL MOSQ TRAINING

Analysis of the current 97B and 97E programs of instruction uncovered the following facts:

The training developers of the courses did not fully leverage all aspects of the Army training network, which includes ARNG training assets, i.e. ARNG intelligence production centers, distance learn laboratories and regional ARNG training facilities.

USAIC did make an allowance for the unique training environment and training audience needed for the course to be successful, i.e., reclassification soldiers being more mature, the need for classified facilities and the low density of students per MOS.

The quality assurance office within the USAIC is the central authority to ensure training and instructors are in compliance with all DA and DOD applicable regulations.

A very limited and one sided after action was done of the five MOSQ MTTs that were conducted in 2002. The AAR was not based on analytical data but on the observations of one individual who was a new instructor and had no training experience.[12]

These lessons learned have been considered in the implementation proposal of mobile training team MOSQ courses to assist with training the ARNG soldiers.

THE CURRENT TRAINING METHODS

Current resident training path includes Initial Entry Training (IET) for both initial entry and reclassification soldiers. After completing basic training, the initial entry soldiers who are candidates for the MOS attend Advance Individual Training (AIT) the only difference is that ARNG 97Es currently attend their appropriate language course taught at the Defense Language Institute (DLI). The resident training courses are taught by AC Army instructors at the USIC&S at Fort Huachuca which is the sole MI school to train IET soldiers but the TASS MI BNs can train reclassification soldiers.[13]

The Army's resident training conducted at USIC&S and the TASS MI BNs is based on the Total Army School System (TASS) POIs that allow for the same task same standard for all the components of the Army, Component 1, Active, Component 2, National Guard, Component 3, United States Army Reserve

In peacetime, if a non-resident course is not available, then soldiers who need to transfer to another MOS must take the IET course. The IET concept, which is based on the assumption that soldiers attending these courses have never functioned as soldiers in the Army and do not have basic experience or common soldier knowledge needed to accomplished critical tasks, is not appropriate for reclassification soldiers.[14] IET is designed to give new soldiers this experience which is commonly known as soldierization training. The resident courses rely

heavily on memorization and repetitive exercises. This has caused the resident courses to have very long training hours. It has been found that IET courses that train reclassification soldiers may reduce hours based on prerequisite soldierization training.[15]

The USAIC conducted a Cradle to Grave (C2G)[16] working group in April of 2000 to review the status of MI MOSs in the US Army. The working group had representatives from Army AC and ARNG field units, trainers from the USAR TASS BNs, Headquarters Department of the Army, and the National Guard Bureau. They reviewed recruiting, training and career path issues. The working group lasted for 14 months. One of the recommendations of the working group was the establishment of distance learning materials for non-resident training for the RC MOSs that would address the RC's low MOSQ rate which included the ARNG's. The working group held three meetings hosted by USAIC to specifically look at this issue. The recommendations offered by the working group set the foundation for further research that was used in validating the hypothesis and support the recommendations. The USIC&S has done a lot to adjust their POIs to accommodate the reclassification soldiers but more can be done to enhance the training efficiency and effectiveness.

THE ARNG INTELLIGENCE TRAINING CHALLENGE

The ARNG needs a non-resident MTT MOS reclassification course that allows ARNG soldiers the opportunity to continue their civilian careers while acquiring new military skills and allowing ARNG soldiers to train with their unit prior to mobilization to allow gaining of critically needed experience. One of the findings from the C2G working group was that the length of the resident course why soldiers did not attend the MOS qualification courses.[17] The current Military Occupational Specialty Qualification (MOSQ) rate for the ARNG is 50 percent which means only 50 percent of all soldiers in slots are qualified at the 10 level.[18] Not getting ARNG soldiers MOSQed quickly to allow them time to season within their units is a gross injustice. Another part of the problem is that elements within USIC&S feel that non-resident courses overseen by the quality assurance office can not properly maintain the correct standard for training. The benefit of having a non-resident MTT training option will allow the ARNG another path to send their soldiers through for MOSQ training instead of just relying solely on the resident and MTD courses. This will increase ARNG readiness by increasing training seats that allows more students to attend courses. Establishing multiple training paths will increase the likelihood of an increased MOSQ rate and improve readiness prior to mobilization and deployment to combat zones.

MOBILE MOSQ TRAINING PROPOSAL

This paper looks at the thesis proposal for MTT training and demonstrates the validity of the hypothesis. It includes a discussion of non-resident training concepts including an analysis of learning models (LM) and a review of pertinent DoD training regulations.

NON-RESIDENT TRAINING CONCEPTS

The analysis for the thesis was based on the review of two LMs, the adult learning model (ALM) and the experiential model (EM). Both LMs provide a theoretical framework for testing the hypothesis. Distance learning (DL) will be a large portion of content delivery to non-resident students since the resident training is already formulated for Computer Assisted Instruction (CAI)/Computer Based Instruction (CBI). DL content development is based on the learning models so understanding learning models is vital to good non-resident course design so the training is more effective for non-resident delivery. As discussed in the last chapter, the current resident course uses CAI and CBI but does not export it outside of 316th Training Squadron. Any non-resident solution will need to be based completely on export of content to ARNG training locations.[19]

ADULT LEARNING MODEL

As the ALM demonstrates, much of traditional learning experience has led the training community to believe that adults learn from just listening.[20] This could not be further from the truth. Optimal learning that results in acquiring new skills or knowledge must solicit active participation by the learner.[21] Therefore students who learn by non-resident means, still need to be able to practice and show a knowledgeable subject matter expert they have mastered the skills.

David Kolb, adult learning specialist, has written extensively on this subject. He describes the learning process as a four-phase cycle. As shown in figure 3, phase 1, the learner has a specific experience which provides a basis for (phase 2) the learner's observation and reflection on the experience and their own response to it. These observations are assimilated (phase 3) into a conceptual framework or related to other concepts in the learners past experience and knowledge from which implications for action can be derived. Phase 4 is where the knowledge is tested and applied in different situations.[22]

Phase	Learner Actions
One	Learner Experience
Two	Learner Observations
There	Learner Assimilation of Concepts
Four	Learner Knowledge is Tested

FIGURE 3 ADULT LEARNING MODEL

In the ALM, the learner assimilates useful information into his personal "experience bank" against which future learning events will be compared and to which new concepts will be related. Unless what is learned can be applied to actual work or life situations, the learning will not be effective or long lasting.[23]

The course design will need to build on the ALM to take advantage of the more mature reclassification soldiers since the majority of the soldiers are older than initial entry soldiers. As explained earlier, reclassification allows the ARNG the means to keep their soldiers in their force structure when ARNG units MOSs change due to force structure changes. By TRADOC regulation only reclassification soldiers can be taught in a non-resident course.[24] But this option is not available to reclassification soldiers.

FIGURE 4 EXPERIENTIAL MODEL
Source: Author created, 8 October 2004

The thesis leverages the experiential model during the testing of its hypothesis by focusing on developing training content that is more suitable for reclassification soldiers who have been historically more ready and motivated to learn. A non-resident course must build on the experience that the learner brings to the course and provide the learner with new experiences that he can apply to their bank of knowledge. This is called experiential learning. In figure 4, the experiential learning cycle shows that the mature learner learns best from experience. The experiential cycle (See Figure 4) begins with an experience (event or exercise) in which the learner actively participates. Next the learner reflects on the experience, focusing on what happened, how the learner feels about it, and why the experience was or was not valuable and educational. After reflecting, the learner then expands on the original experience by identifying the abstract ideas, theories, and principles behind it.[25] This step may include lecture, reading on related topics, analysis, and hypothetical application. The learner completes the cycle by transferring his newly acquired skills to situations in the "real world." This stage involves active application and active experimentation.[26] This mirrors the learner requirements for non-resident reclassification courses, e.g. more practical exercise time, review of learner observations and reflections that the learner can apply to his knowledge base. Due to the learner requirements of the non-resident course, which are based on the fact that the students will be reclassification soldiers, the course will need to use both ALM and EM training models to maximize the transfer of new knowledge and skill sets to the reclassification students.

DEPARTMENT OF THE ARMY REGULATIONS AFFECTING NON-RESIDENT TRAINING

Before non-resident courses can be developed, a review of established training development standards is needed. The best place to start is looking at what the current regulations have set in place.

TRADOC REGULATION 350-70

The requirements for developing a course that trains the MOS portion of training are made clear by US Army Training and Doctrine Command (TRADOC) Regulation (TR) 350-70. It states, “The Army Training System (TATS) courseware is the most effective and efficient means for training the critical tasks since it provides the theoretical framework, which allows for systemic approach to development of MOSQ POIs. TATS requires all training to include nonresident training to be conducted to the same task and standard as resident training. TATS courseware covers all course critical tasks to standard, regardless of the media/method used. Course lengths and academic hours may vary due to such differences as Active and Reserve

Component (AC/RC) training day lengths and the maturity of the learner that adds flexibility, but also complexity to monitor each student when some require less training."[27]

TR 350-70 also discusses in detail how an Army MOS course should be developed. First, it discusses the Training Requirements Analysis System (TRAS), TRAS is a long-range planning and management process for the timely development of peacetime and mobilization individual training.[28] TRAS is executed concurrently with the budgeting cycle so that funding is available to develop and conduct training. Without funding any potential course could not be taught.[29] TRAS ties together related acquisition systems for students, instructors, equipment and devices, ammunition, dollars and facilities.[30] The training can be completed at home, in a learning center at a post, or in a unit deployed to an operational site.[31]

TR 350-70 also points out that evaluation of training development by the training proponent is the cornerstone of quality training.[32] Proper evaluation of the non-resident training will ensure implementation of the training and that training products comply with all DA and TRADOC regulations. Evaluation by the training proponent also provides the agency that developed the training user feedback that will give insights into the quality of training and training materials, training of current doctrine and assessment of student learning. It also allows for assessments of performance deficiencies and successful initiatives with lessons learned information. The regulation points out that "Evaluation is a dynamic process that can occur as formal internal and external evaluations or informal feedback between student and instructor as well as between the field commander or combat training center and the proponent school."[33] Given this guidance, it is very important that the non-resident courses be evaluated during and after each iteration. The regulation also provides an excellent definition on what non-resident training is - "Training presented to students that is not instructor/facilitator-led and does not take place in residence, e.g., it takes place in Army learning centers, distance learning classrooms, student residences and instruction is self paced."[34] The last and most critical portion of the evaluation process is the determination that the training objective was met and a "training transfer" of knowledge took place. Student success in performance, both during and after instruction/training, substantiates that instruction/training effectively trains the required critical tasks and supporting skills and knowledge. Evaluation of training transfer involves validation of transfer of learning to job/mission.[35] It will be important for the non-resident course to go through a validation of the training materials. This validation will determine the efficiency and effectiveness of the training materials in training the target audience to accomplish the established learning objectives (the critical task list). Validation of the non-resident course will require individual validation trails with a small group of soldiers. There will need to be a

verification of the training materials effectiveness in training the objectives, e.g., the CTL. There must be a determination of what beneficial improvements will need to be made in the quality of training products and materials after identification of training product deficiencies. It is also important to look at the sequence and structure of the training materials to determine if a change is needed. A review of the training tests is important to see if the tests do in fact test the key learning objects and are viable testing instruments for the CTs being tested. This regulation is the capstone and the theoretical framework (development of training materials, validate the training, implement the training), which this thesis is based on.

THE ARMY DISTANCE LEARNING PROGRAM

Since the non-resident courses will employ DL to delivery the course content, it is important to review the Army DL policies. The Army Distance Learning Program (TADLP) was implemented to improve and sustain readiness by delivering standardized individual, collective, and self development training to soldiers and units anywhere anytime using multiple delivery means and technologies. With the high operational tempo that the Army is facing, over 25 percent of the ARNG are deployed to locations where soldiers and leaders do not have access to resident training.[36] The Army Distance Learning Program (TADLP) Campaign Plan contains the requirements, policies, and management tasks to ensure that DL programs support Army readiness. The development courses will follow this guidance but will not only develop supplemental materials, it will rely heavily on DL materials and distributive interaction with instructors as a primary means.

The TADLP supports the Army and Institutional Army Transformation initiatives by:

Filling gaps in skill training with distance learning (DL) modules that are available on demand.

Developing courses across functional areas to facilitate multi-skill training is critical. TADLP will assist with the reclassification of other MOSs into the MOS. The TADLP leverages other DL programs to develop and leverage linkages between Army, other Service, and DoD programs to provide common training materials to soldiers and units. Assure access to training anywhere, anytime through:

The use of common technologies like the Army Training Information Architecture (ATIA).

Shared content as prescribed by DoD's Advance Distributed Learning (ADL) Initiative through the Sharable Content Object Reference Model (SCORM) standard, and a common-use of the Learning Management System (LMS).[37]

The main strategy of TADLP is to fully exploit the potential and synergism of information technologies and to provide a seamless, integrated, progressive, and sequential training capability that can be used by the Army. The backbone of this strategy is standardization so courses that are developed can be shared within the Army and with the other services over interoperable networks. This is important since the USAF would develop a non-resident course. This focus will be key since development of a DL product that runs solely on just one specific system is doomed to fail from the beginning since there are numerous systems to which a student may have access. SCORM defines a Web-based learning content model for learning objectives.

SCORM is a collection of specifications adapted from multiple sources to provide a comprehensive suite of e-learning capabilities that enable interoperability, accessibility and reusability of Web-based learning content. SCORM was developed to tie together different groups with different training requirements. SCORM allows current technology developments in delivery to apply to specific training content by producing recommendations for consistent implementations by the companies that make DL products for the DoD.[38]

SCORM guidance will have to be followed as the DL products are developed. This will ensure that the DL products will run on multiple DoD computer systems. It is also important to note that this must be done in a transitional environment because of the explosion of technology. The legacy and emerging DL programs must evolve and operate simultaneously. This results in the integration of the new and the old.

This will be a big challenge in the development a course since the resident course CBI technology used by the 316th Training Squadron must be integrated with the emerging method of delivery for the non-resident course so ARNG soldiers and units can access the materials in a common operating environment.

OTHER REGULATIONS

TRADOC Regulation 350-18 provides administration guidance on how to conduct TASS training in a non-resident mode. It also provides accreditation and certification requirements that US Army non-resident training must met to allow the non-resident course to be conducted as a MOS qualification course for the Army.

The training objectives are student measurements that must satisfy all course requirements for the training to meet the training standard. The student measurements encompass a series of measurement instruments (tests, practical exercises) that can be used to meet the needs of technical training courses. Course charts provide an executive summary of

training, outlining the general structure and content of a course. The POI serves as a course control document, organized by blocks and units in the preferred sequence of instruction. It lists the objectives to be accomplished during the course, the support materials needed, and the apportionment of training time. Actual instructional times may vary due to differences in class size or student ability. Student instructional materials can be paper-based handouts, study guides, workbooks, or programmed texts, videos, audio tapes, computer-assisted programs, non-talking devices or other technology based instructional aids.[39] Validation of courses is to identify and correct imperfection in the instructional system. Validation is a process of determining if instructional system decisions concerning content, sequence, methods, and media are sound. The decisions are sound if the desired change in student behavior occurs for the least expenditure of time, money, and other resources.[40]

The guiding regulations that were just reviewed provide clear guidance on how a non-resident course should be designed and validated. The guidance clearly shows that non-resident course design should focus on the CTL and learning objectives setup by the USAIC&S. The regulations also provide guidance that training time is a secondary factor when it comes to training to standard established by the CTL and that the POIs should focus on training objectives and testing/measuring mechanisms.

PROOF OF CONCEPT FOR MTT TRAINING

A proof of concept should be conducted. The proof of concept is used within the context of training development, is where a concept, like the hypothesis for this thesis, is tested out to show whether or not it is viable. The proof of concept is executed like a regular MOSQ training course but patterned closely after the training concept that is tested as valid or invalid. A proof of concept for the hypothesis includes three major elements on which the non-resident MTT training is based. These elements are:

- The adult and experiential learning models that will be used in a non-resident course development.
- The program of instruction that must follow the guidance and implementation instructions in TRADOC Regulation 350-70.
- The critical task list required for level 10 qualification of the MOS.

STRUCTURE OF COURSE RECOMMENDATIONS

The USAIC&S will need to apply the findings from their 97B/E non-resident courses; the current resident course POIs should be modified. The modifications will be to accommodate a non-resident delivery method since it will focus on a mobile training team delivery periods, which

are normally more condensed periods. The pilot courses will more than likely show that instruction modules need to be adjusted to accommodate breaks in the instruction period for non-resident delivery. Given the amount of content and the need for performance exercises, USAIC&S will need to develop the MTT course design to ensure that enough time is given to practical exercises this will allow for the ALM. The implementation should closely resemble the same design as the pilot courses. Analysis of the training development needed for the course showed that minimum course material development would be needed since content from the resident course can be used.[41]

The USAIC&S will need to determine what current technology will allow the first phase of training to be presented over Distance Learning. Server technology has advanced to allow delivery of phase 1 by this means. The delivery method that looks most reliable is through the stable but antiqued mode of compact disk (CD) base medium.

The MTT courses will need to have an overall structure of the course based on Army regulations and will need to be focused on the ALM to ensure the reclassification soldiers are being taught in an environment conducive to the adult learner. The training path for the non-resident course is based on training of reclassification soldiers and will focus on core counter intelligence and human intelligence skills thus allowing all training time to be focused MOS skills instead of soldierization skills.

USAIC&S should develop, update and maintain the MTT training, and monitor the comparability between the resident and the MTT pilot courses.[42] TRADOC regulations specify that the non-resident training must train the same tasks to the same standard as the resident course. The format of the MTT courses should be based on the ALM and the experiential training model with the training target audience being reclassification soldiers. The course enrollment should not exceed the ideal student to instructor ratios specified in the POIs. The course flow should be based on modules and should be taught consecutively to allow consistent application of learning modules. The course minimum should be 30 students since it allows for empirical review of the training results. There should be multiple iterations run to validate the course. The course validation plan will need to be based on TRADOC regulations and need to be administered by the Quality Assurance Office at USAIC&S.[43]

The MTT course POIs and materials should be based on the current resident course materials to allow the non-resident content to be linked to the same task same standard as the resident course. The non-resident course should use the ALM and experiential learning models to maximize the learning capabilities of the reclassification soldiers.[44] These courses will need to cover all the same specific training modules that are in the resident courses based on

guidance from the DOTD of USAIC&S.[45] The MTT courses will be taught in English just like the resident POI and all of the CTLs will be taught.

The test should be administered under the quality assurance office, USAIC&S control and should be based on the resident courses. There will be the added requirement of developing pre-tests that allows reclassification soldiers to test out of modules by showing proficiency up front which would allow them to move to the next module for training thus expediting training without compromising course standards.[46]

The MTT courses should be administered by the TASS BNs and the ARNG Regional Training Institutes and would be under the oversight of the quality assurance office for validation and certification.[47] The validation should include an in-depth collection of data to elevate misperceptions that MTT training is not effective.

CONCLUSION

The need for reclassification-training courses is compelling. With the current mobilization requirements and force structure transformation, reclassification training via MTTs becomes vital to the Army. Policy makers in training institutions tend to disregard analysis that runs counter to their preconceptions that non-resident training is not good.[48] Overcoming the "perception" that non-resident training can not be done to standard especially when trained with in the ARNG training structure must be changed. Method of delivery, resident or non-resident, should not be an issue as long as the courses are structured correctly to train the critical tasks and proper testing of those tasks. This thesis has shown that MTT training can be accomplished to standard. Now it is up to the ARNG and the US Army Intelligence Center to implement thesis recommendations, which would allow the ARNG soldiers an opportunity to become trained without great turbulence to their civilian careers and would allow ARNG soldiers to reclassify to a new MOS prior to mobilization thus allowing for additional training with their organic units.

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ENDNOTES

[1]U.S. Army Training and Doctrine Command (TRADOC) Deputy Chief of Staff for Training, Training Development and Analysis Directorate, *The Army Distance Learning Program Campaign Plan (TADLP)* (Fort Monroe, VA: Department of the Army, 1 September 2001), xiv. Cited hereafter as TADLP.

[2]Author worked as a personnel officer for National Guard Bureau and was in charge of tracking full time manning requirements.

[3]U.S. Army, Deputy Chief of Staff for Intelligence Signal Intelligence (SIGINT) Program, *Cryptologic/SIGINT Related Skill Training* (Washington, DC: Department of the Army, 23 March 2002), 1. Cited hereafter as DA SIGINT Program.

[4] Reclassification soldiers are soldiers who already have gone through basic training and have the core soldierization skills, but need to be trained in a different MOS.

[5] Critical Tasks (CT) are tasks that are found to be vital in a soldier's performance of a MOS. A compilation of CTs is combined on a list to cover all the tasks a soldier needs to be considered proficient in a MOS. The list is known as the Critical Task List (CTL).

[6]Programs of instructions are what institutions use to outline what will be taught during a course of instruction.

[7]Robert K. Ackerman, "Army Intelligence Deals With Two Transformations," *Signal Magazine,* January 2002, 1.

[8]Ackerman, 2.

[9]Greg Hadfield, National Guard Bureau, Chief, Intelligence and Security, Operations Division interviewed by author, 13 October 2004.

[10]Hadifeld interview.

[11]Hadifeld interview.

[12]Camp Parks MTT AAR

[13]Vaughn Lagonsky, Senior Army National Guard Advisor, U.S. Army Intelligence Center and School, interviewed by author, 22 September 2004.

[14]Lagonsky interview.

[15]Lagonsky interview.

[16]A cradle to grave review of an MOS looks at all aspects of that MOS to include, recruitment of soldiers, training and career path issues. It is conducted by the proponent for that MOS at least every 2 - 4 years.

[17] Lagonsky interview.

[18]NGB MI Functional Review, E21.

[19] Lagonsky interview.

[20]David A Kolb, “Adult Learning Model,” 1984, URL: <http://www.arl.org/training/ilcso/ adultlearn.html>, accessed 31 March 2002.

[21]Kolb, “Adult Learning Model.”

[22] Kolb, “Adult Learning Model.”

[23] Kolb, “Adult Learning Model.”

[24]U.S. Army Training and Doctrine Command (TRADOC) Regulation 350-70 , *Systems Approach to Training Management, Processes, and Products* (Fort Monroe, VA: Department of the Army, 9 March 1999), III-2-1. Cited hereafter as TRADOC Regulation 350-70.

[25]David A, Kolb, “Experiential Learning Model,” 1984, URL: <http://www.arl.org/training/ ilcso/ adultlearn.html>, accessed on 31 March 2002.

[26] Kolb, “Experiential Learning Model.”

[27] TRADOC Regulation 350-70, III-2-1.

[28] TRADOC Regulation 350-70, III-3-1.

[29] TRADOC Regulation 350-70, II-8-1.

[30] TRADOC Regulation 350-70, II-8-4.

[31] TRADOC Regulation 350-70, III-1-1.

[32] TRADOC Regulation 350-70, III-1-1.

[33] TRADOC Regulation 350-70, III-1-5.

[34] TRADOC Regulation 350-70, III-1-2.

[35]TRADOC Regulation 350-70, III-1-2.

[36] TADLP, xiv.

[37] TADLP, viii.

[38]Advanced Distributed Learning, Advanced Distributive Learning Initiative; *The SCROM Overview Vision 1.2* , (Washington, DC: Department of Defense, 1 Oct 2001), 1-3. Cited hereafter as SCROM Overview.

[39] TRADOC Regulation 350-70, III-1-2.

[40] TRADOC Regulation 350-70, III-1-2.

[41]Lagonsky interview.

[42] Dean of Initial Entry Training Memorandum, 13 February 2002.

[43] TRADOC Regulation 350-70, III-1-2.

[44]TRADOC Regulation 350-70, III-1-2.

[45]Lagonsky interview.

[46]Dean of Initial Entry Training Memorandum.

[47] Lagonsky interview.

[48] Lagonsky interview.

GLOSSARY

Acronym	Full Name
AC	Active Component
ADL	Advance Distributed Learning
ADT	Active Duty for Training
AI	Area of Interest
AIT	Advance Individual Training
ALM	Adult Learning Model
AO	Area of Operations
ARNG	Army National Guard
ATIA	Army Training Information Architecture
CAI	Computer Assisted Instruction
CBI	Computer Based Instruction
CD	Compact Disc
COE	Contemporary Operating Environment
CTL	Critical Task List
CTP	Course Training Plan
C2G	Cradle to Grave
DA	Department of the Army
G1	Deputy Chief of Staff Personnel
DL	Distance Learning
DLI	Defense Language Institute
DoD	Department of Defense
DOTD	Directorate of Training and Doctrine
EAC	Echelons Above Corps
ECB	Echelons Corps and Below
EM	Experiential Model
IDT	Inactive Duty Training
IET	Initial Entry Training
IMI	Interactive Multimedia Instruction
IPB	Intelligence Preparation of the Battlefield
ITP	Individual Training Plan
LM	Learning Model
LMS	Learning Management System

LP	Lesson Plan
MI	Military Intelligence
MOS	Military Occupational Specialty
MOSQ	Military Occupational Specialty Qualification
OPCON	Operational Control
PE	Practical Exercise
POI	Program of Instruction
RC	Reserve Component
SCORM	Sharable Content Object Reference Model
SMDR	Structure, Manning, Decision Review
TADLP	The Army Distance Learning Plan
TATS	The Army Training System
TDE	Training Development Element
TM	Training Manager
TR	Training Regulation
TRADOC	US Army Training Doctrine Command
TRAS	Training Requirements Analysis System
TY	Training Year
USAR	United States Army Reserve

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