

POLICY FOR INDIVIDUAL AND COLLECTIVE MILITARY TRAINING

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Chapter 1: Training Policy

1.1. Purpose

The purpose of this policy is to establish policies and procedures for managing and conducting training for the Armed Forces (AFs) in BiH in order to achieve compatible operational standards in the execution of BiH military missions and operations. This policy is to be used by BiH military commanders and leaders to initiate a progressive training process. The intent is to merge the divergent military operations and standards of the AFs into a common set of tasks and standards by implementing a training system.

1.2. Objectives and Tasks

To meet the Army's operational requirements and mission, the Army must provide realistic, mission-focused individual, unit and leader training. The AFiBiH must be trained to succeed across a wide range of military operations. It must be a capabilities-based force that provides options to BiH, under a variety of contingencies.

The principle objective of Army training and its institutional training system is to develop and maintain organizational effectiveness and readiness. The focus of training should be supported by one or more objectives, which relate to achieving specified standards of individual or collective performance in achieving certain tasks. Objectives should be expressed in terms of what the individual, crew or unit will be able to demonstrate at the end of a training period. There should be sufficient detail with identifiable targets and standards in order to properly measure or assess training. Additionally, objectives must be realistic and achievable to ensure the training obtains value. The training tasks of the AF in BiH are listed below:

- Develop and maintain a motivated, disciplined and physically robust force.
- Develop and maintain those individual and collective skills needed to successfully accomplish the unit missions.
- Provide an institutional training base that prepares professional officers, noncommissioned officers and selected civilians for progressively higher positions of responsibility.
- Conserve training resources and increase the use of training devices and simulations.
- Reduce training detractors, particularly at battalion and company level.

The product of military training must be highly skilled, confident and motivated personnel that are ready to perform any mission. An effective command environment will result in well-trained and ready forces.

1.3. Training Management

Training management is the basis of the AFBH system and it comprises planning, execution, standardization, evaluation and feed back. This system includes: mission analysis, planning, resource allocation and management, execution of training, training standards and evaluation.

Evaluation and assessment define individual and unit capabilities, their strengths and weaknesses in order to develop as much as possible quality training programs.

Based on the structure and stated requirements for different arms and units, individual training programs and institutional courses, specific training requirements are developed.

Responsible headquarters must plan and conduct training for self-development of cadre and pursue the institutional training.

Units must be trained in line with warfighting expectations since realistic and exhausting training can save many lives.

All training conditions must reflect realistic combat conditions and must always be emphasised.

Training must be standardised, as well as training programs.

All commanders must continuously monitor and evaluate individuals and units. Evaluation by unit leaders is the primary way to evaluate individual training, and the training and evaluation program is the primary way to evaluate unit training.

Unit support is an important component of the training system and must have its place and role in the training consideration. The main functions of the training support are: ammo management system, training tools and devices and training literature development system.

1.4. Training Standardisation

Training events provide the basis for the training standardization using approved unified plans and training manuals. All tasks must be carried out to adopted standards but instructors are completely free to take the initiative when creating training conditions.

It is exceptionally allowed to deviate from standardized activities provided they are necessarily identified during the training, resolved in situ and immediately reported to a responsible authority.

Deviation examples requiring such action are the following:

- Procedures applied differently for like units even though there are standards for them,
- Procedures applied in units differently from what is taught at training centres,
- Handling and maintaining equipment procedures which vary despite similar equipment,
- Procedures different from established guidelines that should be standardized,
- Lack of procedures or their inadequacy.

Any training deviation that cannot be corrected immediately, must be reported to the responsible Training Command as soon as possible.

1.5. Record Keeping and Evaluation of Training

Record-keeping of soldier, NCO, officer and collective training. Records that units must keep for soldiers and leaders comprise results of the qualification side arms firing and results of fitness tests. Another form of record keeping maintained for soldiers and leaders serves to the command for the detailed development of unit training programs. For collective training it is not required to keep any special records. Every command keeps appropriate training records in order to use it for the development of the unit training plan.

Leaders keep leader's notebooks recording personal data, administrative data and soldier's proficiency in specialist, joint and collective tasks supporting unit METLs.

Performance evaluation is inseparable training element. Every training event must be evaluated at least through informal internal evaluation. Tasks, terms and standards outlined for training objectives provide the measures for achieving the objectives based on the evaluation. Commands use feedback from the evaluation as data for METL unit proficiency assessment.

1.6. Phased and Progressive Training

The training should be conducted in phases, from the basic to unit training and from simple to complex.

The entry training for every individual is the basic training at training centers and it is the first gate in the career.

It has to provide essential knowledge and skills in selected subjects and themes and should serve as the foundation of the army training.

Having successfully completed the basic training, the advance training follows defined by the objective that is to be achieved, and it can be orientated to soldier, NCO and officer training.

The advance soldier training is orientated to soldier training for the basic MOS, specialist and initial leaders duties knowledge. The advance NCO and officer training applies to the career development and proficiency in some duties and specialties.

Team and collective training exploit knowledge from the individual training incorporating collective element, thus creating new quality.

The highest training level is the unit training characterized by command training, live firing, various exercises and combined battalion rotations at combat training centers.

Evaluation at all training levels gives the proficiency assessment for a unit, which is an important prerequisite and indicator for the future unit training planning.

1.7. Training Strategy

Army training and education programs cultivate individuals, units, and organizations with professional military competence. Training will be the top priority for all commanders in peacetime. Standardization, unit cohesion, and reducing personnel number must receive increased emphasis throughout the Armed Forces of BiH. The Army develops:

a. Quality units and organizations by developing and executing training tailored to Army requirements of:

(1). Protecting the sovereignty and territorial integrity of BiH in accordance with the

International Laws and Constitution of BiH.

(2). Contribute to International Peace Support Operations (PSO).

(3). Conduct military aid to the Civil Authority in the event of emergency, such as a natural catastrophe and disaster and/ or social need, such as de-mining or infrastructure development.

b. Individual training and education programs for soldiers. These programs provide sequential training that assures individuals are qualified for assignment to their duty position.

c. Training centers for training of new soldiers, who are highly motivated, disciplined, physically fit, and skilled in the basic survival skills.

d. Institutional training centers that prepares professional officers and NCOs for progressively higher positions of responsibility.

Chapter 2: Individual Training

2-1. Concept

The training, consisting of personal training (cadres and troops), institutional training and unit training. Individual training must be an inherent part of every unit's training program. Commanders must continuously integrate individual training with collective training to best use available time, resources, develop junior leaders, and ensure that every soldier knows every task required of his position. The focus must prepare professional and conscript soldiers of the AFs to face many situations that include the three missions quoted in the BiH Defence Policy (new scenario of PfP operations). Thus, the purpose of Individual Training and Education will focus on the following objectives:

- Develop a recruit training system in BiH;
- Develop an education system to include leadership, values and ethics for professional officers, NCO and conscripts;
- Improve skills in using modern information technologies;
- Prepare staff officers for integration into multinational staffs and headquarters for peace support, search and rescue and humanitarian operations;
- In both Entities, at the level of the Republika Srpska Ministry of Defence and the General Staff of the Army of the Republika Srpska and Fed MoD and VF BiH Joint Command, by establishing a permanent body responsible for training in order to improve the standards of training soldiers;
- Enhance collaboration in the development, execution and refinement of command and control arrangements with the military and public agencies;
- Familiarize political-military interaction and crisis management techniques to

respond
in a simulated emergency;

- Instruct the soldiers in combined and compatible operational procedures, including tactics, logistics and communications;
- Develop Standard Operating Procedures (SOP) and training manuals;
- Increase mutual understanding, interoperability and cooperation among Allied and Partnership nations;

Individual training including leader development training provides the soldier the knowledge and skills to improve individual and organizational performance and assist in achieving the Army's mission and performance goals. Individual training prepares the soldier to improve performance of current and future operational assignments.

2-2. Organization

The following type of facilities should support the Individual Training:

- Basic Training Centers for Soldiers;
- Advanced Training Centers for soldiers, NCOs and to provide tactical/technical training;
 - Infantry & Armored Branch;
 - Engineers and NBC Branch;
 - Signals & Communications Branch;
 - Logistics & Maintenance Branch;
 - Military Police Branch;
 - Artillery and Air Defense Branch;
 - Aviation Branch;
- College/ Academy or other appropriate institution for NCOs and officers as decided by Entity MoDs and Entity Armies
- Education of officers and NCOs within the international exchange program for talented officers.

2-3. Planning

Planning individual training and education is an integral part of obtaining a well disciplined and effective military. Proper planning will provide all soldiers a baseline of common skills, regardless of the army they serve. This is the starting point to develop specified tasks used to develop common plans (curricula).

Commanders should augment institutional training programs with internal command seminars/courses/exercises designed to primarily train assigned/attached unit officers and NCOs to plan, conduct, and evaluate training events/activities. This type of internal training should be planned on a repetitive basis.

2-4. Execution

The following are the main elements in the management and implementation for well planned training:

- a. The SCMM Secretariat will approve general guidelines.
- b. The General Staff of the Army of the Republika Srpska and VF BiH JC will draft general plans and the way to achieve precise objectives.
General plans will include courses and a schedule of the overall syllabus. They will verify the quality of military education.

The following requirements will optimize focused training:

- Establish the plan for individual training and education to achieve the goals given by the SCMM Secretariat. The Centers of Gravity for Training Plans will be:
 - Training of Staff Officers and NCO for a Combined and Joint environment;
 - Language: basic and specialized training in NATO and UN terminology at operational and tactical levels;
 - Understanding of UN and NATO/PfP doctrine and standards;
 - Knowledge and practice of NATO/PfP staff procedures for various types of training such as Simulation Training Center (STC), Combat Training Center (CTC).
- Develop an appropriate inspection system.
- Develop a system for Lessons Learned and After Action Reviews.

2-5. End Results

The End Result will be achieved when:

- Training Doctrine is applied by AF in BiH;
- Standards for education of AFs in BiH are carried out in a manner similar to standards of European Armies. Additionally, the AF in BiH are prepared to participate in the European and Euro-Atlantic integration process;
- A system of colleges / academies and training institutions for the AF in BiH have been established

2-6. Institutional Training

Institutional training is that training conducted in recruit training centers, professional development centers, military schools and or colleges of the AF in BiH and overseas. It is through these facilities that training is provided to commanders, staffs, leaders, and operators of weapons or equipment.

2-6.1. Basic Training: Recruits

(a) Purpose

This portion of individual training prescribes training and doctrinal guidance, policies, procedures and responsibilities for managing and conducting enlisted Initial Entry Training (IET), Basic Combat Training (BCT), Advanced Individual Training (AIT) and any other formal training received prior to the awarding of an initial Military Occupational Specialty (MOS) (e.g. language training).

(b) General

The goal of enlisted IET is to transform civilians into technically and tactically competent soldiers who understand the importance of teamwork and are prepared to take their place in the ranks of the Army.

The transformation of civilians into soldiers is accomplished during a 5-phased soldierization program that begins with a soldier's arrival at basic training and ends with the awarding of an MOS upon the completion of AIT.

The soldierization program is a comprehensive process that totally immerses an IET soldier in a positive environment established and sustained by active, involved leadership. Such leadership sets high standards, provides positive role models, and uses every training opportunity to reinforce basic soldier skills.

Leaders must demand that IET soldiers achieve the Army standard during high quality, rigorous training. They must also demand that every IET soldier be treated with the dignity and respect entitled all soldiers.

(c) Objectives

1) Provide each IET soldier with the skills, knowledge, and attributes to immediately contribute to their unit's mission and survive in a stressful tactical environment.

2) Ensure each IET soldier understands the importance of teamwork and develops the capability to work effectively as a team member under stressful conditions.

3) Promote and instill in the IET soldier the highest degree of individual responsibility, self-discipline, and self-respect. This includes demonstrating respect for others.

4) Every IET soldier is required to meet the qualification requirements.

These requirements include, but are not limited to:

(1) Basic Combat Training and Phases I-III:

- (a) Complete the Physical Fitness Test.
- (b) Qualify with assigned weapon.
- (c) Pass all end-of-phase tests (Phases I-III).
- (d) Complete hand-to-hand combat training.
- (e) Complete Nuclear Biological Chemical (NBC) training.
- (f) Complete all foot and tactical road marches.
- (g) Complete all tactical field training and Field Training Exercises (FTXs).

(2) Advanced Individual Training and Phases IV - V.

- (a) Pass the Physical Fitness Test.
- (b) Pass all end-of-phase tests.
- (c) Complete all foot and tactical road marches.
- (d) Complete all tactical field training and FTXs.

(d) Responsibilities.

General Staff of the Army of RS and the VF BiH JC will –

- (1) Establish policy for the development of programmes and conduct of IET.
- (2) Manage the IET program.
- (3) Evaluate IET programs.
- (4) Conduct conferences, visits, and inspections as required in the execution of its IET management and evaluation responsibilities.
- (5) Estimate compatibility with the training doctrine.

2-6.2. Soldierization Program

Phased Training

Initial Entry training is conducted in a 5-phased soldierization program. Phases and associated tasks provide intermediate objectives that give common direction and serve as milestones during IET.

The first three phases of IET are associated with BCT , and the BCT portion of individual training. The last two phases are associated with AIT and the MOS training portion.

Table 1
IET phases and training tasks

PHASE	I	II	III	IV	IV	V +
	Basic Combat Training (BCT)			Advanced Individual Training (AIT)		
WEEKS	1 THRU 3	4 THRU 6	7 THRU 9	SPECIFIC MOS	SPECIFIC MOS	UTC
COLOR DESIGNATION	RED	YELLOW	BLUE	GREEN	GOLD	GOLD
Tasks						
DRILL AND CERIMONY	X					
PHYSICAL FITNESS TEST	X					
OUALIFY ASSIGNED WEAPON	X					
COMPLETE HAND TO HAND COMBAT	X					
MAINTAIN INDIVIDUAL WPN	X					
ADMINISTER BA TTLEFIELD FIRST AID		X				
EVALUATEACASUALTY		X				
USE CHALLENGE AND PASSWORD		X				
EMPLOY RADIO		X				
SEND RADIO MESSAGE		X				
CONDUCT LAND NA VIGATION		X				
CONDUCT NBC TRAINING		X				
MOVE UNDER FIRE			X			
CAMOUFLAGE YOURSELF AND EQUIPMENT			X			
REACT TO INDIRECT FIRE			X			
SELECT FIGHTING POSITIONS			X			
CONSTRUCT INDNIDUAL FIGHTING POSITION			X			
MOVE AS A MEMBER OF A FIRE TEAM			X			
P ASS END OF PHASE TEST				X		
CONDUCT LANGUAGE TRAINING				X	X	X
DRIVERS TRAINING				X		
NA TO/UN/EU TRAINING					X	
P ASS END OF PHASE TEST					X	
ETHICS TRAINING						X
DISASTER RELIEF TRAINING						X
HUMANITARIAN ASSISTANCE TRAINING						X
PASS END OF PHASE TEST						X
* Example of task in Table 2						

- (a) Phase I is designated as the "Red" phase.
- (b) Phase II is designated as the "Yellow" phase.
- (c) Phase III is designated as the "Blue" phase.
- (d) Phase IV and V of the soldierization program occur in AIT and are characterized by lessening of control and increased emphasis on personal responsibility .
- (e) Phase IV begins upon passing the end of phase III test and continues to the end of the of phase IV .
- (f) Phase V begins upon passing the end of phase IV test and continues until completion of IET .
- (g) Phase V+ begins at end of phase V and continues through completion.

(3) The example below describes the individual training task, conditions and standards for a specific training task (example oftask found in Table 1-2).

Table 2
Example of a Training Objective for Individual Training Task

Task	Performance	Conditions	Standards	References
(a)	(b)	(c)	(d)	(e)
08	Administer battlefield First Aid	08.1 Given: <ul style="list-style-type: none"> a. Simulated casualties demonstrating: <ul style="list-style-type: none"> (1) Lacerations and Gunshot/shrapnel wounds (2) Broken Limbs (3) Systems of shock and pain (4) Head, chest and abdominal wounds (5) Unconsciousness b. A resuscitation dummy c. Field First Aid equipment and simulated morphine injections d. Scrap of wood; suitable for splint 08.2 An environment simulating the noise of battle	08.1 Depending upon the nature of the casualty simulation, the student is able to: <ul style="list-style-type: none"> a. Resuscitate a casualty b. Treat for shock c. Treat for injuries d. Administer morphine e. Provide reassurance f. Arrange evacuation 	Battlefield First Aid

b. An effective soldierization program results from the IET soldier's total immersion in a positive environment established and sustained by active, involved leadership. Cadre members coach, mentor , and assist their soldiers in meeting the standards through performance counseling and phase goal setting.

2-6.3. Basic NCO Course (BNCOC)

a. Purpose

The course is directed towards junior leaders at the crew, section, and platoon levels. There are seven blocks of instruction: Leadership, Training, Communications, Maintenance, Physical Fitness Training, Weapons Training, and Squad Tactics.

b. General

Basic NCO Course training is challenging, live-in, leadership intensive environment that reinforces leadership and professional skills as part of the students' training and daily routine. The BNCOC cadre teach and demonstrate for the students the standards of leadership, training, technical and tactical competence, and overall professionalism to be maintained by the NCO Corps. Everything that the student observes while attending BNCOC will provide for the student and example of how activities should be conducted in the Army. Instruction is offered through conference, lecture, small group instruction, field demonstration, practical exercise, and situational training. The student will initially learn to be an NCO at the BNCOC skill level by observing cadre role models and performing the job to standard under the mentorship of the course cadre.

c. Contents and Objectives

(1). Leadership - Introduction to the roles of NCO, military inspections, effective communication and counseling, as well as drill and basic leadership skills are presented. Students will demonstrate the ability to lead soldiers. The students are placed in various leadership positions during which the students can apply the lessons learned from the classroom instruction and practical exercises. The standard is for each student to successfully perform in the assigned leadership role. Emphasis is placed on competence, NCO values, attitude toward responsibility, and land navigation skills.

(2). Training - Students are introduced to the Battle Focused Training program. Emphasis is on performance of collective and individual tasks. The student's ability to properly conduct an individual training session is evaluated.

(3). Communications - Students are introduced to battlefield communications equipment, with emphasis on tactical radio equipment and NATO standard radio/telephone procedures.

(4). Maintenance - Students are indoctrinated in the organizational maintenance system and the value of junior leaders.

(5). Physical Fitness Training - Students are familiarized with the philosophy and methodology of physical fitness training. Students will be responsible for the conduct of daily PT formations and sessions. Each student is evaluated in his ability to plan, organize, and conduct a PT

session. Assessments allow the student to observe an increase in his physical fitness.

(6). Weapons Training - Students will receive training in rifle marksmanship, fundamentals of employment for machine-guns, and basic small arms live- fire training techniques.

(7). Squad Tactics - Troop leading procedures, combat orders, fundamentals of the defense, as well as individual and collective movement techniques are introduced. Students are evaluated in their ability to tactically move a squad and execute battle drills.

2-6.4. Advanced NCO Course (ANCOC)

a. Purpose

The course focuses on the leader skills of platoon sergeants. Throughout the course each student is placed in different leadership positions and evaluated on his ability to lead others. Major areas of consideration are leadership, training/training management, tactics and general subjects.

b. General

This is a course designed to train senior noncommissioned officers in the skills that they need. Upon successful completion of this course these individuals will know how to assist the platoon leader in leading the platoon, planning and conducting platoon level training, planning and conducting tactical operations, and be able to mentor his subordinates in these skills. Instruction is offered through lectures, small group instruction, practical exercises, and group participation.

c. Contents and Objectives.

(1). Leadership - This block enhances leader skills of small unit leaders and their role in an Army of a Democracy. Emphasis is placed on subordinate development through counseling and mentoring. This part teaches senior NCOs the relationship between officers, NCOs and their subordinates. During this block of instruction the students conduct various practical and role-playing exercises to ensure the students understand these concepts.

(2). Training/Training Management - Introduces the student to Battle Focused Training. The students learn how to determine what platoon collective tasks, leader skills, and individual skills his soldiers must master to support collective training. This block also teaches how to assess soldier skills and develop training plans to correct their weakness and capitalize on their strengths.

(3). Small Unit Tactics - This block emphasizes platoon level tactics. The students learn both platoon leader and platoon sergeant responsibilities to develop the platoon leadership team. Focus is on planning and execution of several tactical missions. Each student is assigned missions. The NCOs learn that they are the primary logistician within the platoon and that his correct planning and execution within the platoon leader's intent enhances the platoon's chances for success. This block of instruction culminates with a 96-hour field training exercise applying the techniques learned during the instruction.

(4). General Subjects - Each student must demonstrate his ability to read a map and execute a day/night land navigation course. The NCOs learn how to plan and conduct physical fitness sessions for a platoon. Each student must participate in a rigorous physical fitness regimen in the course. Performance Oriented Training is conducted on the operation and inspection procedures for communications and weapons. The student also learns how to teach rifle marksmanship to his subordinates, and how employ, set-up a M60/ M84 Machine gun range card and fire IAW card data.

2-6.5. Officer Basic Course (OBC)

a. Purpose

This course is designed to provide newly commissioned officers an opportunity to learn the leadership, tactical, and technical tasks and supporting skills and knowledge required to lead platoon-sized units. There are five major components to the Officer Basic Course: leadership, tactics, training/training management, general subjects and physical fitness.

b. General

This is a course designed to prepare junior and newly commissioned company grade officers to be effective platoon leaders. Upon successful completion of this course the officer will know the responsibilities and duties of a platoon leader and be familiar with fire team, squad, and platoon tactics. He will be able to synchronize his platoon operations with those of the company/team, including integration of fire support with the platoon maneuver. Instruction is offered through lectures, small group instruction, practical exercises, group participation and computer-based simulations.

c. Contents and Objectives

(1). Leadership - The leadership component teaches leadership of small units, the roles of the officer and noncommissioned officer, and leadership in the Army of a Democracy. This program is designed to increase and maintain overall professional competency. Officer development includes assigning leaders to specific duty positions, basic and advanced skill development and sustainment. With these building blocks an increased level of proficiency will promote an increase in subordinate leaders' levels of

responsibility . Throughout the course there are several confidence building exercises such as assuming the responsibilities in troop leadership positions and conducting military briefings.

(2). Tactics - The tactics portion provides a foundation in small unit tactical operations, fire support for the maneuver of small units, troop leading procedures, individual and crew-served weapons familiarization, and logistics management.

(3). Training/Training Management - This block prepares the officer to understand his role in training management to include preparation, conduct and assessment of training.

(4). General Subjects - General subjects provide instruction in land navigation, personnel management, instructor techniques and other military related subjects.

(5). Physical Fitness - The physical fitness program prepares the officer to plan, organize, and conduct unit physical fitness programs. The program emphasizes cardiorespiratory endurance and upper body muscular strength to prepare for light infantry endurance. The officers should be prepared to achieve course physical fitness standards upon arrival. Daily physical training will be conducted with a diagnostic and final evaluation.

2-6.6. Officer Advance Course (OAC)

a. Purpose

This course is designed to provide senior lieutenants and captains the opportunity to learn the leader, tactical, and technical tasks and supporting skills and knowledge needed to,lead company-size units and serve on battalion staffs. There are five major components to the Officer Advance Course: leadership, physical fitness, tactics, training/training management and general subjects

b. General

This is course designed to enhance combat skills of leadership and operational competencies of officers at the company level. The emphasis was put on the duties and responsibilities of company commanders as well as on the development of their teams with the subordinate officers and NCOs. They learn how to plan, resource, schedule, assign responsibility, supervise, execute, and evaluate short-range, near-term, and long-range actions relevant to the training and mission requirements of the company.

c. Objectives

These officers will be expected to learn how to:

(1). Establish and maintain a disciplined organization that has defined, published, and enforced standards.

(2). Lead, assist, advise and supervise subordinate leaders as they prepare platoons, squads, teams, and organizations for their defined role in the company's mission.

(3). Plan, supervise, and evaluate unit leader training and development, and personnel, administration, supply, maintenance, safety and security actions.

(4). Function as a staff officer by analyzing and solving military problems, communicating, and interacting as members of a staff.

d. Course Prerequisites.

- Officers recommended by Battalion or Brigade Commander
- Officer at the company level, the lowest rank of 1 st Lieutenant
- Successful graduate of Officer Basic Course
- Successful Platoon Leader's experience

2-6.7. Command and Staff Course (CSC)

a. Purpose

This course focuses on Military Decision Making Process (MDMP), Battle Command, synchronization of Battlefield Operation Systems (BOS), and brigade and battalion level tactics. The course is carried out through a combination of conference/lecture, small group instruction, field demonstrations, exercises and computer simulations. The officer will be required to function as a staff officer or commander during a brigade level exercise. The course emphasizes the following major areas: Command and Control, Tactical Operations, Management, and General Subjects.

b. General

This is a course designed to train mid-level officers to be successful at command and staff positions at the battalion and brigade level. Upon successful completion of this course the officer will know the responsibilities and duties of the commander and his staff and be familiar with brigade and battalion level tactics. The officer will be familiar with the tasks required to synchronize the BOS so that, either as a commander of staff officer, he can accomplish assigned battlefield missions and be able to act as a coordinating staff officer.

c. Contents and Objectives

(1). Command and Control - Includes fundamentals of military style leadership, duties and responsibilities of command with stress on commander's tasks in MDMP, command and control facilities with information management and field orders, and the synchronization of the total Battlefield Operating Systems (BOS). This component introduces the student to JANUS/BBS computer battle simulations and their use in brigade/battalion training programs. Students play the parts of Brigade and Battalion Commanders and Staff Officers during a Corps level Map Exercise (MAPEX).

(2). Tactical Operations - Teaches the fundamentals of planning and executing for movement to contact, hasty defense, defense, counterattack, and counterfire. Maneuver training integrated with fire support planning, coordination, and execution are critical aspects of combat power . These aspects provide students experience with Battle Staff responsibilities and procedures.

(3). Management - The student is introduced to the significant management functions required in a modern Army . Training Management stresses the importance of battle-focused training and the After Action Review (AAR) process. Logistics and Personnel Management instruction supports planning and execution of sustainment operations for the maneuver and fire support commander .

(4). General Subjects - This component emphasizes Instructor techniques including military briefings and presentations, as well as Physical Fitness planning/execution designed to assist students with their unit programs.

d. Course Prerequisites

- Officers recommended by commander of brigade or above level
- Officer at the batallion, brigade and above level, the lowest rank of Captain
- Successful graduate of Officer Advance Course
- Successful formation post experience

2-6.8. Peace Support Operations Course

a. Purpose

This course is designed to prepare Army leaders to perform in Peace Support Operations (PSO) in support of missions led by the UN and other international organisations whose member-country BiH is. This course provides the training methodology necessary for commanders to tailor their unit training programs prior to and during PSO deployments.

b. General

This is a course that will teaches the Army leadership the required skills, imagination, flexibility and need for patience necessary for successful PSO missions. The course focuses on leadership skills, civil-military operations, multi-national logistics, Rules of Engagement (ROE), protecting human rights and humanitarian relief efforts, and force protection.

c. Objective

Prepare Army leaders and units for possible deployment in support of Peace Support Operations, as follows:

- 1) Guide students to observe differences between combat operations, PSO, humanitarian operations and military assistance to civil authorities;

- 2) Prepare AFBH officers for military observers duties in PSO;
- 3) Prepare AFBH personnel for the work in multinational units and headquarters during the PSO implementation;
- 4) Provide “specific training for identified mission” for the AFBH units going to identified missions requiring the education for that specific peace mission.

Chapter 3: Collective Training

3-1 Collective Training Overview .

a) Purpose.

Collective training is that training conducted in institutions or in units to prepare cohesive teams and or units to accomplish their critical wartime missions. This chapter describes training and provides guidance, procedures and responsibilities for managing and developing effective collective training. The successful organization of training will reflect trained and drilled soldiers, leaders, and units that will perform assigned tasks to standard. Training programs build self-confidence, promote teamwork and esprit de corps, and increases professionalism in soldiers, leaders and units.

b) General

(1). The primary mission of the AF in BiH is to organize, train, and equip forces to support the requirements set forth in the BiH Defense Policy. The organization and conduct of effective collective training is the cornerstone of a unit's ability to accomplish it's mission.

(2). Commanders must selectively identify and train on those tasks that accomplish the unit's critical mission. The Mission Essential Task List (METL) serves as the focal point on which commanders plan, execute, and assess training. This is critical throughout the entire training process and aids commanders in allocating resources for training. It also enables the commander to tailor the unit development training for those leader competencies required to execute Army warfighting doctrine. Commanders must develop, publish, and enforce individual and collective tasks, following the prescribed standards.

(3). Critical to focused training is understanding the linkage between the collective mission essential task and the leader and soldier tasks that support each collective task to be focused on during training. NCOs are primarily responsible for training soldier tasks. Leaders at every level remain responsible for enforcing the standards during training.

(4). Commanders must publish their training philosophy as part of their training guidance. This guides the development of subordinate training programs and will influence commander's training strategy.

c) Objectives

(1). Provide commanders "a way" for developing a programme for collective

training for their units.

- (2). Ensure each leader understands the importance of developing their unit's mission and METL to provide the most effective training possible.
- (3). Provide Tactics, Techniques and Procedures (TTPs) for developing a collective task crosswalk to ensure the proper training is applied to a specific METL task.
- (4). Commanders and leaders must manage the use of available training resources. Cost-effective training techniques must be aggressively pursued, keeping in mind that every training event should support unit readiness goals.

d) Responsibilities

(1). **Commander's Role.** Effective training requires the personal time, energy, and guidance of commanders. Commanders must personally observe and assess training at all echelons. Their specific emphasis is on training one level down and evaluating two levels down; for example, battalion commanders train company commanders with their companies and evaluate platoon leaders with their platoons. Company commanders train platoon leaders with their platoons and evaluate section, team, and crew leaders with their units. Commanders must:

- Develop and communicate a clear vision and intent. This vision is based on an understanding of the following:
 - Unit's mission, doctrine and history.
 - Unit capabilities, to include strengths and weaknesses.
 - Unit's standard operating procedures and capabilities.
 - Threat capabilities.
 - Training philosophy.
 - Training environment (geographic dispersion, location).
- Ensure Train-the-Trainer is conducted in order to :
 - Develop junior leaders.
 - Ensure subordinate leaders understand and use leader development programs.
- Establish a safe, realistic training program that is based on the military training standards and enforces them.
- Foster a command climate that:
 - Promotes learning.
 - Allows honest mistakes.
 - Encourages open communications and disagreement without fear of retribution, by which discipline is instilled in units.
- Be personally involved in planning, executing, and assessing training.
- State their expectations of what the unit should achieve by the end of the

training period (expected levels of proficiency on METL tasks). Publish METL and associated conditions and standards for the unit.

- Select specific training objectives for planned training based on assessment of unit proficiency in METL tasks.
- Protect units from training distracters by ruthlessly enforcing the lock in of major events agreed upon during training briefings.
- Ensure subordinate commanders understand the importance of weekly training meetings, rigidly enforce their conduct, and (periodically) attend them.
- Protect resources (ranges, ammunition, land, training aids, and time) for training.
- Personally visit training to:
 - Show that training is the top priority.
 - Observe and assess the execution of subordinate training at all levels to ensure training is conducted to standard.
 - Assess leader development and provide developmental feedback and guidance as instructor, teacher, and mentor.
 - Direct changes to improve unit training and enhance warfighting capability (within scope of unit training objectives, using the chain of command).
 - Ensure quality of external training support and resolve systemic problems.

(2). **The role of other officers and NCOs** – all leaders must require their subordinates to understand and perform their roles in training. The commander assigns primary responsibility to officers for collective training and to NCOs for individual soldier training. NCOs also have responsibility to train individuals, sections, squads, teams and crews. The commander is responsible to meld leader and soldier training requirements into collective training events using combined commands and units.

Additionally, all leaders must:

- Train the combined arms team to be proficient on its mission essential tasks. The key is to train the leader with the unit. Special attention must be paid to training newly assigned officers and NCOs as they train with their platoons, and newly promoted sergeants as they train with their sections, teams and crews.
- Centralize training planning to maintain units to focus on the mission.
- Decentralize execution to allow subordinate leaders the flexibility to focus training on their units' strengths and weaknesses.
- Establish effective communications at all levels. Leaders must talk to one another and exchange information. Guidance on missions and priorities flow down; soldiers, leader, and collective training needs to flow up. Training meetings, briefings, and After Action Reviews (AARs) are the primary forums for the exchange of training information among leaders.

- Demand training standards be achieved. They must:
 - Plan time for additional training to allow for tasks not performed to standard.
 - Plan to train a realistic number of tasks during a training event. (It is better to train to standard on a few tasks than fail to achieve the standard on many . Soldiers will remember the enforced standard.)

3-2. Training Philosophy

Commanders publish their training philosophy as part of Command Training Guidance (CTG) during long-range planning. This guides the development of subordinate programs.

a) *Possible areas of emphasis.* Training philosophy can emphasize certain dimensions of performance of training that the commander considers essential for the unit's success given its mission, enemy, terrain, troops, and time available (METT-T). Training philosophy can highlight certain principles of training that the commander considers as needed by his unit. Training philosophy can emphasize training methods or programs that the commander considers to be needed for the unit to improve or take advantage. These include physical training, personal and crew weapons qualification, after action reviews (AAR), or safety. The commander's training philosophy influences training strategy.

b) Commanders publish training guidance to communicate to subordinates their training philosophy and training strategy. Additionally, training guidance provides training calendars, establishes training objectives, and allocates resources.

c) *Focus for Reserve unit.* Training philosophy for Reserve units should focus on pre-mobilization tasks, which have been established by the commander. Emphasis should be placed on attaining and maintaining proficiency on critical pre-mobilization skills which support training on other mission essential tasks during post-mobilization.

3-3. Training Strategies.

Each commander designs a training strategy after considering aspects of the unit training program that warrant emphasis (as outlined in training philosophy); that is, determines the best way to build or sustain proficiency in mission essential tasks. The unit long-range training strategy typically identifies a series of training exercises and events that enable the unit to conduct training that will sustain METL proficiency within a band of excellence. The sequence of training exercises and events also enables the unit to prepare for and take best advantage of major training opportunities such as a formal external evaluation, use of a major training area, or deployment to the combat training center. Short-range training strategy focuses on training requirements and priorities identified through an assessment of unit proficiency in its METL. Commanders determine the best type, sequence, and frequency of training activities, events, and exercises that will build and sustain unit proficiency in each mission essential task. Specific training objectives are designated for each training activity, event, and exercise. Near-term training strategy

establishes the best sequence of training activities within events or exercises to achieve training objectives.

a) *Building unit proficiency.* Training Strategy provides subordinate unit commanders a model strategy that can be used to build and sustain proficiency in soldier, leader, crew, and collective tasks. Training strategy describes for them training events, frequency of events, and resources required to train to standard. Additionally, training gates are identified. Gates are critical training events in which proficiency should be attained before undergoing more challenging, dangerous, or resource intensive training. Using the current unit strategy as a start point, commanders mold it to fit their unique unit circumstances and the mission essential tasks on which they need training. Commanders build unit proficiency:

(1) From the unit's current level of proficiency.

(2) By integrating as soon as possible those soldier, leader, and collective tasks that support performance of the mission essential task designated as a training objective. Examples are as follows:

(a) Soldiers are trained to perform together as weapon or equipment crews.

(b) Crews are trained to perform together as small units.

(c) Small units and staffs train together as part of a combined arms and services team.

(3) By planning multi-echelon training opportunities that allow simultaneous training by different unit levels on tasks which support accomplishment of the mission essential task. Ultimately, each unit level must be able to execute its role in collective training performance.

(4) By creating complex training situations and realistic conditions for the unit's level of proficiency. Realism and complexity are increased until the unit can perform to standard under conditions listed in the training objective.

b) *Sustaining unit proficiency.* Commanders determine the frequency of training needed to sustain METL proficiency, to include supporting soldier, leader, and collective tasks. The commander's training strategy should recommend frequencies for various training exercises that will enable units to sustain required proficiency on mission essential tasks.

c) *Low density Military Occupation Specialty (MOS) training.*

(1) Sustainment of low-density MOS training presents a significant training challenge. Commanders must continually emphasize the need to sustain critical soldier skills in low density MOSs. The commander's training strategy should describe supporting training strategies for most low density MOSs which subordinate commanders can adapt to their unit needs.

(2) Many proven techniques improve the training of low density MOSs. Establishing the proponent for low density MOS training at the brigade level is a proven and

effective technique for collective training of low-density skills. Training courses are good supplements to unit training efforts. Commanders should strive to teach low density MOS skills in the most effective and efficient manner based on unit needs.

d) ***Protecting resource.*** Leaders must ensure the correct and appropriate use of resources when devising their training strategy. Cost effective training must be pursued. Every training requirement and every expenditure of resources must contribute to a force trained to standard.

(1) *Optimal mix of training resources.* Employing the commander's training strategy as a guide, subordinate commanders determine the optimal training resource mix to support planned training events. The critical gates and other gates a commander may introduce ensure that soldiers achieve a certain desired level of capability in a less expensive resource environment before proceeding to a more expensive one. For example, soldiers first achieve success on a live fire exercise using a sub-caliber device or through the use of the Multiple Integrated Laser Engagement System (MILES) before proceeding to a full-service gunnery that consumes expensive ordnance.

(2) *Maintenance management.* Accomplishing training plans within available resources requires intensive maintenance management and, in particular, management of money spent on repairs.

(3) *Protection of soldier and equipment.* Commanders and leaders must consider hazards during training events that expose soldiers to injury, illness, or accident and equipment to damage or destruction. Commanders in charge of training must make a safety assessment to ensure training is realistic yet does not exceed an acceptable risk for a non-combat situation. Risk decisions are made at the appropriate level of command based on the training event, level of risk, hazard involved, exposure, and worst case scenario. Commanders execute the risk management process for all phases of training; that is, risk identification, risk decision-making, risk reduction and control, risk evaluation.

3-4. Mission Essential Task List (METL) Development

a) Leaders to achieve battle focus in unit training use the METL and associated conditions and standards. Leaders assess their unit's ability to perform mission essential tasks and then determine the best training strategy to build to sustain proficiency in each task. Training is conducted and evaluated using published standards. Each time training is planned, leaders adjust their assessment of unit proficiency in mission essential tasks and consider the best training strategy to build on and sustain unit proficiency.

b) The METL must support and complement the METL of the next higher headquarters. To identify the unit's METL, the commander must understand the mission. This is especially important for battalion and lower units. An example of a battalion METL and company METL is depicted in Figure 3-1. In addition the METL:

- Must be understood by NCOs so that they can integrate soldier tasks.
- Must apply to the entire unit.

- May vary for like units because of different wartime missions or locations.
- Must be briefed to and approved by the next higher wartime commander.

c) Other points concerning METL development follow:

- Company is the lowest level unit that prepares a METL.
- Staff of Battalion headquarters develop METLs which are approved by the battalion commander .
- Battalion commanders must ensure that METLs of Battalion headquarters, of companies and associated units are properly coordinated and mutually supporting.
- Commanders create a team approach to METL development by involving all subordinate leaders

**Figure 3-1
METL Development from Battalion to Company.**

<u>Battalion Mission</u>	<u>Battalion METL</u>	<u>Company Mission</u>	<u>Company METL</u>
At D-Day, H-Hour, TF 177 deploys, draws equipment, moves to and occupies designed assembly areas, and organizes for combat. On order, move to assigned sector to defend, Be prepared to counterattack. on order, conduct offensive operations.	Move by road/rail.	At D-Day, H-Hour, Team A deploys, draws equipment, moves to and occupies assembly area. on order, defends from assigned battle position. On order, defends from assigned battle position. On order, conducts a counterattack to defeat the enemy . Be prepared to conduct offensive operations.	Move by road/rail..
	Perform tactical road march.		Perform Tactical road march.
	Occupy assembly area.		Occupy assembly area.
	Defend.		Defend.
	Move Tactical1ly.		Defend.
	Attack/counterattack by fire.		Perform tactical movement.
	Assault.		Support by fire.
			Assault enemy position (mounted/dismounted).
			Perform attack by fire.

3-5. Integration of Soldier, Leader, and Collective Training.

From the company mission and METL, the platoon leader and platoon sergeant determine their collective tasks. Some sample common tasks are represented in figure 3-2. An example of the process follows:

- Determine tasks that support each company mission essential task.
- Determine which collective tasks support more than one company mission essential task to identify high payoff tasks.
- Present selected platoon collective tasks to the commander to obtain his guidance and approval. The commander uses mission, enemy, terrain, troops and time available analysis (METT-T), resource availability, and unit status analysis to select the most important platoon tasks.

Figure 3-2
Sample Common Tasks

Identify allied and threat vehicles and aircraft.
Send and receive a radio message.
Report enemy information.
Identify terrain features on a map.
Use grid coordinates to determine location.
Determine a magnetic azimuth.
Construct individual fighting positions.
Clear a field of fire.
Employ hand grenades.

Camouflage self and equipment.
Wear protective mask.
React to chemical/biological hazard.
Apply a field pressure dressing.
Apply first aid for heat injuries.
React to indirect fire while dismounted.
Move as a member of a fire team.

Unit leaders select soldier tasks to support squad and platoon collective tasks using the collective-to-soldier task matrix. This matrix is constructed for each skill level within the unit. Figure 3-3 represents a sample of matrix for collective-to-soldier tasks. The left column in the matrix represents essential tasks for the specified skill level. The bottom section (Common Tasks Skill) will support the identified essential tasks.

**Figure 3-3,
A sample of collective-to-soldier task matrix extract**

Passage of lines	X	X									
Tactical Road March											
Danger Area	X	X			X	X	X	X	X	X	X
Move Tactically											
Assembly Area	X	X			X	X	X	X	X	X	X
Defend	X	X			X	X	X	X	X	X	X
Point Ambush	X	X			X	X	X	X	X	X	X
Hasty Ambush	X	X			X	X	X	X	X	X	X
Antiarmor Ambush	X	X			X	X	X	X	X	X	X
Raid	X	X			X	X	X	X	X	X	X
Trench Line					X	X	X	X	X	X	X
Knock Out Bunker					X	X	X	X	X	X	X
Disengage					X	X	X	X	X	X	X
Overwatch/ Support					X	X	X	X	X	X	X
Assault					X	X	X	X	X	X	X
COMMON TASKS, SKILL											
Exchange Chemical Gear											
Camouflage Self & Individual Equipment											
Locate Mines by Probing											
Camouflage Your Defensive Positions											
Zero Assigned Weapon											
Engage Targets with Assigned Weapon											
Maintain Assigned Weapon											
Perform Functions Check on Assigned Weapon											
Properly Load Assigned Weapon											
Properly Unload Assigned Weapon											
Correct Malfunctions of Assigned Weapon											

3-6. Common Military Training of AF Commands and Units

The Common Military Training Program (CMT) identifies training requirements selected for the AF in BiH commands. Each Commander must understand that the main goal is to minimize the effect of these requirements on the training mission, otherwise the CMT topics might hinder the training. The commanders and personnel evaluating the CMT should monitor the unit training tasks and conduct the training in a certain CMT topic.

B. Tasks

The CMT tasks are the following:

- Restrict the training requirements for tasks that are specifically prescribed by the superior command, or which are important for the individual training and combat readiness of the unit.
- Create a permanent method to continually coordinate and review the AF in BiH commands training requirements.

C. The CMT Topics

- New regulations which include the training requirements must be approved. These regulations shall establish the specific topics and the appropriate participants.
- No new topic can be selected without an accompanying satisfactory assessment of time, training of the instructors, publications, equipment, teaching aids and other resources. Each topic should be included in one of the manuals before adding any topic to the list of the CMT tasks.

D. CMT Categories

There are six categories or codes of the CMT.

- *Program (P)*. The training program pertains to the majority of soldiers and shall be executed in accordance with the following structure: the CMT »P« in the training centers shall be carried out in accordance with the approved program.

The maximum number of hours are noted, as are the specific topics, and end in evaluation of knowledge and capabilities.

- *Mission (M)*. Mission training pertains to units with a special mission or units with special armament, equipment and capabilities. The type of unit is determined on the basis of regulations and the mission.

- *Re-training (R)*. Re-training is conducted when periodic review of important tasks is needed. This type of training depends on the local situation and the commander's assessment of needs.

- *Integrated training (I)*. Integrated training shall be carried out together with the other training. The efficiency of this training shall be evaluated according to the performance by soldiers during execution of tasks in the command-staff and field exercises. These topics do not normally appear on the training schedule as special topics.

- *Refreshment of knowledge (A)*. Refreshment of knowledge can be implemented through briefings or practical demonstration through chain of command in order to improve knowledge on subjects that are important for soldiers. Full freedom is given in the assessment of needs.

- *Time sensitivity (T)*. This training program must be completed within the specific period of time.

Chapter 4. Training Programs

4-1. Introduction

(a). This chapter provides an overview of training programs and exercises. The Army has relied on training programs and field training exercises to provide the mission training needed for a unit's success. There continues to be a need for live fire gunnery and training exercises, and crew drills. The continued use of simulators and simulations will enhance these exercises and leader training. The goal of Army training programs is to ensure leaders have needed technical and tactical skills and knowledge, and the exercises replicate actual operational conditions which commanders and units must operate.

4-2. Training Programs include:

(a). Physical Fitness Program designed to enhance unit readiness by developing and sustaining a high level of physical fitness in soldiers.

(b). On-the Job Training Program that allows commanders and supervisors to train personnel and improve individual skills and knowledge, cross train individuals, or qualify individuals for specific mission requirements. This program should be structured and closely managed by the unit commander.

(c). Combat Training Center program that provides an opportunity for units to increase readiness, develop leaders, embed doctrine into SOPs, provide feedback on unit tactical effectiveness, and assist in development of future training requirements.

(d). NATO /BIH Young Officer Course.

(1).Objectives: The objective of the program, which is carried out within the NATO's Security Co-operation Program with BiH, is to form a group of potential future leaders of the BiH armed forces with a view to:

- Developing a long-term relationship with them and preparing them for working more closely with international military and security structures.
- Providing them with a general orientation towards NATO and PfP .
- Exposing them to how other nations fulfil their international obligations by contributing to Multinational Peace Support Operations.
- Encouraging them to think about and discuss the practical issues facing the BiH military both today and in the future.
- Providing each member of the group with the opportunity to get to know and to work with colleagues from other parts of the armed forces in Bosnia and Herzegovina

(2). The elements of the program are as follows:

- Introductory seminar at NATO School (SHAPE) including briefings and syndicate work covering the main themes of the programme
- Short course on the staff officer function run by US European Command Joint Contact Team Programme.

- Familiarisation tour of SFOR, to gain an appreciation of the functioning of a multinational peace support operation
- Visit to PfP nation, including a tour of a PfP training centre, to gain an insight into how the Partnership works in practice.
- English language training
- A second workshop at NATO School (SHAPE) comprising of briefings and practical work on the theme of peace support operations.

4-3. Exercise Programs.

Training exercises provide an excellent environment for the simultaneous performance of multiechelon training activities to evaluate and to sustain the skills of soldiers, leaders, teams, staffs, and units. Exercises simulate battle conditions to train leaders under mission-unique conditions and standards for applying the best tactics, techniques, and procedures to the unit MET . Some exercises use minimal troop support in providing commanders and staffs realistic practice in executing wartime missions. Other exercises combine units, including other services, to train critical teamwork and synchronization skills. Some goals associated with training exercises are-

- Sustain soldier, leader, and collective skills.
- Develop and sustain command and control skills of commanders and their staffs.
- Support multiechelon training.
- Provide an opportunity to train using increasingly more realistic (difficult) conditions.

(1). Exercise Selection

Commanders select a particular training exercise or combination of exercises based on specific training objectives and on available resources (Figure 4-1). When selecting exercises, commanders must consider several key questions:

- Who will be trained (soldiers, leaders, teams, or units)?
- What are the training objectives?
- Which, if any, of the training exercises are most suitable to accomplish each objective?
- What are the available resources (time, training areas, equipment, and money)?
- Which of the training exercises or combination will help meet the training objectives within the available training resources?

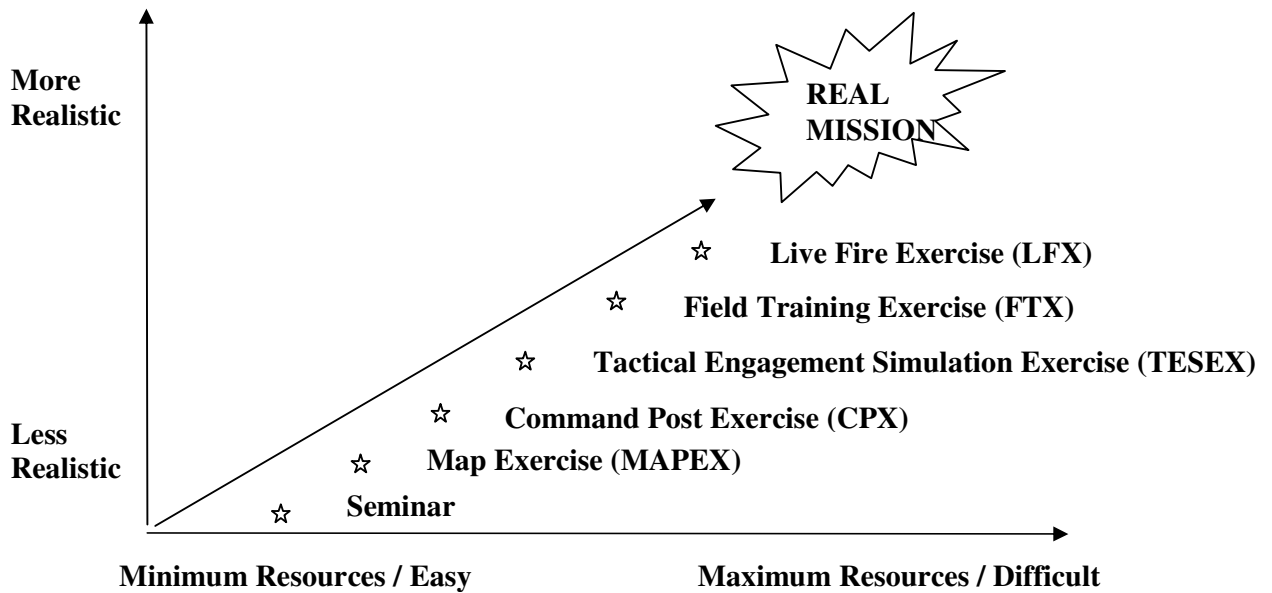


Figure 4-1 Realism versus Level of Resourcing

(2). The exercises discussed in this document are:

- SEMINARS, LECTURES
- MAPEX: Map Exercise
- CPX: Command Post Exercise
- TESEX: Tactical Engagement Simulation Exercises
- FTX: Field Training Exercise
- LFX: Live Firing Exercise

(3). Commanders and leaders can use the exercise matrix in figure 4-2 to determine which exercise provides training on a specific mission.

<i>Mission</i>	<i>Seminar</i>	<i>MAPEX</i>	<i>CPX</i>	<i>TESEX</i>	<i>FTX</i>	<i>LFX</i>
PSO	•		•		•	•
MACA	•	•	•			
PROTECTION SOVEREIGNTY		•	•	•	•	•

Figure 4-2, Exercise Selection Matrix

*(4). Selection of Training.

For ease of planning the matrix lists the types of training and indicates the category of training audience for which they are suitable

Training Matrix

	Individual	Platoon/ Company	Unit/BG	Formation	HQ&Staff	Command
Lecture	•					
Seminar	•					
MAPEX						•
CPX					•	•
TESEX	•	•	•			
FTX		•	•	•	•	•
LFX	•	•				

Figure 4-3, Training Matrix

4-4. Exercises.

The commander may use one or more training activities to meet his training requirements.

a. Seminar and/or Lecture

(1). Introduction

Lecture. The lecture is an appropriate means of imparting knowledge or information to a group especially when subject expertise is required.

Seminar. The seminar is perhaps the ideal form of non-practical instruction. It is important to keep seminar groups small to enable maximum audience participation and interaction, and that seminar leaders adopt the role of facilitator . It is a useful forum for the discussion of issues that require debate and for which there may not be a definitive answer . Example:

PSO Seminar

The aim of this Seminar is to provide a checklist of mission specific training topics that should be conducted for all troops as part of any pre-deployment training. Mission specific training provides the soldier with the background and information necessary to perform his assigned tasks. The majority of the mission specific topics can be completed by a series of lectures and briefings. However, topics such as the Use of Force have to be taught and practiced throughout the pre-deployment training to ensure that all soldiers are both knowledgeable and familiar with the application of the appropriate rules.

b.. Map Exercise (MAPEX)

(1). The MAPEX portrays military situations on maps and overlays. It requires a minimum number of support personnel and may be conducted in garrison or in the field. When conducted in garrison, it is low-cost in terms of money and facilities; it is an excellent training tool for a resource-constrained unit. Communications equipment may be used. A MAPEX helps the commander train his staff and leaders in planning, coordinating, and executing operations tasks on map boards, chalkboards, training mock-ups, and sand tables. It is an excellent training tool before conducting other more costly exercises. A MAPEX trains the following:

- Functioning as an effective team.
- Exchanging information.
- Preparing estimates.
- Giving appraisals.
- Making recommendations and decisions.
- Preparing plans.
- Issuing orders.
- Coordinating execution of orders.

(2). A MAPEX can be conducted internally at platoon, company, and battalion level or externally with a brigade MAPEX. It should include all the leadership of attached and supporting elements. Figure 4-4 shows personnel (as a minimum) that should attend.

Battalion and Task Force Level <ul style="list-style-type: none">. Battalion Commander. Battalion Executive officer. Primary Staff(S1, S2, S3, S4). Company Commanders. Company Executive Officers	Company and Team Level <ul style="list-style-type: none">Company CommanderCompany Executive OfficerPlatoon LeadersSupport Leaders & Company HQ's personnel as appropriatePlatoon Sergeants
--	---

Figure 4-4 , MAPEX Participants

Here we state one example of MAPEX exercise:

(3). **Mapex (Natural Disaster Relief)** The purpose of this MAPEX is to provide a common understanding for the parties taking part in this Exercise. In order to create a mutual and common way of behavior between the parties, a Natural Disaster Relief Operation is considered to be an appropriate scenario for this MAPEX. This is an important Exercise that includes humanitarian aid, civil defense activities and the involvement of military units to conduct relief operations. This would also practice the strong coordination and cooperation of the all parties

within BiH.

- **Concept:** A one-day MAPEX conducted at HQ SFOR. The exercise will be based on three basic activities; Syndicate discussion, Planning and Wargaming.
- **Purpose:**
 1. Create a combined 'joint' headquarters and practice how to form/task-organize in order to support an operation based on a Natural Disaster Relief scenario.
 2. Combined team building with an emphasis on solving interoperability issues.
 3. Practice common command, control, communications and intelligence capabilities of the parties.
 4. Practice the abilities of civil defense authorities in co-operation with SFOR and AF in BiH.
 5. Provide an area of co-operation and coordination between the VRS and VF BiH.
 6. Practice the abilities and discover the deficiencies in case of a Natural Disaster in BiH.

c. Command Post Exercise (CPXs).

- (1). The CPX may be conducted in garrison or in the field. It requires the establishment of the command post. When compared with the MAPEX, it represents a greater commitment of soldiers' time and resources. A CPX is an expanded MAPEX for staff and all commanders to lead and control tactical operations by using tactical communications systems. *Often the CPX is driven by a simulation or is part of a larger exercise.* Normal battlefield distances between CPs may be reduced. A CPX trains commanders and staff-
 - To build teamwork and cohesion.
 - To exchange information by proper reporting IAW tactical SOPs.
 - To prepare estimates, plans, and orders.
 - To establish and employ tactical communications.
 - To displace headquarters and command posts.
 - To integrate synchronized BOS.

Battalions and companies may participate in a CPX as part of a larger force (brigade and corps); they also may conduct internal CPXs.

Figure 4-5 shows minimum personnel required

<p><u>Battalion Level</u></p> <ul style="list-style-type: none">. Battalion Commander. Battalion Executive officer. Battalion Staff (complete organization). Company Commanders. Platoon Leaders. Fire Support Teams, Engineer support, ADA support <p><u>Company and Team Level</u></p> <ul style="list-style-type: none">. Company Commander. Company executive Officer. Platoon Leaders. Fire Support Teams. Platoon Sergeants
--

Figure 4-5, CPX participants

Battalions and companies may participate in a CPX as part of a larger force (brigade and corps); they also may conduct internal CPXs.

Example 2:

(2). CPX (Disaster Relief)

- Purpose: The main purpose of this kind of CPX is to test the AFBiH capabilities for evaluating situations and coordinating the Search and Rescue operations in case of a large scale disaster involving populations on the territories of both entities.
- Objectives:
 1. Check the feasibility of existing and adopted plans for disaster relief
 2. Exercise coordination between Entity Civil Protection Organizations
 3. Practice procedures for employment of military means and troops of both Entities in case of disaster situations affecting civilian population
 4. Test the dedicated communications systems
 5. Apply autonomous actions in case of loss of communications
 6. Verify the correct flow of information
 - 7 . Increase mutual confidence between both Entities

(d). Tactical Engagement Simulation Exercises (TESEXs).

TESEXs are a form of FTX in which weapons effects simulators are used to replicate, as realistically as possible, the results of engagements. Field training is thus enhanced significantly by 2-sided free-play engagements. Such exercises provide a valuable bridge between other field training and operations. TES use eye safe lasers to represent the lethality of direct fire weapons (DFWES) and other systems to represent indirect fire and other area weapon systems (AWES). Together they can simulate the full range of battlefield weapons systems. TES can be used

effectively at any level up to brigade. They are conducted primarily at combat training centers (CTC).

TESEXs usually need to be supported by a control organization including Observer/Controllers.

e. Field Training Exercise (FTX)

(1). FTXs are conducted under simulated combat conditions in the field. FTXs fully integrate the total force in a realistic combat environment. They involve combat arms and combat support units. FTXs encompass such training as battle drills and crew drills to reinforce soldier and collective training integration. They are used to train the commander, staff, subordinate units, and slice elements

- To move and maneuver units realistically.
- To employ organic weapons systems effectively.
- To build teamwork and cohesion.
- To plan and coordinate supporting fires.
- To plan and coordinate logistical activities to support tactical operations.

It is necessary to list for this kind of exercises the individual and collective tasks that Army doctrine and manuals say are required in order to perform combat missions.

- **Individual Tasks** (those tasks that members of combat, combat support and combat service support units must perform in order to be MOSQ (military occupational specialty qualified))
- **Collective Tasks** (those tasks performed by groups of individuals - crews, squads, platoons, companies, battalions and so forth- and must be performed to standard in order for the unit to be mission capable)
- **Missions** (can be described by those tasks necessary for it to be accomplished).

There are too many individual and collective tasks to make analysis simple. In order to simplify things, only core critical (or battlefield critical) tasks were considered here.

- **Core Critical Task** (a mission essential task that is absolutely critical to accomplish the basic mission). These are the "basic building blocks common to military operations.

(2). FTX (Conduct Stability Operation by a Brigade)

BRIGADE

MISSION: At D- Day, H- Hour, the Brigade deploys by ground, occupies assigned marshalling areas, on order, moves to assigned assembly areas; be prepared to assume the control of an sector; be prepared to secure a clear zone.

METL Tasks to Support a Directed Mission to Conduct Stability Operation

Collective Training	
<ul style="list-style-type: none"> • Convoy Operations • Route Security • Rail / Air Movement Training 	<ul style="list-style-type: none"> • Area Security • Patrolling Operations • Establish / Operate Checkpoints
Leader Training	
<ul style="list-style-type: none"> • Fire Control Exercise (FCX) • Casualty Evacuation (CAS EVAC) • Deployment Exercise • Risk Management 	<ul style="list-style-type: none"> • Rules of Engagement (ROE) proficiency • Petroleum, Oils and Lubricants/ Military • Media Interaction
Individual Training	
<ul style="list-style-type: none"> • Mine awareness • ROE proficiency • Media Interaction 	<ul style="list-style-type: none"> • Medical Awareness • Country Orientation • Force Protection

Figure 4-6, METL Tasks to Support a Directed Mission to Conduct Stability Operation

BRIGADE METL

- Move by Road / Rail
- Move to and occupy an Assembly Area (AA)
- Conduct area defense
- Establish the protection of the zone

Example of Training Objective

Task: Establish the protection of the zone

Conditions: The Brigade is engaged in a conflictive zone. Communications have been deployed and established. Continuous operations are envisioned. Conflict in the zone is characterized by non linear operations. The combat environment is characterized by a continuous series of conflicts.

Standards:

- Brigade conducts tactical movement usmg formations and terrain to minimize its vulnerability.
- Brigade retains the terrain within its assigned area of operations.
- The size, composition and positioning of the reserve are commensurate with the successful completion of contingency plans provided.

- Liaisons are established with other units as required and Non-Governmental Organizations.
- Brigade reviews subordinate plans to ensure integrity of the force.

(3). FTX (Conduct Sustainment Operations for Military Assistance to Civil Authorities in case of disaster by a Brigade)

BRIGADE MISSION: At D- Day, H- Hour, the Brigade deploys by ground, occupies assigned marshalling areas, on order, moves to assigned assembly areas; be prepared to provide humanitarian assistance; be prepared to provide basic equipment to civil population.

Alert and Deploy the Brigade	
<ul style="list-style-type: none"> • Draw and Upload Basic/Operational Loads • Conduct Soldier Readiness/Administrative/Logistic Preparation for Movement 	<ul style="list-style-type: none"> • Deploy Advance Parties or Liaison Officers • Load Basic Equipment to provide Humanitarian Assistance
Conduct Sustainment Operations	
<ul style="list-style-type: none"> • Provide Medical Treatment and Evacuation • Move by Air/Surface Transportation • Manage Terrain 	<ul style="list-style-type: none"> • Recover and evacuate disabled equipment • Recover and evacuate civil population • Provide basic equipment: food, water...

Figure 4-7, METL Tasks to Conduct Sustainment Operations

BRIGADE METL

- Move by Road / Rail to APOE/SPOE
- Move to and occupy an Assembly Area
- Load Basic Equipment to provide Humanitarian Assistance
- Deploy Advance Parties or Liaison Officers

(f). Live Fire Exercise (LFX)

LFXs are resource-intensive; player units maneuver and employ organic and supporting weapons systems using full-service ammunition. LFXs integrate all combat arms, CS, and CSS elements. The extensive range and resource requirements usually limit them to platoon and company team levels. Consequently, their principal focus is unit and weapons integration at company team level. LFXs provide realistic training on collective and soldier skills in such areas as-

- Distribution and fire control.
- Command and control in a noisy, confusing environment.
- Individual movement techniques.

- Integration of all fire support assets and coordinated action.
- Small-unit tactics.
- Weapons, demolitions, and other pyrotechnics not used in other exercises.
- Safety awareness.

4-5. Exercises

The availability of facilities and resources may dictate the time and the sequence in which training is carried out. Nevertheless, whenever possible the sequence should be logical: for example: the Command Post Exercise (CPX) should precede the Field Training Exercise (FTX). The sequence of progression will depend on the aim and objectives of the training, and may be constrained by other factors.

A possible sequence for command and staff training is Study Period, MAPEX and then CPX

A suggested possible sequence for collective training is:

<i>UNIT</i>	<i>SEQUENCE</i>
Platoon	Field Training(Dry) → Live Firing
Company	TESEX → Field Training(Dry) → Live Firing
Bn/BDE	MAPEX → CPX → TESEX → Field Training(Dry) → Live Firing

Figure 4-8

Chapter 5. Training of AF in BiH Reserve Component

Training of the reserve component is limited by the time in which soldiers and units must complete certain tasks. Unlike the training of the professional force which involves tasks, conditions and standards that must be met by fighting as one team, it has been seen that reserve units cannot fulfill the same annual training calendar as the professional force

Tasks of the Reserve Component Training

The task of the reserve component training is to achieve the highest possible standards in the execution of collective and individual tasks that can be achieved in a pre-mobilization environment. Top priority is given to execution of tasks that enable readiness of the units and individuals to support the movement of the units in accordance with the wartime plans of the F MoD and RS MoD. The SCMM Secretariat will determine the training goals.

The manuals used for training the professional force will also be used in the training of the reserve component, with the exception of the following:

- a) Principal focus of the reserve component training is directed to training of those individual and collective tasks that are important for the wartime mission of the unit.

- b) Required resources shall be dislocated according to the SCMM Secretariat plan for mobilization of the units.
- c) The reserve component units shall take part in exercises of the professional force in order to improve the efficiency of their mission.

Chapter 6 Abbreviations

AAR	After Action Review
AA	Assembly Area
AC	Active Component
ACSINT	Assistant Chief of Staff for Intelligence
AC SIS	Assistant Chief of Staff for Telecommunication
ACSLOG	Assistant Chief of Staff for Logistics
ACSPER	Assistant Chief of Staff for Personnel
ANCOC	Advanced Noncommissioned Officers' Course
APFT	Army Physical Fitness Test
BCT	Basic Combat Training
BNCOC	Basic Noncommissioned Officer Course
BT	Basic Training
CALFEX	Combined Arms Live Fire Exercise
CG	Commanding General
CSC	Command and Staff Course
CMT	Common Military Training
CPX	Command Post Exercise
CS	Combat Support
CSS	Combat Service Support
CTC	Combat Training Center
CTG	Command Training Guidance
CY	Calendar Year

DET	Displaced Equipment Training
DTT	Doctrine and Tactics Training
EXEVAL	External Evaluation
FLOT	Forward Line of Own Troops
FM	Field Manual
FTX	Field Training Exercise
LFX	Live Firing Exercise
LOG EX	Logistical Exercise
LTA	Local Training Area
MSC	Major Subordinate Command
MAPEX	Map Exercise
METL	Mission Essential Task List
METT- T	Mission, Enemy, Terrain, Troops and Time available
MILES	Multiple Integrated Laser Engagement System
MOBEX	Mobilization Exercise
MOPP	Mission-Oriented Protective Posture
MOS	Military Occupational Specialty
MTA	Major Training Area
MTOE	Modification Table of Organization and Equipment
MTP	Mission Training Plan
NBC	Nuclear, Biological, and Chemical
NCO	Noncommissioned Officer
NCOES	Noncommissioned Officer Education System
NET	New Equipment Training
OAC	Officer Advanced Course

OBC	Officer Basic Course
OPFOR	Opposing Forces
OPSEC	Operations Security
POI	Program Of Instruction
PPO	Policy, Plans, & Operation
PT	Physical Training
PW	Prisoner Of War
QTB	Quarterly Training Briefing
QTC	Quarterly Training Calendar
QTG	Quarterly Training Guidance
RC	Reserve Component
SERE	Survival, Evasion, Resistance, and Escape
SM	Soldier's Manual
SOP	Standing Operating Procedure
STP	Soldier Training Publication
STX	Situational Training Exercise
TAMMS	The Army Maintenance Management System
TAMS	Training Ammunition Management System
TC	Training Circular
TOE	Table(s) of Organization and Equipment
TSG	The Surgeon General
TSOP	Tactical Standing Operating Procedure