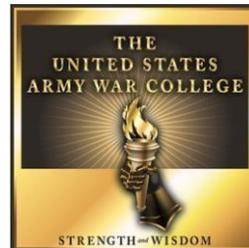


Outcomes Based Training and Education as the Army Teaching Methodology

by

Colonel Lance Oskey
United States Army



United States Army War College
Class of 2015

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REPORT DOCUMENTATION PAGE

Form Approved--OMB No. 0704-0188

The public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (0704-0188), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number. **PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ADDRESS.**

1. REPORT DATE (DD-MM-YYYY) 01-04-2015		2. REPORT TYPE STRATEGY RESEARCH PROJECT		3. DATES COVERED (From - To)	
4. TITLE AND SUBTITLE Outcomes Based Training and Education as the Army Teaching Methodology				5a. CONTRACT NUMBER	
				5b. GRANT NUMBER	
				5c. PROGRAM ELEMENT NUMBER	
6. AUTHOR(S) Colonel Lance Oskey United States Army				5d. PROJECT NUMBER	
				5e. TASK NUMBER	
				5f. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Colonel Robert Mundell Department of Command, Leadership, and Management				8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) U.S. Army War College, 122 Forbes Avenue, Carlisle, PA 17013				10. SPONSOR/MONITOR'S ACRONYM(S)	
				11. SPONSOR/MONITOR'S REPORT NUMBER(S)	
12. DISTRIBUTION / AVAILABILITY STATEMENT Distribution A: Approved for Public Release. Distribution is Unlimited.					
13. SUPPLEMENTARY NOTES Word Count: 5450					
14. ABSTRACT The U.S. Army should adopt Outcomes Based Training and Education (OBTE) as the teaching and training methodology that guides training programs at all levels. The current strategic environment in the Institutional Domain has established conditions for this initiative with the publishing of the Army Learning Concept 2015, and updated Army Training and Leader Development concepts. Many Army organizations have already successfully implemented OBTE within their local training programs. The effort to fully implement OBTE must begin within the Army's Training and Doctrine Command. Key milestones required for implementation include defining the model, expanding the Army's Mission Command philosophy to include application in the Institutional Domain with OBTE as one of its principles, and implementing changes across the Doctrine, Organization, Training, Materiel, Leadership & Education, Personnel, and Facilities (DOTMLPF) framework.					
15. SUBJECT TERMS Learning Concept 2015, Leader Development, Mission Command, Institutional Change					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES 32	19a. NAME OF RESPONSIBLE PERSON
a. REPORT UU	b. ABSTRACT UU	c. THIS PAGE UU			19b. TELEPHONE NUMBER (w/ area code)

USAWC STRATEGY RESEARCH PROJECT

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Colonel Lance Oskey
United States Army

Colonel Robert Mundell
Department of Command, Leadership, and Management
Project Adviser

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U.S. Army War College
CARLISLE BARRACKS, PENNSYLVANIA 17013

Abstract

Title: Outcomes Based Training and Education as the Army Teaching Methodology

Report Date: 01 April 2015

Page Count: 32

Word Count: 5450

Key Terms: Learning Concept 2015, Leader Development, Mission Command, Institutional Change

Classification: Unclassified

The U.S. Army should adopt Outcomes Based Training and Education (OBTE) as the teaching and training methodology that guides training programs at all levels. The current strategic environment in the Institutional Domain has established conditions for this initiative with the publishing of the Army Learning Concept 2015, and updated Army Training and Leader Development concepts. Many Army organizations have already successfully implemented OBTE within their local training programs. The effort to fully implement OBTE must begin within the Army's Training and Doctrine Command. Key milestones required for implementation include defining the model, expanding the Army's Mission Command philosophy to include application in the Institutional Domain with OBTE as one of its principles, and implementing changes across the Doctrine, Organization, Training, Materiel, Leadership & Education, Personnel, and Facilities (DOTMLPF) framework.

Outcomes Based Training and Education as the Army Teaching Methodology

The United States Army should adopt and implement a common teaching methodology that will produce agile and adaptive instructors and students. This teaching methodology is the Outcomes Based Training and Education (OBTE) methodology that leverages current Army initiatives in the learning environment, the human domain, and mission command. Most importantly, this single institutional shift would significantly further the Army's efforts to create leaders and Soldiers who can operate in complex operational environments. By utilizing OBTE the Army will not only produce better teachers, instructors and classes in the institutional domain, but will also develop more proficient executors in the operational domain who can lead and operate with distinction in a complex world. Furthermore, OBTE is consistent with the ideas and concepts articulated in the Army Learning Concept, the Army Operating Concept, current training doctrine, and is similar to on-going non-DoD initiatives designed to develop students for the complexities of the current and emerging global environment.

Army Learning Concept 2015

Published in 2011 with significant fanfare as a first ever publication of its type, the Army Learning Concept 2015 provided the Army an opportunity to recognize the need for a significant change in the way it educates and trains leaders. The Army Learning Concept presented a series of programs that constituted the official Army Learning Model. The components of the model are as follow: the establishment of 21st Century Learning Competencies (titled Learning outcomes), the establishment of a Learner Centric environment, a focus on career long learning, and adaptive development, and delivery infrastructure to include on line learning, and sustained adaption within the educational realm.¹ Together, these components represent a significant step within the

Army to further learning. The most important element of this learning model is the codification of learning outcomes that are critical not only to the learning model, but also essential for operational success as these outcomes “provide a foundation for operational adaptability.”² This foundation is critical to the customer (the operational Army) of the institutional base as agile and adaptive traits are among the most esteemed attributes.

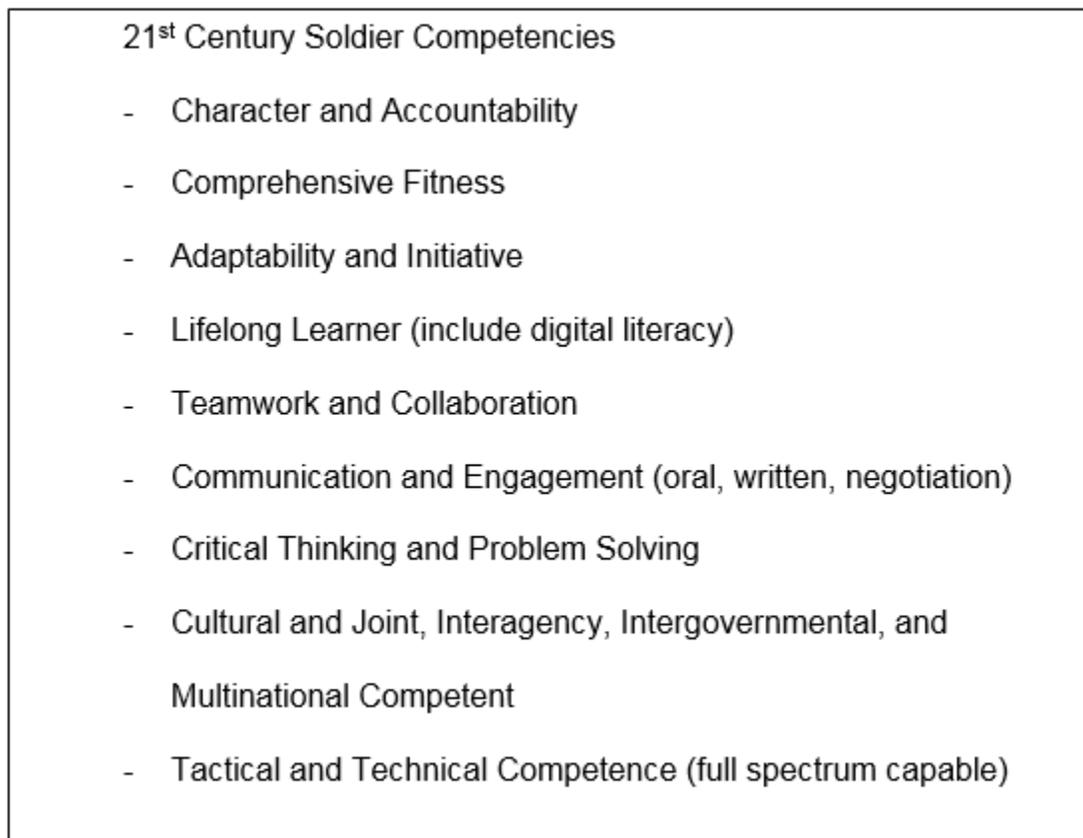
- 
- 21st Century Soldier Competencies
- Character and Accountability
 - Comprehensive Fitness
 - Adaptability and Initiative
 - Lifelong Learner (include digital literacy)
 - Teamwork and Collaboration
 - Communication and Engagement (oral, written, negotiation)
 - Critical Thinking and Problem Solving
 - Cultural and Joint, Interagency, Intergovernmental, and Multinational Competent
 - Tactical and Technical Competence (full spectrum capable)

Figure 1. 21st Century Soldier Competencies.³

Of this list of nine essential competencies, only the “tactical and technical competence” outcome can explicitly be classified as a tangible outcome or trait. However, this trait is similar to the types of skills developed in traditional Army education and training programs, and in fact Army Programs of Instruction (POI) are developed

with these tactical and technical task competencies in the forefront. The other eight competencies described above are critical elements of the Army learning model because those outcomes represent critical intangible behaviors that are in demand but are hard to quantify. In order to teach these outcomes, significant changes are required in the orientation and design of the Professional Military Education (PME) system.

Unfortunately, the Army Learning Model remains primarily focused on other aspects of the learning environment such as the content (Soldier created content, problem solving team exercises and applications for mobile devices), or the venue (virtual environments, distant learning modules, regional learning centers). Absent from the model is a component of the equation that is equally important to all of the above-- which is the instructor methodology used in the classroom. The best classrooms with updated technology and relevant scenarios will not result in the achievement of learning outcomes if instructors are unable to facilitate learning in a constructive manner. For this reason, this paper outlines steps needed to adopt an instructor methodology that enables all other components of the learning model and maximizes training and educational resources.

Army Operational Concept (AOC)

The AOC highlights imperatives that all Soldiers and leaders must possess to enable the Army to succeed in war. There are significant parallels between what is suggested in the AOC and what this paper recommends. The central thesis of the AOC is that for the Army to win in a future contested environment, it must adopt and employ ten critical operating concepts. One of the most critical concepts is to “develop innovative leaders and optimize human performance.”⁴ This leader imperative is essential in allowing the Army to overcome many challenges in the current operational

environment; however it cannot be realized in the operational Army unless these same tenets are taught and developed in the institutional Army. Leaders must be able to “thrive in conditions of uncertainty . . . [developed through] innovative, realistic changes.”⁵ Predetermined POIs in the Institutional Army simply do not provide the training context and challenges that can transfer to the operational Army. To meet these challenges, a fundamental change in the way we educate and train Soldiers and leaders must occur.

Army Training Doctrine--Field Manual (FM) 7-0

Army Training Doctrine has served a significant role since its adoption in the 1980s with “Battle Focused Training.” This revolutionary overhaul of Army Training Doctrine in the 1980s correctly highlighted and emphasized the need for quality training as the most important thing the Army does outside of combat. These series of manuals provided the blueprint for the operational Army. The current evolution of these manuals is no less important, but has lessened in importance in an Army more focused on fighting than training given deployment cycles and operational demands over the last thirteen years. The current version of FM 7-0 (the replacement to the revolutionary FM 25-100) has been updated to reflect a slight movement towards an updated training approach. One of the shortfalls of Army training is that training was conducted to time or to a minimum standard and lacked focus on mastery. The most current updates to the Army’s Principles of Training are encouraging for proponents of OBTE.

The Army Doctrinal Reference Publication (ADRP) 7-0 principle of Train to Standard is expanded to state that “Mastery, the ability to perform the task instinctively, regardless of the conditions, is the desired level of proficiency.”⁶ Despite this encouraging endorsement to elevate training above a lowest common denominator, the

way in which it describes this level of training is misguided. The next sentence states that “units master tasks by limiting the number of tasks to train to the few key tasks required to accomplish the mission--assigned or contingency.”⁷ Unfortunately, limiting tasks as recommended here may seem sensible, but in reality this approach is at odds with the principles of OBTE because real world scenarios are complex and unpredictable, and training must replicate these conditions. OBTE first proposes a thorough understanding of fundamental principles and safety considerations, but then quickly challenges students in multilayered training scenarios that mirror real world challenges.

One example of this training principle properly applied can be found in the Army's Asymmetric Warfare Group's execution of its Combat Applications Training Course. At first glance, this course is an intermediate level marksmanship course that includes a significant amount of hands on marksmanship training. In reality, this course uses marksmanship as the vehicle to teach and train tactical problem solving techniques through the inclusion of more advanced and complex situations that combine moving, shooting, and communicating (e.g., highly mobile engagement of multiple targets from multiple positions). This training also includes complex and challenging exercises through the introduction of team oriented activities focused on problem solving.⁸ At the conclusion of the one-week course not only are trainee's better marksman, they are better at many additional and vital intangible attributes such as problem solving, teamwork, and personal confidence. This example highlights one of the strongest characteristics of OBTE--the development of a highly competent facilitator who is able

to carefully layer tasks in a realistic combat environment while encouraging intangible traits such as problem solving and teamwork.

Parallels in the Development of Non-DoD Students

As the Army looks towards improving the education of the force, it needs only to look to the U.S. Department of Education to see much of the same struggles and challenges. From *No Child Left Behind* teacher accountability and test standardization to the *Common Core* methodology now in use--the institution that should have it right still struggles to determine the best way to educate. In the book "The Global Achievement Gap," author Tony Wagner provides a roadmap not dissimilar from this paper regarding the direction in which our country's education system should follow to remain competitive in the current global environment.

Wagner's book recommends an educational reform approach that is similar to the OBTE philosophy by highlighting how old industrial teaching methods were appropriate for students in that era, but are failing today's children. He goes on to advocate the overhaul of the education system by aligning the system based on the attainment of seven outcomes (he labels them critical skills). These intangible outcomes are necessary for success in today's new environment and are far more valuable than traditional learning objectives principally assessed using a multiple-choice test based methodology. These outcomes include "critical thinking and problem solving, collaboration across networks and leading by influence, and agility and adaptability."⁹ These learning outcomes should sound familiar as they are similar to the types of skills associated with formal learning outcomes in the Army Learning Model. What is even more important is Wagner's recommended way forward. Wagner discusses at length significant shortfalls in most schools, and the successes of a few schools. He goes on to

summarize the best schools as those that achieve three common traits. First, the best schools have an effective “Learning and Assessment Focus.”¹⁰ This focus is achieved by maintaining focus not on standardized tests but on “developing core competencies [where] memorization is downplayed in favor of weighing evidence, reasoning and analysis.”¹¹ The core competencies are similar to the author’s recommended seven critical skills. Secondly, students are more motivated because “the learning is hands-on and more personalized in these schools, with the results that students perform real-world tasks.”¹² In other words, the work is not busy work; rather it is taught and assessed in a learning (training) environment that replicates the real world. Finally, Wagner states that the last trait is “School Accountability and Teacher Development.”¹³ This type of accountability is not based on student achievement on standardized tests, but is based on “what students can achieve in the real world as the ultimate assessment of school effectiveness.”¹⁴ Accountability and assessment models combined with a willingness to invest in high quality teachers and continued teacher skills development are further aspects that have direct correlation to Army instructor and training challenges in Training and Doctrine Command (TRADOC) schools.

Outcomes Based Training and Education Model

Defining the Training Model

OBTE systematically seeks to engage an organization to shape instruction and influence the overall development of an individual, as a Soldier, with respect to broad outcomes that transcend course-specific objectives. OBTE strives to develop Soldiers who can think and behave adaptively amid uncertainty, Soldiers who can learn in any situation, and who continuously improve as individuals and as members of a unit.¹⁵

The above characterization of OBTE, as described by The Asymmetric Warfare Group (AWG), highlights the need for OBTE across all levels of PME in the institutional

Army. The OBTE methodology utilizes tangible and intangible learning outcomes as the primary focus for planning, execution, and assessments related to training. The methodology relies heavily on the competency level of trainers (who are masters of the principles which support the training subject). These highly skilled and competent trainers create an interactive learning environment for the trainee who is encouraged to learn and solve problems in a complex, and realistic environment. The positive results of the methodology include: a higher achievement of competency in comparison to traditional task based training approaches; trainees and trainers alike develop traits of adaptability and agility as each demands more of the other; and as the training becomes more complex, invaluable intangible behavioral traits such as confidence, teamwork, and integrity are formally developed. Furthermore, based on the inclusion of a methodical assessment model, the trainer is better able to understand the trainee's actual competency.¹⁶

Colonel (retired) Casey Haskins, at one point one of the Army's leading experts on the subject, defined OBTE as "a method for training and training management that standardizes by outcomes rather than inputs or processes."¹⁷ Haskin's further suggests that the three major components of the OBTE model include a thorough inclusion of agreed upon tangible and intangible outcomes, maximum flexibility to trainers, and a thorough assessment model.¹⁸

Training and Education are Two Sides of the Same Coin

Many Army leaders and most students artificially separate Army Training from Army Learning. The Army Leader Development Strategy (ALDS) 2013 makes significant efforts to highlight the fact that the processes of Training and Education are strongly related to each other. The Army Leader Development Model demonstrates this

relationship by depicting three subordinate developmental activities associated with the Operational Domain: training, experience and education. The three developmental activities associated with the Institutional Domain are the same activities in reverse order: education, experience and training.¹⁹ Regardless of the domain, these three activities are critical to the overall developmental process, and there should be greater harmony achieved between the two.

Of the seven leader development imperatives outlined in the ALDS, two are critical in the context of this paper because they address the need for further reforms in the Army's training and education approach. First, the Army must "balance commitment to the training, education, and experience components of leader development" as it elevates the institutional domain and traditional education programs to an equal status with the operational domain.²⁰ Secondly, the Army must "prepare adaptive and creative leaders capable of operating within the complexity of the operational environment and the entire range of military operations" to reinforce the requirements of a training methodology capable of meeting Soldier and leader requirements in an era of reduced training budgets.²¹ According to an Institute for Defense Analysis paper conducted for the Department of Defense (Undersecretary for Readiness), these two practices yield the greatest results when there is deliberate overlap of the two. Specifically, the attainment of the high demand intangible trait of adaptability is best achieved "where adaptability learning in one sphere [education] is reinforced by similar learning in both of the other spheres [training and experience]."²² By formally adopting OBTE, this synergy of purposes between the two domains can be more effectively attained. Defining OBTE is a necessary first step, but implementing the model should be the Army's next step.

The Way Forward: Prescriptions for Change

Codify OBTE as the Army Teaching and Training Model

With a justifiable emphasis on learning outcomes in recent Army literature, there is surprisingly little written on the most important part of the education and training equation—the teacher and the teaching model. Many good teachers stray with bad models and even the best operational leaders are not automatically outstanding trainers and teachers in the institutional Army. TRADOC instructors and trainers receive an 80-hour Army training introduction in the form of the Army Basic Instructor that only provides the most rudimentary introduction to true teaching techniques. In fact, the course primarily consists of ensuring that the instructor/teacher has properly formatted and arranged the class into predetermined rigid blocks of instruction that conform to an equally rigid program of instruction. Only one of the five blocks remotely addresses how to train, and this block titled “delivery instruction,” only provides a basic overview of traditional delivery (seminar versus lecture) methods.²³ What the Institutional Army needs is a true how to train and teach model—which is what the OBTE model provides.

Instructor Selection

Instructor and Trainer selection at all TRADOC schools is essential to any real change. Until the best are selected, promoted and retained at equal rates to their operational counterparts--true change will never occur. Lip service has long been given to the importance of instructors, yet with few exceptions--the best and brightest are not assigned to teaching and instructor positions.

The Army Learning Model 2015 identifies the critical need to elevate teaching and instruction assignments as “career enhancing position[s] with stringent selection criteria.”²⁴ The reality is that a TRADOC Pamphlet cannot rearrange and undue years of

assignment and promotion practices that rarely place the same degree of precedence on teaching in comparison to operational assignments. For this to occur, the Army would truly have to force the best into teaching positions, and then ensure the promotion system recognizes teaching positions on par with operational assignments.

A recent U.S. Army Research Institute study examining methods in which the Army can adapt to provide the type of education and training experience outlined in the Army Learning Model stresses that Instructor selection and professional development are among the most critical components of educational change. The report acknowledges that there will always be a shortage of instructors therefore it advocates for a greater need to “develop personnel quickly than to select them.”²⁵ The report details the challenges with selection and training of instructors, but notes that this process must be improved if the Army is to successfully transition from the old “direct instruction teaching method to the current “problem-centered instruction” method advocated by the Army Learning Concept 2015.²⁶

Teaching Certification

As an added emphasis to this program, OBTE should be implemented into each of the Army’s progressive officer and noncommissioned officer (NCO) education programs. Over the course of a normal twenty year career, the sum total of a leader’s education combined with one assignment as an instructor should allow a leader to attain a certification with acceptance in the civilian education system. This strategic partnership would enable the current “Troops to Teacher Program” in ways not possible now, and prove beneficial to an overarching national level strategy to prepare students to operate in the global environment. A 2014 assessment of the Troops to Teacher program found that it provides

a stable, high-quality cadre of certified and effective schoolteachers who demonstrate research-based instructional practices and strong classroom management skills to students who really need effective and reliable teachers--and most plan to remain in the teaching profession until retirement.²⁷

This program could be all the more successful if transitioning Soldiers who already possess strong experience in teaching, and a civilian recognized certification that could be applied towards a formal teaching accreditation.

Integrate the Principles of “Mission Command” in the Training Environment

The Army must invest in OBTE as heavily as it has in mission command. The relationship between these two terms should be leveraged to maximize training efficiency. Mission Command lacks relevance in the training and education venue as it is currently defined. This is unfortunate since most of the time spent in the life of any Soldier or unit takes place in training and education settings and not in combat. Adopting this change increases the likelihood of mission command becoming a deeply embedded norm throughout the Army. Mission Command is defined in Army Doctrine Publication 6-0 (ADP 6-0) as “the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within commander’s intent to empower agile and adaptive leaders in the conduct of unified land operations.”²⁸ One of the clearest ways to emphasize mission command (a philosophy on how we fight) is to emphasize the concept where leaders and units spend the majority of their time—in training and OBTE is a means towards that end.

As a former training battalion commander, I outlined a way of training that modeled many of the same principles of mission command. My standing commander’s intent for training decentralized training requirements away from the “book” answer outlined in the program of instruction and empowered platoon and company level

leaders. These leaders then exercised their own initiative in determining how to best achieve training outcomes.²⁹ Adopting the OBTE model will allow for greater convergence between how we fight and how we train under the mission command model. To emphasize the applicability of mission command in the training environment, I recommend the addition of “the use of outcomes based training” to the current list of principles. Commanders at all levels must elevate the education and application of mission command to their priority list on par with the most important priorities of their unit. The Army’s Leadership Development Strategy exhorts leaders of both the Institutional domain to “inculcate mission command” and for those in the Operational Domain to “practice/enforce mission command.”³⁰ The Army needs to recognize that the principles of mission command apply equally to both domains.

Operational Army

These changes are not limited to the TRADOC environment. Although these changes must start in TRADOC institutions, real change will occur when the effects of these changes permeate the operational Army. Many combat leaders have developed intangible attributes in much demand--particularly agile and adaptive traits. However, combat experience cannot be the sole impetus to effective leader development. A recent study conducted by Dr. Lenny Wong corroborates this dynamic. After completing an in depth analysis of junior leader development during deployments to Iraq and Afghanistan, Dr. Wong’s assessment of the institutional domain in leader development is not positive. He states that adaptability is “a competency that the Army has recognized as vital to future warfare, yet difficult to develop in a non-deployed Army.”³¹ Wong suggests that the development of these intangible attributes will occur through two primary means once OBTE is codified in the Army. First, instructors who are

certified in this teaching methodology will naturally use these techniques in the field. Secondly, all graduates of the Noncommissioned Officer Education System (NCOES) or Officer Education System (OES) will receive appropriate training at their schools. This shift would occur in a way very similar to how Modern Army Combatives evolved from “a way” of fighting taught to a select few to “the way” of fighting taught to the entire Army. This shift occurred due to the formalization of the Combatives program in NCOES and OES programs, as well as the local level buy-in from practitioners. Simply put, the program worked because it was effective, and was formally reinforced in the TRADOC educational system.

OBTE Best Practices

Many organizations have successfully adopted and executed most if not all of the major component of OBTE. In some cases, the name differs, and in other cases the implementation is partial and not complete. The following are short examples that demonstrate not only OBTE effectiveness over standard Army training and education models, but also provide critical lessons learned that could be applied to the entire force.

The United States Military Academy overhauled its military training over a three-year period based on the principles of OBTE. Under the direction of Colonel (Ret) Casey Haskins, the Department of Military Instruction was responsible for both classroom study and field exercises required for military commissioning requirements similar to the requirements of cadets commissioned through Reserve Officer Training Corps (ROTC) programs. COL Haskins developed an aggressive OBTE based program that was unencumbered by many aspects of training that other institutions face principally because West Point is a direct reporting unit to the Army and has significant

autonomy. Classroom instruction was changed from task based to student-based problem solving exercises. Field Training, (a significant difference between ROTC programs and West Point is the amount of field training that occurs every summer), was changed to incorporate all principles of OBTE with the student chain of command fully responsible and accountable for the actions of subordinate cadets.³² Most importantly, cadet performance as a result of OBTE style training improved. Cadet improvements in the display of intangible outcomes as well as improvement in task retention are two of the positive results of the program.³³

Across TRADOC, many organizations have adopted OBTE within their curriculum. The Fires Center of Excellence adopted OBTE as the teaching method for all Fort Sill instructors, and even updated their official Basic Instructor Course to teach these methods.³⁴ In 2011, the commander of Fort Sill (then Major General (MG) Halverson) convened a two-day conference to reinforce OBTE at Fort Sill and included presentations and panels on how to implement OBTE. Lieutenant Colonel (LTC) Magee, Strategies and Integration Chief commented that this conference “should have a dramatic effect on ongoing training.”³⁵

The Army’s Asymmetric Warfare Group is one of the leading proponents, practitioners, and educator of OBTE. The group’s core competency is to develop innovative and adaptive methods, techniques, and approaches specifically for the combat environment. With many of its members culled from active duty and retired Special Operations Forces NCOs and officers, OBTE as a training philosophy derives many of its principles and concepts from the Special Forces community. The AWG continues to provide education and training on OBTE to TRADOC and operational units.

The entire Reserve Officer Training Program continues to evolve towards an OBTE learning environment. MG Geoffrey Smith instituted changes to the program that continue today. MG Smith's initiatives include adopting an emphasis on OBTE to include rethinking how ROTC conducts annual summer training, and as a result, ROTC programs across the country are highlighted for their individual excellence in creating OBTE programs that result in commissioned officers better prepared for today's operational environment. These results are echoed in the sentiments of the Cadet Command curriculum developer LTC Smith who stated that Cadet Command is "moving towards an Outcomes Based Training Education and Training Methodology" which requires changes to the way ROTC formally operated.³⁶

Doctrine, Organization, Training, Materiel, Leadership & Education, Personnel, and Facilities (DOTMLPF): Charting the Path

TRADOC must take the lead in implementing these changes. DOTMLPF changes must occur over a multiple year period in order for these changes to be fully implemented. The following are initial milestones towards a campaign to fully implement OBTE in TRADOC.

- Doctrine
 - Short Term: Expand the definition and applicability of mission command to include "utilize OBTE" such that mission command principles will be embraced in the Institutional Army as well as the Operational Army.
 - Mid-Long Term:
 - Gain J7 Joint Forces Development support and leverage to apply the concept across all services.
 - Update Army Doctrinal Publications (especially ADRP 7-0, 7-1) to reflect the Army's adoption of OBTE as the teaching and training model.

Army. This working group must not only include all of the major stakeholders in this endeavor, but must also end with clear deliverables and products that will chart the way forward. Clear and consistent leadership must set the tone with TRADOC Commander emphasis. This tasking should have the prestige and importance of a promotion board, and not just “another” typical temporary duty assignment.

- Materiel
 - Mid-Long Term:
 - Update all Programs of Instruction to allow the training support system the flexibility required to execute OBTE. Current lengthy, detailed and proscriptive POIs serve as leadership substitutes that “neutralize the effect of a leader behavior . . . [and this] . . . detailed planning may substitute for leadership and make the leader redundant.”³⁸ Blindly executing a micromanaged POI actually served to disincentivize leadership and produced leaders that are less able to display twenty first century leader attributes.
 - Coordinate with Installation Management Command (IMCOM) to ensure partnership within this critical enabler to allow for OBTE training to occur across military installations.
- Leadership and Education:
 - Short Term:
 - Gain TRADOC Commander full support of this concept. Only with the TRADOC Commanders full support will this program build irreversible momentum such that the full execution of these concepts will be realized.
 - Commanders must delegate operational oversight and responsibility of this program to the Combined Arms Center Commander (CAC) where the CAC commander can ensure the center provides the staffing required.
 - A subtask of the TRADOC Commander in gaining full support of this effort is to shorten timelines associated with the Training Requirements Analysis System that are the validating documents for all TRADOC school resource requirements.³⁹

- These sets of documents (some with as much as a five year lead time requirement) must not dictate the pace of change within TRADOC on this initiative.
 - Update all pre-command courses with both information and hands on application of OBTE principles.
 - Mid-Long Term:
 - Update all NCOES and OES courses to allow students to become familiar with OBTE. Students at the initial developmental courses will be introduced to the principles while further NCOES/OES courses will culminate with a civilian recognized accreditation credit. This emphasis in training will also aid in the ease of transition of instructors and trainers from the operational army to TRADOC.
 - Overhaul the Army Instructor Course so that graduates are fully capable of implementing OBTE in the classrooms and training areas. The current assessment is that most Army Instructor Courses have not kept pace with the requirements of the Army Learning Concept 2015 and need to adopt their methods to allow for problem centered education.⁴⁰
- Personnel
 - Short Term: Ensure local level validation of all current instructors and trainers against the principles of OBTE. This can be done with the assistance of the local level Army Instructor Course. In the end, Commanders are responsible for ensuring that this short term validation and reorientation occurs.
 - Mid-Long Term: Raise the quality of all instructors and trainers assigned to a TRADOC tour of duty. Too many reports for too long have lamented on the lack of quality trainers and instructors, but there has been little change over the years.
- Facilities:
 - Integrate IMCOM personnel in all discussions, tasks, and planning groups. Although local commanders are responsible for their training and education programs, the resources, facilities, training areas are all coordinated through the garrison elements.

- A functional relationship between garrison and their tenets must occur. Only with a successful relationship with IMCOM can many of these changes be implemented in a permanent manner.

Conclusion

The proposal to implement OBTE as the Army training methodology is feasible, acceptable, and suitable to the operational environment and the requirements of the force. It is feasible because it utilizes no more additional resources than currently required, and in many cases requires less. OBTE often economizes resources because training is often combined in novel, original, and unintended ways according to the POI, but far more effective from a learning standpoint. The proposal is acceptable as it meets demands articulated in operational and strategic Army documents. OBTE prepares Soldiers and leaders with intangible outcomes so much in demand. The proposal is suitable as it can be implemented within the Army if proper leadership emphasis drives bureaucratic changes necessary and associated with change in large organizations. The Army's current position is that it "does not prescribe particular instructional methodologies for a given subject since that determination depends on the learning outcomes, target audiences, learning strategies, resources, and design."⁴¹ However, in this endorsement it fails to provide any real, classroom tested, Army Learning Concept 2015 based methodology for its trainers and leaders to follow. OBTE provides the connective education framework that will result in more effective instructors/ trainers, better trained Soldiers and leaders, and an overall product to the Operational Force that is able to win in a complex world.

Endnotes

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¹¹ Ibid.

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³⁰ ALDS 10.

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