

AF in BiH TRAINING DOCTRINE

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GLOSSARY

1 - INTRODUCTION

AF in BiH Training Doctrine is a document the purpose of which is reaching compatible operational standards required for accomplishing of the AF missions. This document will be the basis of the required political and military decisions in the field of training of the AF in BiH. The starting point for its development is the Defence Policy of BiH.

2. – TRAINING PURPOSE AND OBJECTIVES

Military professional education and training is the foundation for military success.

It is axiomatic that training should be the Army's most important activity when it is not committed to operations. The object of all military training is to ensure military success. Training provides the means to practice, develop and validate, within constraints, the practical application of a common doctrine. Equally importantly, it provides the basis for schooling commanders and staffs in the exercise of command and control respectively. Training should be stimulating, rewarding, and inspire subordinates to achieve greater heights.

Training must have a clearly expressed, achievable aim. Training is derived from the unit's mission statement.

Training purpose is to develop a trained and ready force which is physically and psychologically prepared to fight, win and successfully execute peacetime missions.

The aim of the 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 the training. They should be in sufficient detail to become identifiable targets and standards for measurement or assessment. Objectives in individual or team training can usually be more specific and their achievement will normally be easier to evaluate precisely. Objectives are just as important in educational and professional development training, though their measurements are usually assessed differently.

Objectives must be realistic and achievable, but the fact that some objectives may not be attained need not detract from the value of the training or the fulfillment of the training. An objective is not an end in itself.

The Army's training objectives are to:

- *Develop and maintain a motivated, disciplined, and physically robust force.*
- *Develop and maintain those individual and collective skills needed to deploy rapidly and successfully accomplish 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 through increased use of training devices and simulation and by reducing training detractors, particularly at battalion and company level.*
- *Improve training efficiency and effectiveness by smarter training management and execution.*

The product of military training should be highly skilled, confident and well motivated leaders, individuals, units, and formations which are effectively commanded, cohesive tactically and technically proficient, imbued with high morale, comradeship, and a will to win.

3.- PRINCIPLES OF TRAINING

TRAINING IS A RESPONSIBILITY OF COMMANDERS

Though the responsibility for the detail of training can be delegated, the overall responsibility for the state of training of individual, sub-units, units and formations rests always with the commander. It is therefore important that commanders become involved in, and place their authority on, training.

TRAINING IS A PROGRESSIVE AND CONTINUOUS PROCESS

Training is a process that should develop logically from individual training, through team training to collective training; this is progressively sophisticated and challenging. Combined arms training should build upon Special-to-Arm, and joint training upon single-Service training. Training development may culminate in operationally specific training either before or after deployment on operations. Within each of these categories there will be initial training, during which skills are learned, refresher training to renew skills which have been learned previously but have faded, and continuation training, in which a degree of competence has been achieved. Training should never end; its value begins to fade soon after the end of the training unless the skills are in regular use or practice.

TRAINING MUST HAVE AN AIM AND OBJECTIVES, AND BE MEASURED BY TASK, CONDITIONS, AND STANDARDS IN ORDER TO IMPROVE PERFORMANCE

It must be clear to training participants why it is taking place, and what is to be achieved through the training process. All the objectives should be measurable to check if the skills have been acquired, and to let the trainees demonstrate that they are capable of performing those skills. Standardization of common drills and crew/team tasks improve individual and unit capabilities to operate, maintain and perform mission tasks, regardless of the type of organization of the Army.

TRAINING MUST BE RELEVANT

Training should be relevant to the needs of the individual or the unit, although these needs should not be too narrowly defined. Adventurous training has a role to play in developing character and leadership qualities and the cohesion of a group, even though it might appear to have no direct relationship to their employment. Some exercises are also conducted in support of foreign policy objectives, and although the training event might not be directly relevant to the role of the unit, it will usually be possible to gain something useful from it through careful selection of training objectives.

TRAINING MUST BE CHALLENGING AND INTERESTING

Individuals and groups will usually rise to challenge, and the element of challenge will keep them interested in the training. Each successive element in the progression of training should be more challenging, but sensibly so, than that which went before. Training should be a positive activity, designed to increase skills and confidence, not undermine them.

TRAINING MUST BE FOCUSED ON PRACTICE

The more practice the better the skills are acquired, although the new technologies are available to improve conditions of training, and to save money and resources, there is no better way of training than to practice in a realistic environment.

TRAINING MUST BE REALISTIC...BUT AFFORDABLE!

Training must be as realistic as safety requirements permit. The more realistic the training, the more successfully the individual or unit is likely to prepare for the mission. However, resources are scarce and commanders must make the best use of their training funds.

TRAINING AND TRAINING METHODS MUST BE CONTINUOUSLY REVIEWED FOR THEIR EFFECTIVENESS

There must be a regular assessment of both the medium used for the training and the training itself. Assessment of the training should be against pre-determined standards, and the results fed back to the individuals or group. The resultant observations should contribute to the identification of lessons to be learned

TRAINING MUST REFLECT OPERATIONAL DOCTRINE

Doctrine provides basis for operations and ensures guidelines for the best usage of the AF. Most training is a rehearsal for operational missions including combat, and training units and their commanders gain experience in the uniform application of the Army's warfighting doctrine and tactics. To gain that experience, and for it to be realistic, training must be conducted in accordance with the mission doctrine

TRAINING MUST BE PERMISSIVE OF TRAINEES ERROR

Training should allow people to learn from the experience of their mistakes. It is not a selection process. It should be clear, however, that not all errors (such as those which breach the law or safety regulations) are permissible. Nor are repeated, unlearned mistakes acceptable.

COLLECTIVE TRAINING SHOULD, WHEREVER POSSIBLE, INCLUDE OTHER CATEGORIES OF TRAINING

There should be training objectives set for each level participating in collective training. Sub-units, crews, staff cells, and even some individuals should be set specific objectives. Integration of different maneuver organizations with support and service support organizations should be common practice for collective training venues (i.e. Infantry with supporting armor, artillery, engineer and logistical units).

EDUCATION MUST INSTALL SELF CONFIDENCE AND DISCIPLINE

The aim should be to make training stimulating and challenging, but sensible so if confidence is not to be destroyed: the temptation to put those undergoing training in a ruthless and testing situation from the outset regardless of experience, the physical environment, and physical fitness must be resisted. Testing should be at an appropriate time when those undergoing the training have acquired or developed sufficient confidence and competence to meet the conditions of the test and to have a reasonable chance of success.

THE EQUIVALENCE BETWEEN MILITARY AND CIVILIAN DIPLOMAS WILL HAVE TO BE ADDRESSED AFTER TRAINING

4. TRAINING CONCEPT

4.1.- Components of training

It is possible to define four components of training:

- **Physical**, meaning the manpower and logistics.
- **Conceptual**, meaning the doctrine and development.
- **Moral**, meaning the ability to get people to fight or achieve given mission.
- **Training Management System**, meaning the training management system and leadership development.

Training is fundamental to the four inter related components of Fighting Power, see figure 1. It is an element of the *conceptual component*, in that training should be conducted in accordance with doctrine . It should provide a means, through the collation and dissemination of lessons learned, by which the AF in BiH can learn from experience. In addition, training and thus readiness, contribute directly to the *physical component* of Fighting Power. Though training is not specifically represented as an element of the *moral component*, it has an important part to play in the development of confidence, motivation, and leadership throughout the AFs. Training management is a process used by

officers to identify: training requirements, planning sequence, resources, conducting, control and evaluation of training (Figure 2). Above all else, it is training that forces together the four inter-related components to create military capability and deliver fighting power.

In addition to these four components military training focuses on developing and enhancing performance within its particular environment. Performance-oriented training may relate to an individual, a team, unit or formation. The environment may be general or specific, i.e. the Army or a particular arm or service, or appointment. The effect of the training should be assessed against pre-determined tasks, conditions and standards, and the outcome of training can usually be measured in terms of competence and improved Collective Performance.

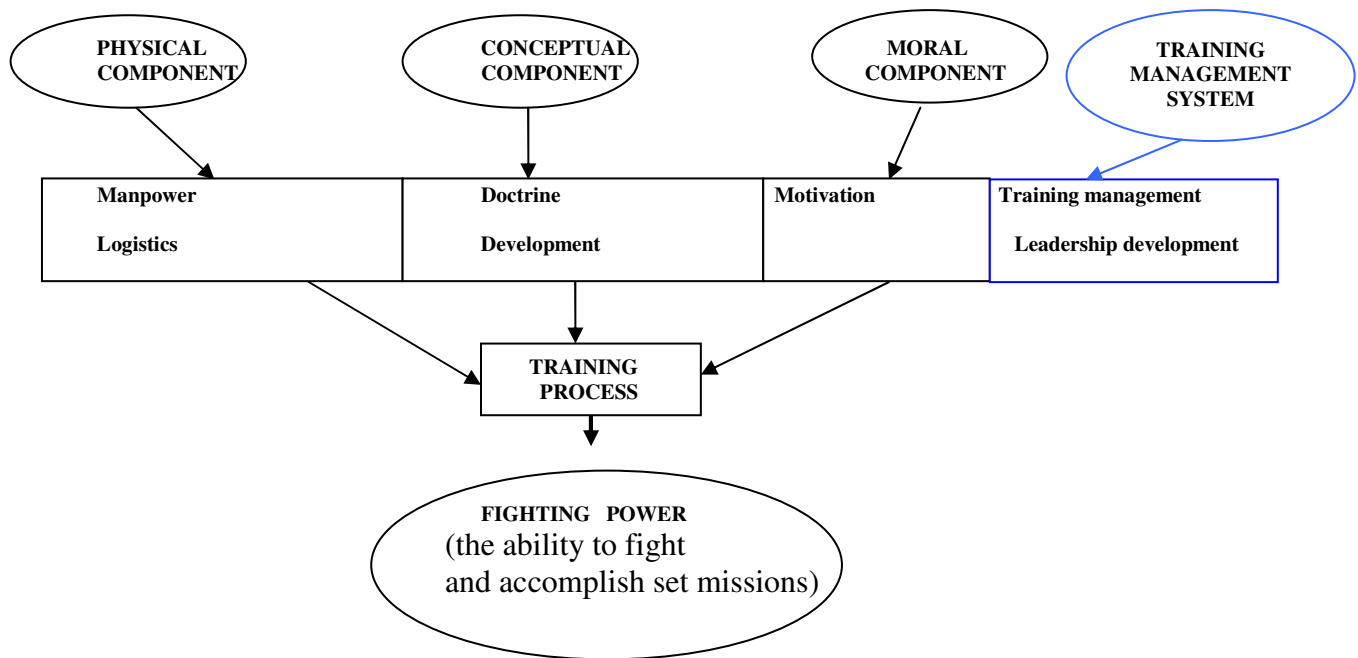


Figure 1.- Components of Training Fighting Power

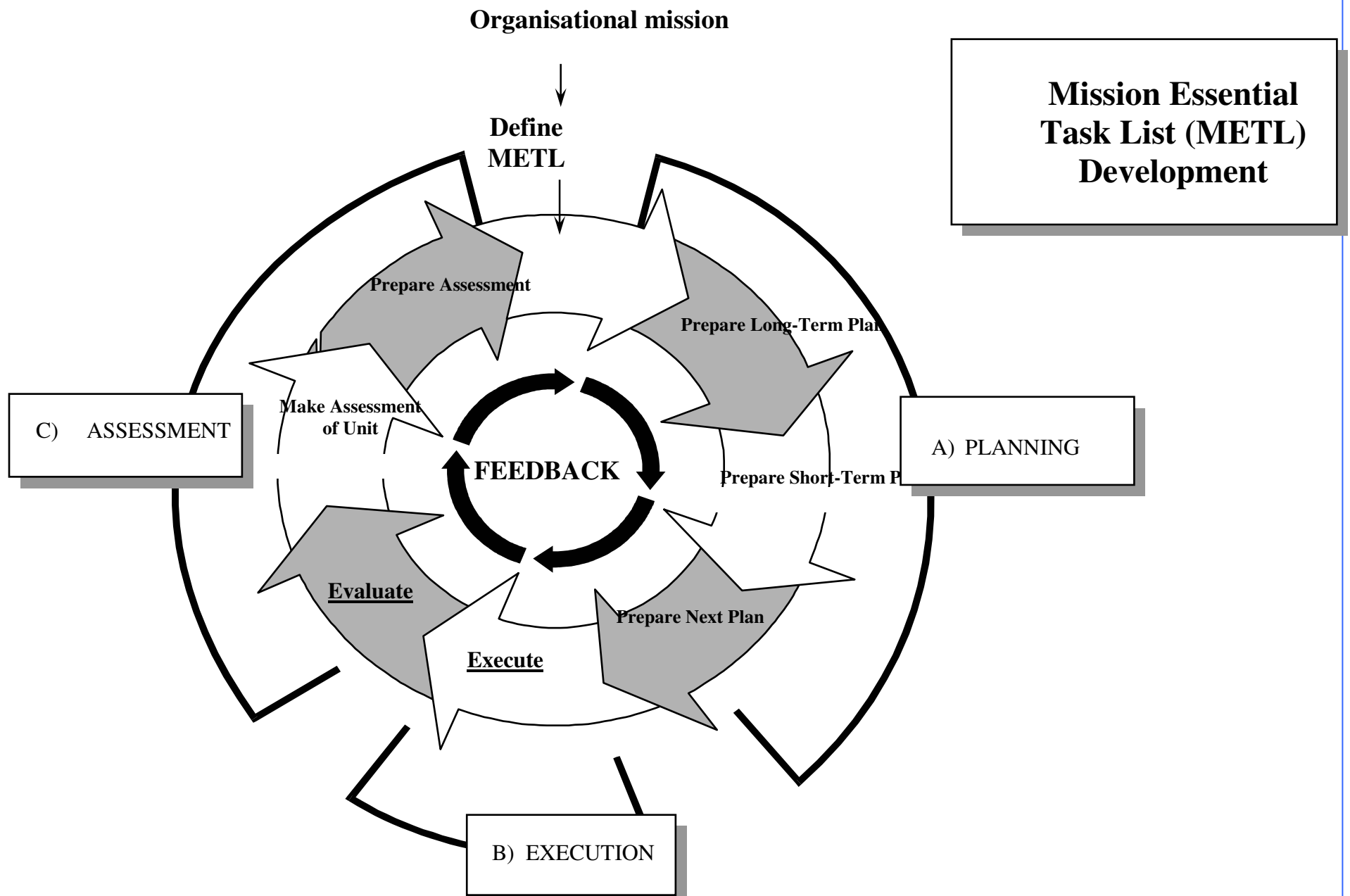


Figure 2. – Training Management System

4.2.- Categories of training

Training Doctrine defines 5 categories of training:

- **Basic training**, to enable an individual to perform his job. Individual training will be “basic”, for every soldier or “specialized” according to the assigned post.
- **Team or crew (functional) training**, carried out by the crew of a vehicle, weapon system or other equipment in which each individual carries out different but complementary tasks, the result being proficiency in skills by the group.
- **Collective (specialized) training**, which involves the training of two or more crews or detachments, sub-units and formations in the conduct of tactical operations.

There are 3 types of collective training:

- a. **Special to Arm Training.** Special to Arm training is collective training on a single Arm or functional basis. It provides the immediate context for team or crew training.
 - b. **Combined Arms Training.** Combined Arms training is the collective training of several arms together such as infantry, armor, artillery and aviation. Such training will normally be at sub-unit level and above and involve more than one Arm. It provides the immediate context for Special to Arm collective training.
 - c. **Agreed elements of the joint training** will normally take place at unit level and above, and involve two or more Services .
- **Operationally Specific Training**, provided to develop, maintain or improve the preparedness of individuals and units to conduct specific operations.
 - **Training of Commands and Institutionalised Training** is that training of the armed forces that includes two main elements: a) the education and professional development of the Army leadership in the military education system and b) the combat mission training of the military of commanders at all levels, to include where appropriate, the staff and other elements of command team and units based on their approved METL (Military Essential Tasks List)

The education system of Officers and NCOs is so conceived as to provide a high management, technical and special training, and is supplemented with the system of training professional sergeants and privates, and with the system of evaluating civilians. Special emphasis will be laid on sending as many as possible officers to attend foreign colleges, schools and training establishments (including foreign languages). The NATO/PfP Regional Training Center hosted by SFOR (maybe someone else) will teach the personnel NATO procedures, both at tactical and joint levels. The place and role of the NCOs in the professional structure of the armed forces will be reshaped. NCOs shall be commanders of military structures at the basis of military hierarchy (crew, squad, and platoon), instructors, and staff, technical and administrative specialists.

The operational mission training of the armed forces has as a general aim to reach at an increased capability to enable commands and troops to perform military actions independently, jointly, in cooperation with the other armed services of the national defense system, as well as within coalitions and alliances. The mission training of the component elements will have certain specific features, according to their place within the armed forces structure. Operational training also must include training on those tasks necessary to accomplish deployments in support of Peace Support Missions and assistance to civil structures.

In practice there is, or should be, considerable overlap, and in some cases integration between categories. In addition all categories of training should take into account the four training components. According to the level of the trainees each component will have more or less importance but all must be always present.

Skills of all kind deteriorate, especially if not used regularly, the extent of the deterioration depending on the individual and particular skill. This can usually be overcome by incorporating these skills into other categories of training.

4.3.- Training progression.

Training should develop logically from *individual training* through *team training* to progressively more sophisticated and challenging *collective training*. This may be followed by *operationally specific training* prior to or after deployment to an operational and PSO theater. Within each of these categories there will be initial training during which skills is learned, refresher training to maintain troops at a certain level of capability, and continuation training to develop further those skills in which a degree of competence has already been achieved. To achieve progression in training standards, units and formations should be competent in special to arm skills before combined arms training is undertaken, and competent in single-Service operations before undertaking the agreed elements of training.

Training should seek to increase the competence of an individual or group thereby building self confidence. It is a positive activity and as such it should be geared to building a trainee's confidence. It should never undermine it.

Within any training environment it is important to create an atmosphere which is conducive to learning and improvement, and which is permissive of acceptable error so that individuals or groups are not fearful of the consequences of mistakes in any particular activity. Error in a controlled training environment can be a powerful experience for learning. In training environment all students should be treated equally.

4.4.-Training Strategy

Training should be the Army's most important activity when it is not committed to operations. Commanders should reflect the importance of training in the quality of the personnel and the resources they allocate to it. When the time comes for operations, it may be too late to remedy deficiencies in training.

End state Missions. To deliver the capability of effective AF.s. in BiH that can execute the Military Essential Tasks placed on them by the Government Presidency of BiH, through authorized chain of command set out in the appropriated BiH laws and Defense Policy. Namely:

- Protect the sovereignty and territorial integrity of BiH in accordance with the International Law and Constitution of BiH.
- Contribute to International Peace Support Operations (PSO).
- Conduct Military Aid to the Civil Authority(MACA) in the event of emergency, such as natural catastrophe and disaster and social need, such as de-mining and infrastructure development

To achieve these missions, it is necessary to link all categories of training in a single strategy to make it acceptable and to fit a common training track for all military personnel regardless of rank or position they hold in the Armed Forces in BiH.

The strategy requires that training establishes standards and efficiently uses all available resources. Commanders at all levels have to be familiar with the training strategy and accept responsibility for its implementation.

In *figure 3* it is shown how all these training areas are linked with personnel ranks and categories of training. So it is possible to fit what is the level of training for any personnel in a specific context, it is even possible to decide if it is necessary to train any military category in an specific area or not.

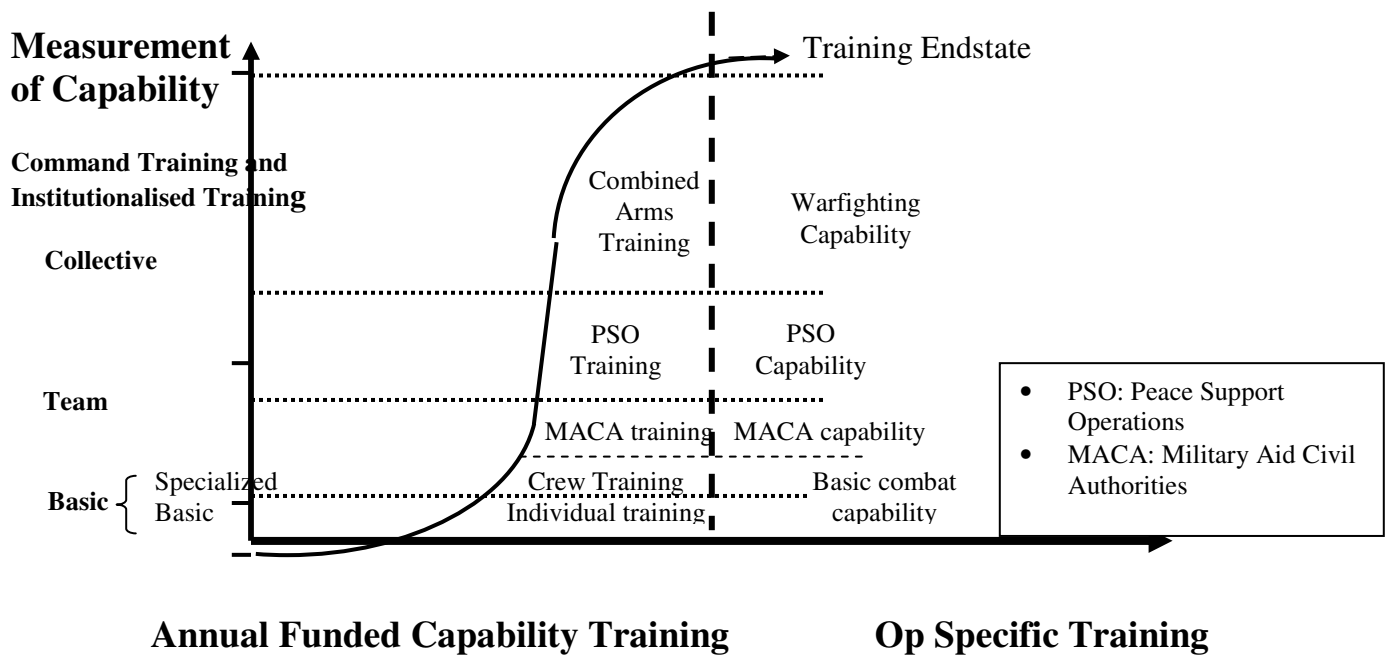


Figure 3.- Proposed Training Structure

The arrow shows the training track of a hypothetical soldier from the lowest level when he joined the Army to the highest level when he is an operational commander in any operational context. His professional track becomes more complete according to the responsibility level he holds in operations. The higher his training level, the more capable he becomes to perform complex operations.

In the BiH resource environment, there are few resources to conduct unlimited training. Therefore a balance has to be struck, priorities allocated, and careful consideration given to establishing training requirements. This necessitates close involvement and direction by the chain of command in the training undertaken and the standards, to be achieved by each formation, unit and sub-unit, and leads to increased emphasis on the setting, measurement and monitoring of training standards and a clear definition of collective performance requirements against readiness levels. It also leads to a need for efficient planning and organization of training.

5.- THE DIRECTION OF ARMY TRAINING

5.1.- TRAINING STRATEGIES

The Armed Forces in BiH primary mission is to organize, train, and equip forces for the conduct of prompt and sustained operations on land to achieve a common protection policy. These forces must also be capable of accomplishing a variety of operational missions in support of defense policy of BiH (i.e., peace support and civil support missions). Strategies are developed to provide longer-term direction for training. They set key objectives, define responsibilities, provide guidance, allocate resources and set priorities.

Training policies and strategies will be developed and promulgated by the appropriate defence institutions at the BiH level (HQ's of Entity Armies). They will govern various general aspects of training:

- Armed Forces Training Strategy, to provide a cohesive blueprint for training over 5-15 year period.
- Armed Forces Collective Training Strategy, providing a link between roles, readiness and the resources required to deliver an appropriate level of Collective Performance based on the demands of the Army Plan.
- Army Individual Training Strategy, outlining the development of individual training in support of the requirements of the Field Army, and the relationship between individual training and the other elements of the Army Training Strategy.

Policies give direction on how strategies are to be implemented as well as guidance on the meeting of key objectives.

5.2. TRAINING PLANS AND DIRECTIVES - GUIDELINES

The AF in BiH Plans of the agreed elements of training of AF in BiH, allocating tasks and resources over a period of years, are produced by the SCMM Secretariat for the guidance of the CHOD budget holders, and in turn by all Commanders of the main subordinate commands.

Directives - guidelines of the agreed elements of training should be produced on a periodic basis using the **Mission Essential Task** from Command down to unit level. Training directives - guidelines provide essential guidance to subordinate commands and are an important means for a commander himself to influence the manner in which training is conducted in his command. The directive - guideline is signed personally by the commander. Training is the direct responsibility of commanders, one that cannot be delegated in principle. Formations, units and sub-units should receive one training directive - guideline only, from the next higher level of operational command.

The control and coordination of the agreed elements of training is best retained at the level of the HQs of Entity Armies commensurate with the allocation of resources and the control of short-term or

local commitments. This will be normally at formation level, either division or brigade according to circumstances.

5.3.- SUMMARY OF RESPONSIBILITIES.

The allocation of responsibilities for the direction of the agreed elements of training is summarized in the figure below

LEVEL	RESPONSIBILITY
SCMM Secretariat	Doctrine AF in BiH Agreed Joint Training Elements Plan Training guidelines
HQs of Entity Armies *	Strategies: <ul style="list-style-type: none"> • Army Collective Training Strategy- METLs Army Individual Training Strategy
Main Subordinate Commands	Individual Training Policy Collective Training Policy Training Plans Annual Training Directives - guidelines – METLs

* Once the state level military command is established, the responsibilities will be reconsidered.

Figure 4.- Responsibilities for the Direction of Army Training

6.- ASSESSMENT OF TRAINING

6.1.- GENERAL

The essential value of training comes from the assessment that follows any training event. If that value is retained--not to be lost, it is important that all participants involved in assessment honestly provide their assessments of the training.

There are two reasons why training is assessed:

- To measure the degree of competence achieved by those being trained
- To assess the value and effectiveness of the training delivered.

6.2.-TRAINING ASSESSMENT AND COMMAND EVALUATION

Assessment of training is designed to provide the chain of command with objective information on the level of performance of units and to provide commanders with information to support their command evaluation of units and formations.

Assessment of training is carried out using the Training Standards (TS) which are produced for each Arm and Service by the appropriate Officer and which specify each training task, the conditions under which it is to be performed and the standard to be achieved. During a training event, evaluators will judge the level of competence against each of the TSs, awarding a score for each.

Based on the training assessment and other factors, including his knowledge of the unit and its personalities, the next senior commander will evaluate the unit's overall collective performance and report accordingly through the chain of command using his reports on the measurement of fighting power (MFP).

6.3.- EVALUATION OF TRAINING

The value of the training should be assessed by:

- Authorised officers planning and directing the training.
- Those conducting the training
- Personnel specially selected to evaluate training
- Those undergoing the training.

The assessment of the training, and the validation of the training methods should seek to ascertain whether:

- The aim and objectives were realistically achievable.
- They were based on a real need, and were realistic in meeting that need.

This is particularly important in programmes such as those for pre-deployment training that are to be repeated for other units.

- The right methods and media were used for the training.
- The design of the training could be improved.
- Any particular weaknesses were highlighted.
- Administrative and materiel support were satisfactory.

7.- Mission Essential Task (MET)

7.1. Introduction

Mission Essential Tasks are the critical activities that need to be considered when training and planning joint operations.

MET link into the Defense Missions and Military Tasks defined in the BiH Security and Defense Policies and Strategies. They broadly describe the essential Defense activities that the AF in BiH need to conduct to undertake its operational responsibilities and professional commitments. However, , MET do not defined how a task is to be carried out; (doctrine provides that information), or who is to perform that task, which is the responsibility of the chain of command. Each MET is linked to current doctrine.

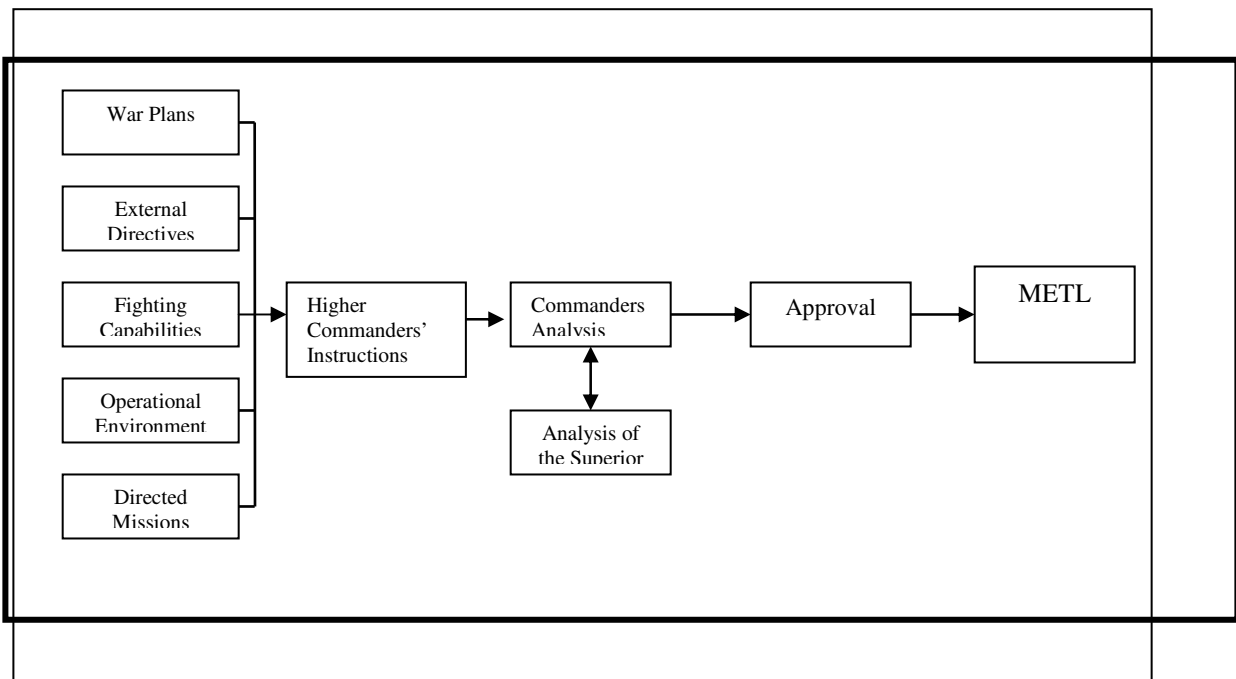
METs will be used to provide a focus for training and subsequently for capability deployment. They will also offer a means to conduct operational analysis. Changes to doctrine will influence the METL's development. METs will be updated, in principle, annually, taking into account the lessons learned from operations and training.

7.2. Mission Essential Task List (METL)

The METL is defined, as “A List of METs” considered essential to the accomplishment of assigned or anticipated exercises, missions or contingencies. A METL includes associated conditions and standards, and may identify tasks for specific subordinates.

The conditions are variables of the environment that affect the performance of tasks. Some conditions are designed to help describe the theatre of operations (e.g. host nation support); others describe the immediate operational area (e.g. superiority), while others describe the battlefield conditions (e.g. obstacles to movement). When linked to the METs, Conditions help frame the difference or similarities between assigned missions.

Standards are the established minimum acceptable proficiency required in the performance of a particular task under a specified set of conditions.



METL DEVELOPMENT PROCESS

GLOSSARY

After Action Review

An interactive coaching session using objective evidence where possible to provide feedback to participants on their individual, team and collective performance.

Army Collective Training Objective (ACTO)

An Army Collective Training Objective is: preparations, training and drills to undertake a specified Military Task. Each objective comprises a number of related Collective Training Tasks.

Evaluation

Comparison of measured performance against a standard.

Assessment

Analytical process aimed at establishing current efficiency levels of organisation of implementation of tasks important for mission.

Battle Drills

Standard methods of executing specific tactical operations.

Collective Performance

An element of Fighting Power: the ability of units or formations to function as cohesive entities and so perform collective tasks to specific standards.

Collective Training

Collective training involves the training of two or more crews or detachments, sub-units, units and formations in the conduct of tactical operations.

Combat Power

The total means of destructive and/or disruptive force which a military unit/formation can apply against the opponent at a given time.

Command Training

The training of commanders at all levels, to include, where appropriate, the staff and other elements of the command team.

Deterrence

The aim of deterrence is to preserve peace by facing a potential aggressor with a clear risk that the cost of aggression would outweigh any conceivable gain; and that the use of force is hence no longer a rational option.

Directive

A military communication in which policy is established or a specific action is ordered.

Doctrine

Military doctrine is a formal expression of military knowledge and thought, that the Army accepts as being relevant at a given time, which covers the nature of current and future conflicts, the preparation of the Army for such conflicts and the methods of engaging in them to achieve success.

Education

Education is concerned with providing knowledge, understanding and a structure within which the thought processes for problem solving are developed. Education is about the formation of attitude and the development of intellect.

Ethos

Ethos relies principally on motivation, which in turn calls for high degrees of commitment, self-sacrifice and mutual trust.

Mission Essential Task List (METL)

Mission Essential Task List is a list of tasks the unit has to prepare to accomplish in a battle. It is basis for development of plans.

Fighting Power

An Army's ability to fight: a combination of 3 inter-related components: Conceptual(the thought process); Physical (the means to fight); and Moral (the ability to get people to fight).

Individual Training

Training to enable an individual to perform his or her job.

Joint

Connotes activities, operations, organizations etc., in which elements of more than one Service of the Armed Forces of the same nation participate. (When all Services are not involved, the participating Services shall be identified, e.g., Joint Army-Navy).

Multinational Operation

An operation conducted by forces of two or more nations acting together for the accomplishment of a single mission.

Operation

A military action or the carrying out of a strategic, tactical, service, training, or administrative military mission; the process of carrying on combat, including movement, supply, attack, defense, and maneuvers needed to gain the objectives of any battle or campaign.

Operational Analysis (OA)

The scientific and systematic analysis of operations for the purpose of studying force structures, equipment, tactics, operational concepts, training etc.

Operational Command

The authority granted to a commander to assign missions or tasks to subordinate commanders, to deploy units, to re-assign forces and to retain or delegate operational and/or tactical control as may be deemed necessary. It does not of itself include responsibility for administration or logistics. May also be used to denote the forces assigned to a commander.

Operational Readiness

The capability of a unit/formation, ship, weapon system or equipment to perform the missions or functions for which it is organized or designed. May be used in a general sense or to express a level or degree of readiness.

Operational Training

Training that develops, maintains or improves the operational readiness of individuals or units.

Operationally Specific Training

Training provided to develop, maintain or improve the preparedness of individuals or units to conduct specific operations or deployments.

Operations Other Than War

Operations Other Than War (OOTW) are those military operations which are conducted in situations of conflict other than war. Such operations, in which military activities are throughout likely to be firmly subordinated to the political, will be designed to prevent conflict, restore peace by resolving or terminating conflict before escalation into war, or assist with the rebuilding of peace after conflict or war.

Special to Arm Training

Training conducted on a single Arm or functional basis.

Training

Activity that aims to impart specific skills or knowledge and/or inculcate appropriate attitudes. This is expanded as follows: "The ultimate objective of all training is to ensure military success. Training provides the means to practice, develop and validate, within constraints, the practical application of a common doctrine."

Training Levels

Standards of training used to define overall levels of collective performance.