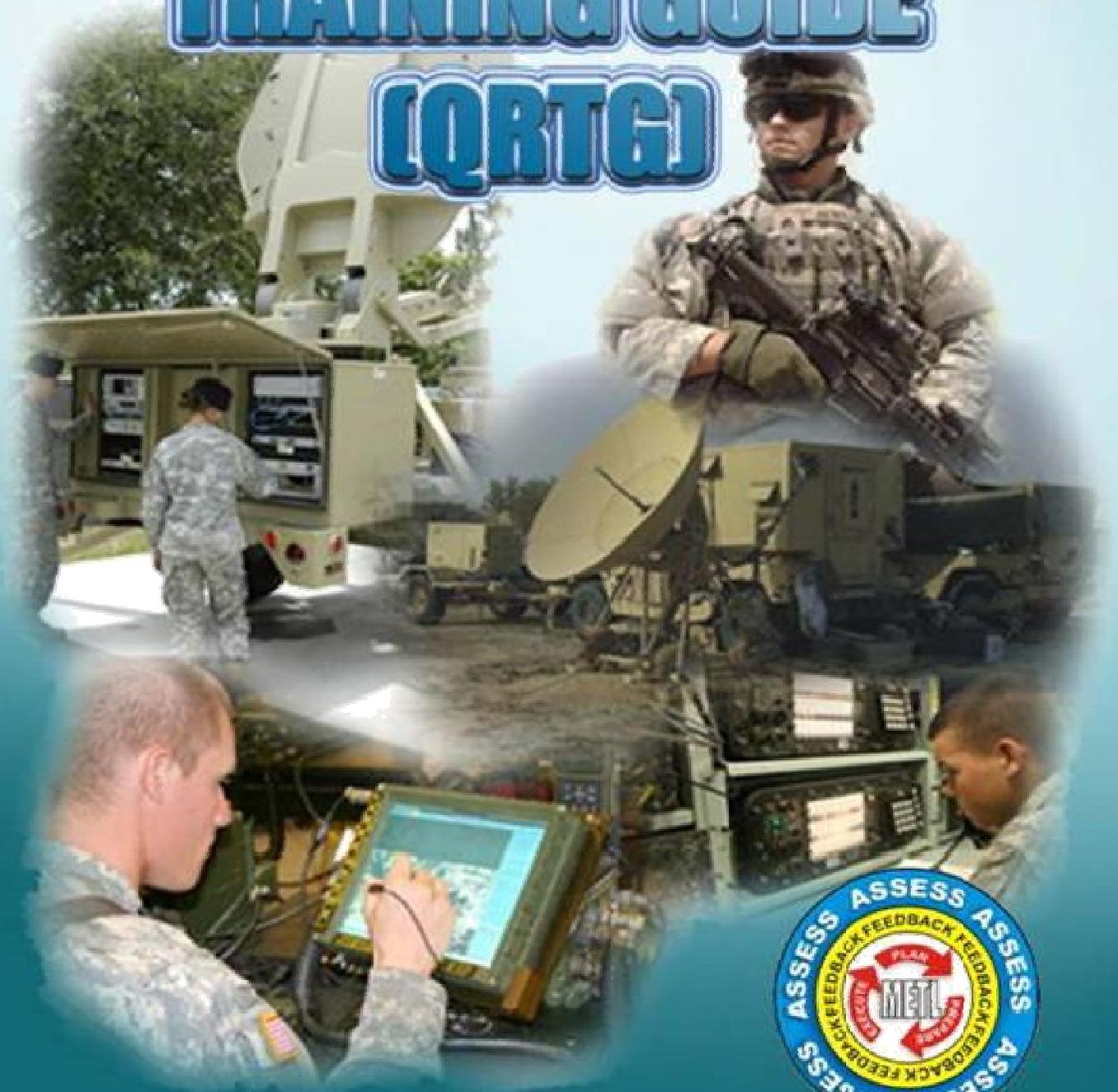


SIGNAL LEADER QUICK REFERENCE TRAINING GUIDE (QRTG)



October 2009 (V1)

Signal Leader Quick Reference Training Guide (QRTG)

Purpose

To provide a reference document that will assist signal leaders in developing unit training strategies that support the Army Force Generation (ARFORGEN) cycle. To accomplish this task, signal leaders must formulate a training plan that uses the Army's proven training strategy (outlined in FM 7-0) while incorporating a variety of 21st Century training tools and techniques.

Foundations of Army Training

The foundations of Army training are discipline, sound principles and tenets, and a responsive training support system. The essential foundation of any good training program is discipline. Signal leaders instill discipline in training to ensure mission success. Discipline in training can be summed up this way:

- Disciplined individuals do the right thing when no one is looking, even under chaotic or uncertain conditions. Discipline demands habitual and reasoned obedience, even when leaders are absent.
- Disciplined individuals perform to standard, regardless of conditions. They have repeatedly practiced tasks to standard, sustained training standards, and trained under conditions closely replicating expected operational environments.
- Discipline is an individual, leader, and organizational responsibility. It is essential to mission success. Well-trained, disciplined individuals and organizations increase the likelihood of success in any operation.
- Discipline in training relates to the Army Values. Success in all three training domains demands it.

The purpose of Army training is to provide combatant commanders with trained and ready Army forces. Training builds individual confidence and competence while providing individuals with essential skills and knowledge. Individuals and organizations need skills and knowledge to operate as part of expeditionary Army forces conducting full spectrum operations in any operational environment. The Army applies these principles to planning, preparing, executing, and assessing individual and organizational training in three distinct but linked training domains: institutional, operational, and self-development.

Training and Education

The Army Training System comprises training and education. Training is not solely the domain of the generating force; similarly, education continues in the operational Army. Training and education occur in all three training domains. Training prepares individuals for certainty. Education prepares individuals for uncertainty. Education enables agility, judgment, and creativity. Training enables action. Training develops tactical and technical, individual and collective skills through instruction and repetitive practice. Training uses a crawl-walk-run approach that systematically builds on the successful performance of each task (Figure 1). The stage at which a Soldier or unit enters training depends on the leader's assessment of the current readiness level; not everyone needs to begin at the crawl stage. Mastery comes with practice under varying conditions and by meeting the standards for the task trained.

Example Trainer Requirement
 Operate Secure SINGARS
 113-587-2000

Conditions: Given an operational SINGARS, transfer fill device with cable, distant end station, TM 11-5820-890-10-8, TM 11-5820-890-10-3, TM 11-5820-890-10-1, ACP 125 US Suppl-1, DA Pam 738-750, DA Form 2404, FM 24-19, FM 24-18, and unit Signal Operating Instructions (SOI).

Standards: Standard is met when secure communications is continued in Single Channel or Frequency Hopping mode of operation with the distant end station, using the LCD display and the "During" operation check results are recorded on DA Form 2404.

Crawl	Walk	Run
Soldiers <ul style="list-style-type: none"> • Train each task step. • Train task steps in sequence. • Train complete task until done correctly. 	Soldiers <ul style="list-style-type: none"> • Train to training objective standard. • Train with more realism. • Learn transfer skills that link other tasks. • Work as crews or small units. 	Soldiers <ul style="list-style-type: none"> • Train collectively to achieve and sustain proficiency. • Train under conditions that simulate actual combat. • Develop effective team relationships.
Leaders/Trainer <ul style="list-style-type: none"> • Talk through and demonstrate each task. • Supervise step-by-step practice. • Coach frequently. • Control the environment. 	Leaders/Trainer <ul style="list-style-type: none"> • Walk through task using more realism. • Increase complexity • Demonstrate authorized field expedients. • Participate as leader of crew or small units. • Observe, coach, and review. 	Leaders/Trainer <ul style="list-style-type: none"> • Add realism and complexity. • Combine tasks. • Review Soldier and collective performance. • Practice leader tasks. • Work with Soldiers as a team. • Coach and teach subordinate leaders.

Figure 1. Crawl-Walk-Run Training

Army training prepares individuals and organizations by developing the skills, functions, and teamwork necessary to accomplish a task or mission successfully. Training is generally associated with “what to do.” Well-trained organizations and individuals react instinctively, even in unknown situations. Training also helps develop leaders and organizations able to adapt to change under unfamiliar circumstances. Soldiers and teams who execute a battle drill to standard in a new situation under the stress of combat exemplify the result of good training. Repetitive training on a task under varying conditions develops intuition on how to approach the task under new or unfamiliar conditions.

Education, in contrast, provides intellectual constructs and principles. It allows individuals to apply trained skills beyond a standard situation to gain a desired result. It helps develop individuals and leaders who can think, apply knowledge, and solve problems under uncertain or ambiguous conditions. Education is associated with “how to think.” It provides individuals with lifelong abilities that enable higher cognitive thought processes. Education prepares individuals for service by teaching knowledge, skills, and behaviors applicable to multiple duty positions in peace or war. Educated Soldiers and Army civilians have the foundation needed to adapt to new and unfamiliar situations.

Traditional training and education may not meet all the needs of an expeditionary Army. The Army is adapting training and education as appropriate to meet the conditions of today’s operational environments. Developing new approaches may be necessary to ensure Soldiers and Army civilians are confident in their ability to conduct full spectrum operations anywhere along the spectrum of conflict with minimal additional training.

Army training prepares individuals, units, staffs, and their leaders to conduct full spectrum operations anytime and anywhere along

the spectrum of conflict. This lifelong learning occurs in all three training domains involves self-assessment (Figure 2). The three training domains include institutional, operational, and self-development.



Figure 2. Army Training and Leader Development Model

Institutional Domain

The Soldier is, first of all, a warrior. Soldier training begins in the generating force. In schools and training centers, Soldiers train on individual tasks that ultimately support their projected unit’s core capability mission-essential tasks. Soldiers are also exposed to the skills of other branches while in school and training centers. Finally, Soldiers train on warrior tasks—critical tasks that all Soldiers must perform in full spectrum operations. **Armed with basic skills from the institution, Soldiers are assigned to a unit.** There they integrate into a team and begin training in the operational training domain. The institutional training domain does more than train and educate; it is where Army doctrine is developed and taught. Doctrine establishes the framework for all the Army does. It provides the basis for establishing standards for tasks and missions. The institutional domain is an

extensive resource that exists to support the operational domain. The institutional training domain, as requested and as available, provides training products to help commanders and other leaders train their units. These products include the following: Combined Arms Training Strategies (CATSs), training support packages (TSPs), mobile training teams (MTTs), on-site courses, distance training, and distributed learning (dL) courses. MTTs are a particularly valuable resource. They can provide subject matter expertise; help commanders train Soldiers, teams and units; and can develop Soldiers by bringing courses to them. Individuals and units reach back to the generating force for subject matter expertise and for self-development training and education. Army Service component commands prioritize unit requirements for support from the generating force.

Operational **Domain**

Operational assignments build on the foundation of individual skills learned in schools. Unit leaders introduce new skills required by a Soldier's specialty. In addition, Soldiers master collective tasks that support the unit's mission-essential tasks. **In units, individuals train to standard on individual and collective tasks**—first with their unit and then as an integrated component of a combined arms team, which may participate in unified action. Major training events, combat training center (CTC) exercises, and operational deployments provide additional experiences necessary for building fully trained units. Regardless of where individuals train—in the generating force or the operational Army—effective training is relevant, rigorous, realistic, challenging, and properly resourced. Unit training reinforces foundations established in the institutional training domain and introduces additional skills needed to support collective training. Units continue individual training to improve and sustain individual task proficiency while training on collective tasks. Collective training requires interaction among

individuals or organizations to perform tasks, actions, and activities that contribute to achieving mission-essential task proficiency. Collective training includes performing collective, individual, and leader tasks associated with each training objective, action, or activity. Unit training occurs at home station, maneuver CTCs, and mobilization training centers. It also takes place in joint training exercises and while operationally deployed. Unit training develops and sustains an organization's readiness by achieving and sustaining proficiency in performing mission-essential tasks. This training includes preparing to deploy and conduct operations across the spectrum of conflict. Installations ensure units have access to the training enablers needed to enhance readiness. Major training events, operational missions, and Combat Training Center Programs support operational training and creates opportunities to train organizations, and to develop agile leaders. These training events help individuals, units, and their leaders improve and sustain their tactical and technical skills and improve leaders and Soldiers abilities to learn how to function as part of a diverse team and to draw on the strengths of all team members.

Self-Development **Domain**

Self-development is just as important as other individual training. **It allows individuals to expand their knowledge and experience to supplement training in the institutional or operational training domains.** Self-development can enhance skills needed for a current position or help prepare an individual for future positions. It can mean the difference between failure and success. Individuals are responsible for their own professional growth and for seeking out self-development opportunities. Soldiers complete self-assessments with or without supervision. They thoroughly assess their competencies and seek advice and counsel from others to determine strengths and weaknesses. Guidance on self-development can come from schools, leaders, mentors, and peers. As

professionals, Soldiers discipline themselves to pursue training and education on and off duty. Self-development can take many forms. Examples include the following: reading Army and joint manuals, professional journals, and military history; taking college courses; completing self-paced online training modules via LandWarNet-eUniversity (LWN-eU); or pursuing academic degrees. Such training and education is critical to developing the agility and breadth of skills needed during full spectrum operations. Individuals can use Army or commercial training and education products to become more proficient in any area.

Self-development enhances previously acquired knowledge, skills, behaviors, and experiences. Self-development focuses on maximizing individual strengths, minimizing weaknesses, and achieving individual development goals. Successful self-development requires a team effort between leaders and individuals. Commanders and other leaders create an environment that encourages subordinates to establish personal and professional development goals. Refinement of those goals occurs through personal coaching or mentoring by commanders and Signal leaders. Reach back, dL, and LWN-eU support self-development programs.

The three training domains complement each other, providing a synergistic system of training and education. The integration of the domains is critical to training Soldiers, and organizations. That integration is especially vital to developing expeditionary Army forces that can successfully conduct full spectrum operations on short notice anywhere along the spectrum of conflict. Conducting full spectrum operations requires competent, confident Soldiers experienced and knowledgeable in a multitude of areas. Skills not developed in one domain are made up in the others. For example, Soldiers who have not deployed on disaster relief operations need to read and understand observations, insights, and lessons from these operations. Leaders assess subordinates' competencies to determine ca-

pability gaps. Armed with this knowledge and knowing what individuals will learn on the job, leaders identify subordinates' capability gaps and provide appropriate self-development guidance.

Mentoring

Mentoring of brigade combat team (BCT) S6 sections is the duty of the Division G6. As the senior signal officer of the division, he/she is responsible for the training and mentoring of all Signal officers, NCOs, and enlisted Soldiers. The G6 must ensure Signal leaders are put in the right jobs at the right time in their career, while supporting the division's mission and enhancing professional development.



There are many aspects of training that must be considered, planned, and executed. Because most BCTs are at different points in the ARFORGEN, it is difficult for the G6 to execute a single integrated training plan. As each BCT executes its own training plan, it is a challenge to plan division-level training events.

Small-unit training teams up to brigade level are the best opportunities an S6/G6 has to validate the units' communications capabilities. The G6/S6 must be prepared to deploy

small teams of experts to assist battalion/brigade S6s during both home station train-ups and CTC rotations. Additionally, Signal leaders should address common deficiencies throughout the division formation. Examples are frequency management, COMSEC, fiber optic installation, IA/CND, and network operations (NETOPS) and management. Additionally, G6s must assist and mentor S6s in training signal Soldiers within the BCTs. Signal leaders in these units must understand how to leverage doctrine, training solutions, and existing technology to train units, while simultaneously accomplishing the mission.

With the assignment of the TTSB/ESB to FORSCOM, S6s should consider ESB Commanders/CSM and staff when seeking mentorship. Senior leaders in the ESBs bring a host of lessons learned, experiences, and training opportunities that can assist BCT signal leaders with unit training plans.

The G6 also is responsible for informing the division and brigade senior leaders on the capabilities of modular signal units and how to best conduct their units communications mission. Special troops battalion commanders and staff must understand the training capabilities and requirements of modular signal units, in order to assist the signal support companies with unit training requirements.

ARFORGEN

The Army generates operationally ready forces through a structured progression of training and mission preparation using the ARFORGEN cycle. Under ARFORGEN, units increase readiness over time, moving through the reset, train/ready, and available force pools in the operational readiness cycle (Figure 3). The ARFORGEN process provides commanders the flexibility to increase readiness over time instead of the previous band of excellence model.

Phase I Reset: During the Reset phase, units build Soldier, leader, and unit proficiency using training strategies focused on core competencies that enable units to perform as designed for missions across full spectrum of operations. These strategies build unit proficiency through battalion-level exercises and culminating in validation of the training for deployment during a brigade-level collective training event. While brigade commanders may direct training during the six month reset period, such training should focus on physical training, professional military education OES/NCOES, new equipment training, individual training and qualifications such as expert infantry badge/expert field medical badge (EIB/EFMB), crew and team training/certification, post-deployment health screening, and property accountability.



AC Brigade Combat Team (Example)

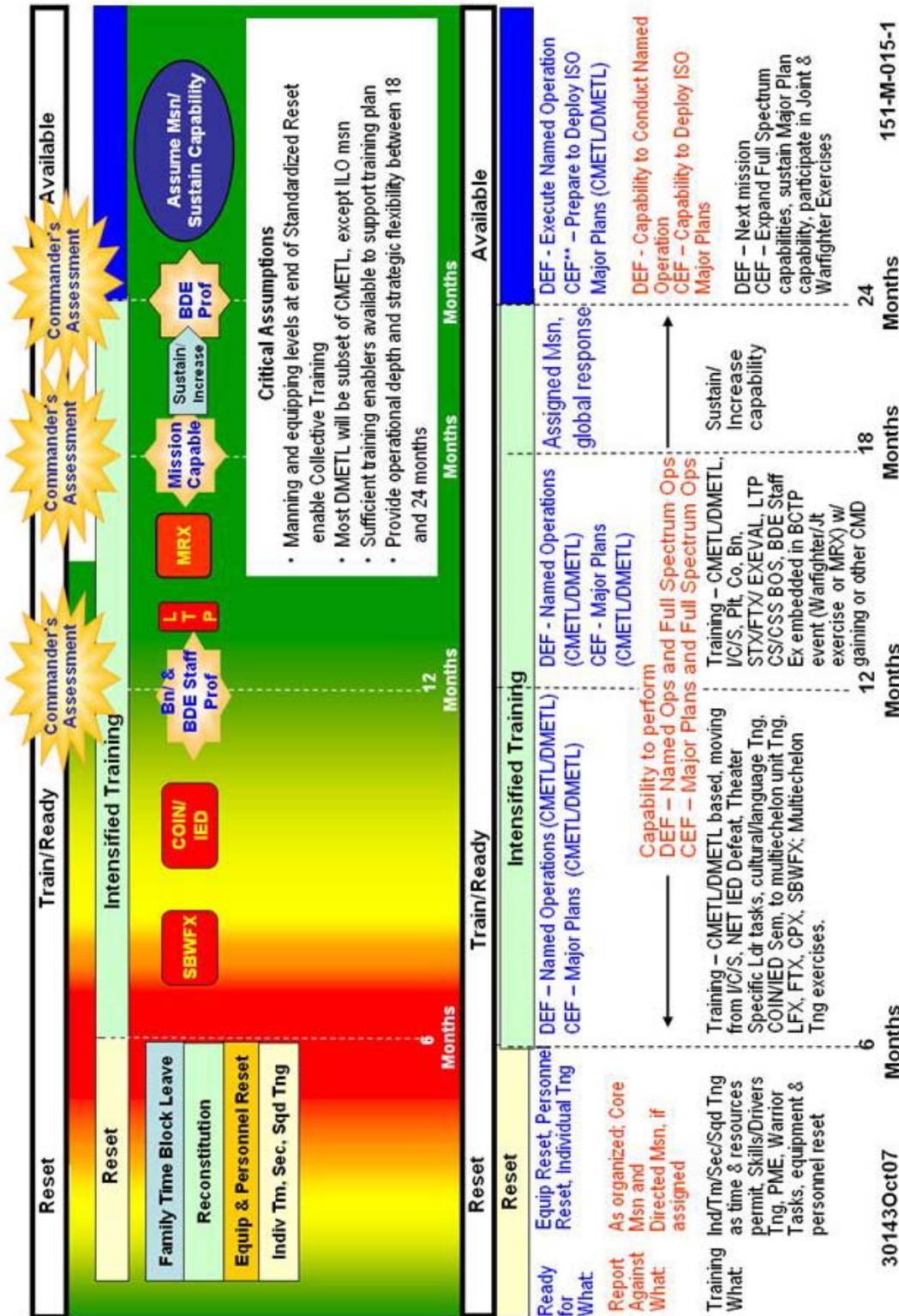


Figure 3. AC BCT (Example)

Phase II Train/Ready: During the Train/Ready phase, units conduct collective training. Commander-to-Commander dialogue is vital to the continuous process of developing training plans. Commanders must agree on how and where to focus their training by agreeing on Core Mission Essential Task Lists (CMETLs) or Directed Mission Essential Task Lists (DMETLs). Units identified for likely deployment refine unit CMETLs/DMETLs and conduct specific training to prepare for their operational mission. Signal leaders must leverage this phase to conduct multiechelon training. Multiechelon training is the most efficient way to train, especially when resources are limited. It requires synchronized planning and coordination by commanders and other leaders at each echelon. While large-scale training events provide the best opportunity to conduct multiechelon training, leaders should exercise initiative during smaller scale events, which provide conditions conducive to simultaneously train in multiple echelons.

Phase III Available: During the Available phase, units are in their planned deployment windows and are fully trained, equipped, and resourced to meet operational requirements. Units would expect to conduct leader pre-deployment reconnaissance; deploy forces; execute reception, staging, onward movement, and integration; and assume an operational mission.

Every phase of the ARFORGEN cycle should include Signal specific training. Signal leaders must take advantage of every opportunity to train, leveraging all available resources at their camp, post, station, LWN-eU, and Signal Center (Figure 4). Training does not stop when a unit is deployed. Commanders should periodically review their DMETL to sustain or retrain certain core tasks to prevent skill atrophy. LWN-eU is an excellent sustainment training tool.

The key to training success is to synchronize any Signal specific training with your higher headquarters training plan. Keep your commander, S3, and G6 aware of your training plan.

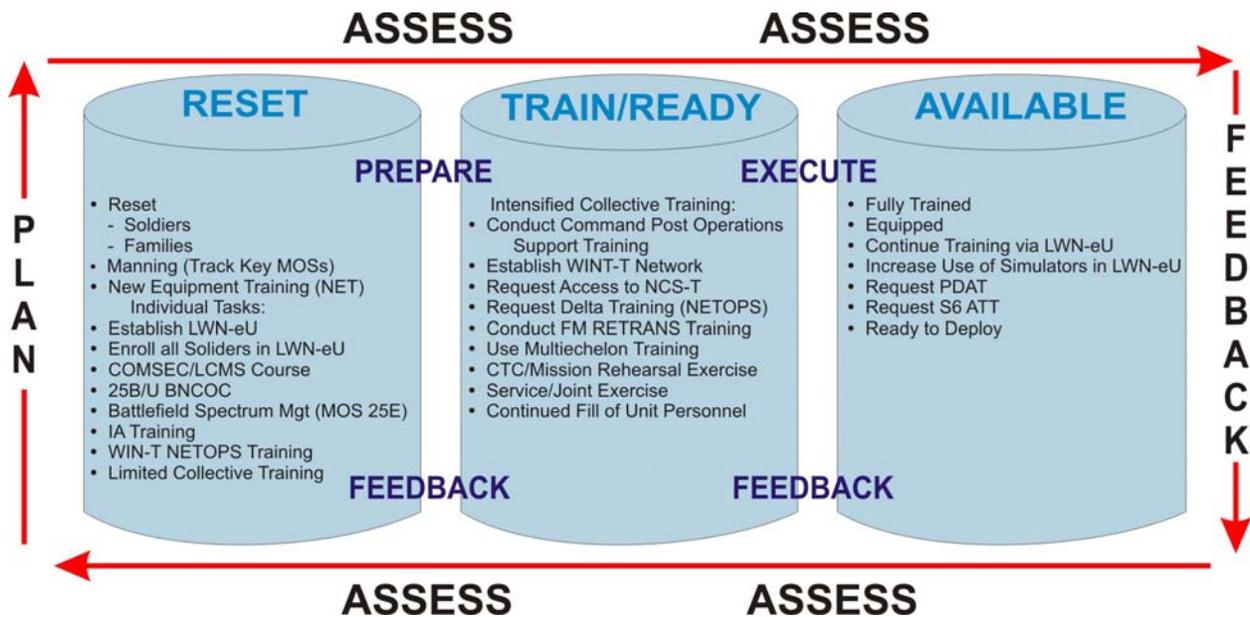


Figure 4. ARFORGEN Cycle

Training Resources:

CATS. CATS is the Army's strategy for planning, resourcing, and executing individual and collective training. It is also a flexible system that supports Commanders in designing their training programs by providing a menu of training tasks, events, and resources to plan and manage training. CATS are publications that provide commanders with a template for task-based, event-driven organizational training (Figure 5). They can be adapted to the unit's requirements based on the commander's assessment. CATS state the purpose, outcome, execution guidance, and resource requirements for training events. Commanders can modify these to meet unit-training objectives. CATS identify and quantify training resources required to execute long- and short-range collective training. Access the CATS Executive Summary via the LWN-eU portal at: <https://lwn.army.mil/portal/>.

The unit's CATS is a unique type of organization and is based on the core capabilities described in a unit's table of organization and equipment (TOE) and doctrine. Unit CMETL is published in the unit CATS. Functional

CATS address a specific functional capability common to multiple units and are based on standard capabilities performed by most Army units such as command and control, force protection, and deployment. Each strategy consists of tasks to be trained, the training audience, the frequency at which they are trained, the type event used to create conditions for training tasks, and alternative ways of training tasks.

CATS training events are repetitive to compensate for personnel turbulence, turnover, and skill atrophy. Each event offers a crawl-walk-run approach. The strategies identify training gates and suggest ways to conserve resources by using multiechelon training opportunities. Signal leaders can assess their Soldiers level of proficiency for each task and determine which tasks they must concentrate on to attain the desired level of expertise/training standard. CATSs are available through the Digital Training Management System (DTMS). To access CATS, contact your unit DTMS manager or installation DTMS manager (Installation Management [IMCOM] G3) to establish a DTMS account.





COMBINED ARMS TRAINING STRATEGY (CATS) EXECUTIVE SUMMARY

FOR THE NETWORK SUPPORT COMPANY (NSC) ACTIVE COMPONENT (AC) SUPPORTING THE BCTs OF INFANTRY, ARMOR, AND STRYKER (FIELDINGS 4-7 ONLY); COMBAT AVIATION BRIGADE, BATTLEFIELD SURVEILLANCE BRIGADE, AND FIRES BRIGADE

JANUARY 14, 2008

REVISED CATS TASK TEMPLATE
SIGNAL NETWORK SUPPORT DETACHMENT (SUSTAIN U (T1))

Critical Training Gates: Individual Tasks

Comments: (Includes purpose of event; outcome supported; execution guidance about execution of the event; constraints posed by TADSS/et al)

Purpose: To familiarize and train detachment personnel on all aspects of deployment and redeployment operations.

Outcome: Detachment personnel become familiar with and can explain how to properly plan, prepare, and execute deployment and redeployment operations.

Execution Guidance: Training to support preparation for deployment and actual deployment should be conducted in accordance with (IAW) the Forces Command (FORSCOM) Army Forces Generation (ARFORGEN) policies and procedures. These classes should be conducted IAW Command Guidance but are normally time dedicated for qualified instructors to conduct classroom training on individual, team, or section tasks. This session should be conducted as a class focused on instruction for deployment and redeployment operations. This classroom training should be structured and designed to be a performance-oriented event that will be at the crawl stage of proficiency and is required for the next higher level training event, Sergeant's Time for Conduct Deployment/ Redeployment Operations that is training conducted outdoors with equipment. An After Action Report (AAR) should be conducted at the end of this training to provide feedback to the training audience. The detachment commander may select the appropriate tasks to be trained based on his training assessment and the mission-essential task list (METL). The training should begin with deployment and redeployment of signal sites, teams, and sections; and then at later training sessions, to train on platoon and then detachment deployment and redeployment operations. The training strategy is to build at the smallest levels first in a classroom setting and then graduate to larger elements. The training should focus on the preparation requirements for deployment and redeployment operations to include alert activities, preparation of vehicles and equipment for movement, preparation of personnel (Soldier Readiness Program [SRP]), prepare for deployment and displacement from home station or the area of operations, and nontactical road marches. Personnel should train to gain proficiency in deployment operations using the systems, equipment, and communications necessary to conduct successful Reception, Staging, Onward Movement, and Integration (RSOI) operations. This training should cover the fundamentals on how to move organic vehicles and equipment by convoy to air or sea ports of embarkation and from air and sea

ports of debarkation; loading and unloading procedures and load team designation and configuration; conducting load training during a load training exercise (LTX); and to train the equipment reception team to coordinate convoy movement. This instruction should also cover movement of personnel and equipment into a staging area and tactical assembly area, staging area operations, and integration of the unit into the designated force. Occupation of unit assembly areas should be addressed to include those activities that will normally occur and actions required by personnel. RSOI operations should be addressed to include off load and link up of personnel and equipment; protecting the force; conducting assembly area sustainment activities; drawing required additional equipment, configuring and modifying equipment, and conducting preventive maintenance checks and services (PMCS) and weapons preparation; issue of special items of uniform and equipment, up loading the basic load of supplies, ensuring accountability of personnel and equipment, 463-L pallet loading, and acclimatization training. The duties and responsibilities of the following should be addressed: unit safety officer, unit movement officer (UMO), hazardous cargo/material (HAZMAT), and the unit reception team. The development of unit load plans, identification of super cargo, vehicle licensing requirements, subversion and espionage directed against the Army (SAEDA), and the development and use of unit movement books and planning folders for aerial port of embarkation/aerial port of debarkation (APOE/APOD) and seaport of embarkation/seaport of debarkation (SPOE/SPOD) operations. The Detachment Readiness Standard Operating Procedures (RSOP) should be reviewed so that all personnel have a clear understanding of its use and requirements. Furthermore, this instruction should comply with other service/civilian transport regulations and requirements. Both emergency deployment readiness exercises (EDREs) and deployment exercises (DEPEXs) should be introduced during these classes and the differences between these two exercises.

Resources:

Training Audience: Company Headquarters, Signal Maintenance, NETOPS/CND Team, Range Extension PLT, (X2) Small Command PLT, (X3) RETRANS Team, Network Extension PLT, JNN Team, High Capacity Line-of-Sight (HCLOS) Team, Data Support Team, RETRANS Team, Enhanced Position Location Reporting System (EPLRS) Section

Means (Event) (TADSS): 3 - Detachment SGT Time (Sergeant's Time TADSS)

Title: SGT Time for Conduct Deployment/Redeployment Operations (11307G600)

Estimated Duration: 5 Hours

Replication of Conditions (A-D): D - Refresher training; basic skills training

Multiechelon Training:

Figure 5. CATS Executive Summary

Army Training Network (ATN). The ATN is a portal that will accompany FM 7-1, *Battle Focused Training* and will virtually link all available training resources, to include training best practices/solutions to contemporary training challenges that our leaders and Soldiers encounter. It will serve as the “how to” of Army training management. It will include

CMETL, DMETL, and commanders’ dialogue. ATN is about collaboration, blogs, forums, and communication with the ATN team. It provides training solutions, best practices; unit provided training examples, DTMS tutorials, and links other training resources. ATN should be used during the reset and train/ready phases.

DTMS. The DTMS provides the ability to plan, resource, and manage unit and individual training at all levels. It compiles and displays a unit roll-up of training conducted by customizable tabs to track weapons qualification, Army physical fitness tests, AR 350-1 mandatory training, and deployment tasks from enlistment to retirement. The system encompasses approved collective and individual tasks, CATS, the Army Universal Task List, and the Universal Joint Task List. It also features a schools management tool for resourcing and allocating seats for new equipment training, sustainment and collective digital system training, Troop School, safety training, and installation-specific courses. Signal leaders should use this tool through the entire ARFORGEN cycle. Access the DTMS website at <https://dtms.army.mil/DtmsStart>.

Unit Automated Reservation System (UARS). UARS enhances Soldier capabilities by managing individual-level training allocations to support commander priorities and ARFORGEN reset cycle requirements. This results in a balanced and combat-ready Army. UARS is a flexible, adaptive training management module designed to allow BCT

Commanders to schedule personnel for ATRRS-managed courses during the reset phase. UARS prioritizes BCT's by unit identification codes (UICs) and latest arrival date (LAD), as prescribed in the ARFORGEN model. UARS empowers BCT Commanders to manage the training necessary for mission success. UARS streamlines the reservation process at the UIC level and ensures the "Right Soldier, Right Training" is completed before deployment, thus providing Commanders ample capability to ensure their Soldiers are fully trained and ready before deployment. UARS manages individual training seats/allocations that support the ARFORGEN model, the Army Leader Development Program (ALDP), and the Review of the Army Leaders (RETAL) initiatives. Course selection in UARS is dictated by the Institutional Training Plan (ITSP) and is scheduled according to Army/major Army commands (MACOMs) assigned unit priority, and by the unit identification code (UIC). UARS provides an overview of all UIC's assigned and the ability to identify individual training down to paragraph and line number specifically. It allows users to request training by timeframe and unit priority, and to schedule training by method of delivery (MTT/VTT/on site). UARS

provides an overview of training required in both professional military education (PME), ASI/SQI, functional, and ITSP training. UARS allows users to schedule incoming Soldiers before arriving at the unit for institutional training mandated by mission requirements, and to schedule Soldiers for required training before executing the Take Out Plan.



LANDWARNet eUNIVERSITY



LWN-eU. It is the technical hub for Signal and Battle Command digitized training content and delivery. LWN-eU offers online courses, digitized training, Professional/Technical Forums, and the collaborative tools necessary to support resident, nonresident training and Signal mission support to forces at any phase of the ARFORGEN cycle. LWN-eU provides 24/7 on-demand, customized, training support and training management tools and application directly to units regardless of location. LWN-eU should be used throughout the entire ARFORGEN cycle. Access the LWN-eU Signal Leaders Training portal at <https://lwn.army.mil/portal/>.

Unit Universities. LWN-eU provides structured unit training using locally established

“Virtual Unit Universities.” These provide access to the latest training products available for download. In addition to the training provided by the Signal Center, unit training personnel can place unit specific training onto their Unit University. At no cost to the unit, a unit university can be customized to meet unit training requirements. This will allow the unit to enroll and track Soldiers as they progress through training. Major training categories include IA, Joint Network Node (JNN)/WIN-T, IT/Networking, Tactical Radios, Satellite Systems, Multichannel Systems, Switching and Multiplexer, Fiber Optic, Spectrum Management, Battle Command Training, and Microsoft E-Learning Library. Unit universities must be established before deployment and used throughout the ARFORGEN cycle.

Simulations. Devices used to duplicate the essential features of a task situation and provides for direct practice or a physical model of a weapons system, set of weapons systems, or piece of equipment, which endeavors to replicate some major aspect of the equipment's operation. Currently, the Signal Center is the Army's leader in PC-based training simulations.

These PC-based simulators provide reinforcement and sustainment training in the field. They also support resident training by providing repetitive practice on complex critical tasks, before validation of the training on the actual equipment. These simulators can be downloaded from LWN-eU portal: <https://lwn.army.mil/portal/>.



Available Simulators:

1. JNN
2. JNN Upgrades (S 5-7)
3. JNN Upgrade Lot 9 (S 8)
4. KU (S 1)
5. KU (Upgrades)
6. BN-CPN (S 1)
7. CPN S 5-7 Upgrade (S 5-7)
8. CPN Upgrades Lot 9 (S 8)
9. HCLOS
10. SATCOM Hub (S 5-7)
11. Baseband Hub (S 2-4)
12. Baseband Hub (S 5-7)
13. Baseband Upgrades (S 8)
14. Phoenix (Version A)
15. Phoenix (Version B)
16. TSC-85/93
17. LAN/WAN
18. TIMS (ISYSCON)
19. DTOC
20. GSC-52
21. BSN
22. TRC-173
23. FBCB2
24. STT Upgrades (S 5-7)
25. SSS V3
26. WIN-T INC 1
27. SSS V3
28. SSS V3 with Transit Case
29. WIN-T INC 2
30. S6 Staff Simulation

Future Simulators: NNS (OCT 09)

MTT. This team is the most preferred for delivering training to Soldiers at their camp, post, and station. When resourced, the Signal Center can launch MTTs to train Soldiers anywhere in the world. MTTs allow units to conduct/maintain standardized sustainment training. Signal leaders must assess their training requirements and conduct a training task analysis to determine what MTTs are required. The Signal Center of Excellence will assist to determine if an MTT is the most feasible method of training delivery. Units should request MTT support via their Army Commands through the Training and Doctrine Command (TRADOC) at least 90 days from the desired execution date.



Signal Support Team (SST). This team assists the S6 with training Signaleers. SSTs play a vital role in correcting deficiencies and capability gaps in communications, NETOPS, electromagnetic spectrum operations, and integrating ABCSs into the network for successful battle command in BCTs, support brigades and other deploying units. SSTs are critical to successful warfighting operations in a network-enabled battlespace. Training teams enable Soldiers and leaders to train at their unit and to fix deficiencies in the field. SSTs focus on technical aspects by providing additional over-the-shoulder support to the Brigade S6 staff during a command post exercise (CPX), and is strictly focused on the S6 staff to provide technical integration of the ABCS in the tactical operation center. The SSTs will assist in developing the S6 staff into a cohesive battle staff that can handle the myriad of tasks that come with providing distributed networks in an increasingly complex, fluid, chaotic, and dangerous battlespace. S6 SSTs are scheduled and coordinated by the FORSCOM G6.

Battle Command Assistance Teams (BCATs). These teams support deploying Operating Force Headquarters and its major subordinate elements at home stations and as they prepare to deploy through the ARFRO-GEN cycle. BCATs will support unit rotations through CTCs.

BCATs capabilities and functions include:

- Providing technical mitigation strategies and internal assessment of security incidents.
- Developing remediation strategies and plans in coordination with regional computer emergency response team (RCERT) directives and direct remediation actions.
- Responsible for verification and validation of remediation efforts.
- Certification for Security Certified Networks Architect (SCNA).
- Onsite remediation/mitigation for installations or tactical forces.
- Providing technical support and liaison to Regional Hub Node (RHN)/Strategic-Tactical Entry Point (STEP) locations.
- Assisting generating and operational forces with network configurations (firewalls, servers, web proxies, etc.).
- Providing NETOPS and command, control, communications and computers (C4)/information technology (IT) infrastructure configuration analysis and verification.
- Assisting with identity management (Active Directory, Domain Network System, Internet Protocols, etc.).
- Assisting in content (application services and data) provisioning, positioning, and staging.

- Provide NETOPS Expertise: tactics, techniques, and procedures (TTPs), tools, standards, content management, enterprise management, network defense.
- Ensuring standard criteria for network access (SCNA).

The BCATs are scheduled and coordinated by the FORSCOM G6.

ARFORGEN Reset Training Assistance Team (ARTAT). This team includes representatives from FORSCOM, Army Assistant Chief of Staff for Personnel (G1)/Assistant Chief of Staff for Operations and Plans (G3), and TRADOC Institutions. The ARTAT coordinates with units, via the units' rear detachment personnel, to determine reset training requirements before the units redeploy. This requires units to identify their training needs while deployed to the areas of responsibility (AORs). ARTAT links the operational force training requirements with TRADOC institutions, resulting in MTTs resourcing and scheduling far in advance before units arrive at the home station. ARTATs are the way units schedule BNCOC MTTs for MOS 25B and 25U.

Training Types

Key Leader Signal Training (CDRs/Staff/Drivers). Signal leaders are also responsible for training the organization's key leaders. A well-trained driver/radio telephone operator (RTO) will pay high dividends as the Signal Combat Lifesaver or First Responder to key leader communications issues. Signal leaders should develop and include these key personnel during all training events to ensure Soldiers are validated on critical command and control systems. Training drivers, RTOs, battle NCOs, battle captains, and ABCS operators that connect/operate in the network will reduce the number of trouble tickets and improve unit command and control. A well-developed training plan that includes these key personnel will reduce the Signal footprint required to support operations, especially for those missions away from the CP/FOB.

The BCT S6/Division G6 also has a responsibility to train the senior leaders of the division, the brigade, and the special troops battalion on the capabilities of their signal units and how to best enable their units to conduct their communications mission.

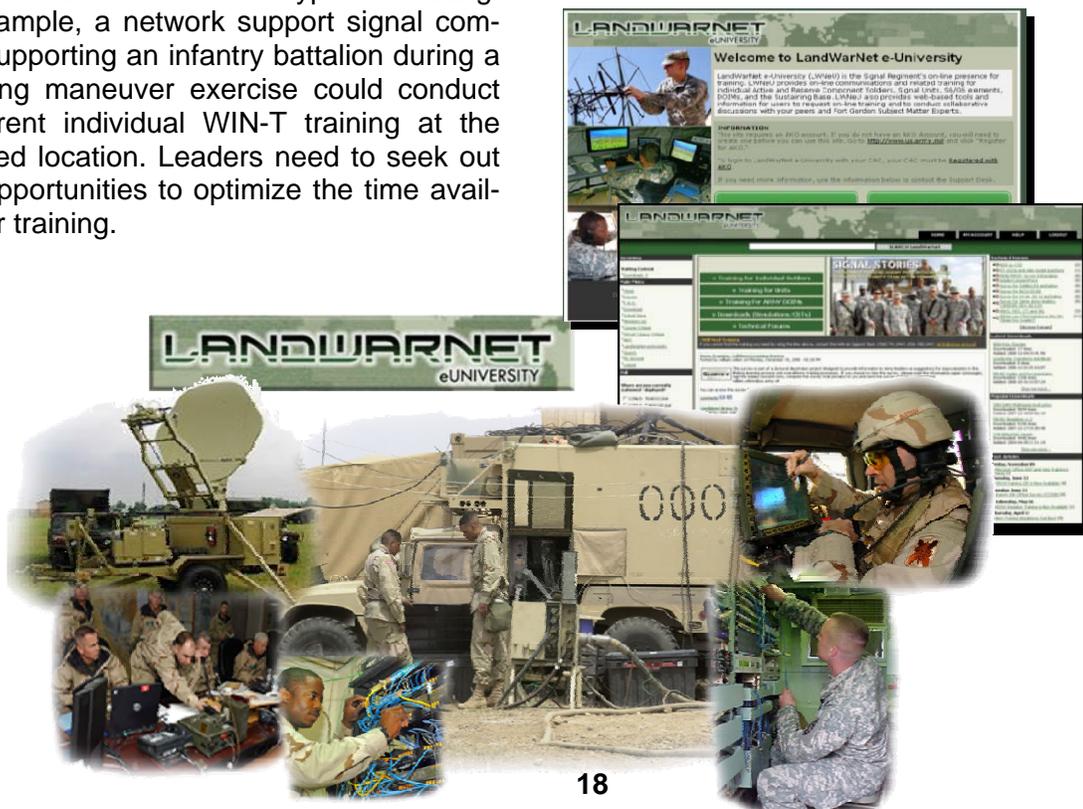


Traditional Training. This training is conducted at schools, centers or institutions such as the Signal Center. Additionally, it is classroom or formal training conducted at the unit to sustain or teach a new skill to Soldiers. When compared to other methods, the traditional training method is preferred to train Soldiers. It provides the best source to monitor and assess an individual training program. Institutions provide a foundation of traditional training, and education, which enhances military knowledge, individual potential, initiative, and competence in warfighting skills. Training in both the institution and the unit works together toward achieving this goal, and when combined with individual unit experience, military knowledge, individual unit experience, Soldiers and leaders possess the attributes to succeed in each subsequent level of service throughout their careers. Traditional training should be executed during the reset and train/ready ARFORGEN phases.

Concurrent Training. Signal leaders should also consider concurrent training as a means to conduct training even when they are in the supporting role mission. Concurrent training occurs when a unit conducts a training event in conjunction with another type of training. For example, a network support signal company supporting an infantry battalion during a non-firing maneuver exercise could conduct concurrent individual WIN-T training at the deployed location. Leaders need to seek out such opportunities to optimize the time available for training.

Just-in-Time Training. It is also known as “hip-pocket training” and allows Soldiers and leaders to remain proficient in a wider range of skills or to have their proficiency restored when and where needed. The high operational tempo (OPTEMPO) in today’s Army requires leaders to use every available time to train their Soldiers in new and sustainment of perishable tasks. Signal leaders should leverage training and simulations already available via the LWN-eU to accomplish the training required, especially while deployed. The LWN-eU link is <https://lwn.army.mil/>.

Refresher Training. Training that is done on a regular basis, usually a short-term course aimed at recall and reinforcement of previously acquired knowledge and skills to bring one’s knowledge or skills up to date. Refresher training can be conducted via phase-to-phase, instructor led mode, or via dL using a combination of simulations to emulate hands-on training, VTT, or using computer-based training (CBT), and interactive multimedia instruction (IMI) products. LWN-eU can tailor and deliver Signal specific refresher training on demand using the delivery methods stated above.



Training Methods and Solutions: How will the training be conducted? Who will conduct it?

Today's leaders can leverage numerous training methods and solutions. Traditional training (instructor led and real equipment practical exercise) is just one of the methods used to deliver training to the force, and it is probably the hardest to accomplish in today's high OPTEMPO environment. Other training delivery methods such as IMI along with simulators, using CBT and digital libraries, have taken training from the classroom to the desktop or laptop. The next level to incorporate is the distributed simulation environment. This allows leaders to plan and execute collaborative and collective training events while participating in Live-Virtual-Constructive (L-V-C) simulation training.



In the future, Signal leaders will be able to access training tools such as the collaborative trainer via LWN-eU. The collaborative trainer is a dynamic, software-based communications training system, which provides a virtual environment as an enterprise solution for collective student and supervisor learning.

This product supports operation, maintenance, and management training models for both current and future systems.

- Live training is conducted in a physical environment. Because of the reasons mentioned above, it is usually suited for smaller units (company to battalion).
- Virtual simulation training provides crews, leaders, and units with realistic training experiences using sophisticated simulators. In the virtual environment, simulators operating on virtual terrain take the place of a communications system and can be linked to expand the scope of the training event, meaning that a "unit" can consist of personnel in simulators spread across the world.
- Constructive simulation training uses computer models and game-type simulations. These tools permit multiple echelons of command and staff to execute their normal war-fighting tasks in an unconstrained exercise environment.

The L-V-C environment combines any of these three approaches to create a common battlefield, on which live units can be represented along with virtual and constructive. These units can interact with one another and conduct a coordinated fight as though they were physically together on the same ground.

The following three figures graphically detail the training solutions and strategies available to you at the unit. First is the L-V-C construct (Figure 6), the next compares the traditional crawl/walk/run to a blending training strategy (Figure 7), and the last figure shows the Army Digital Training construct (Figure 8).

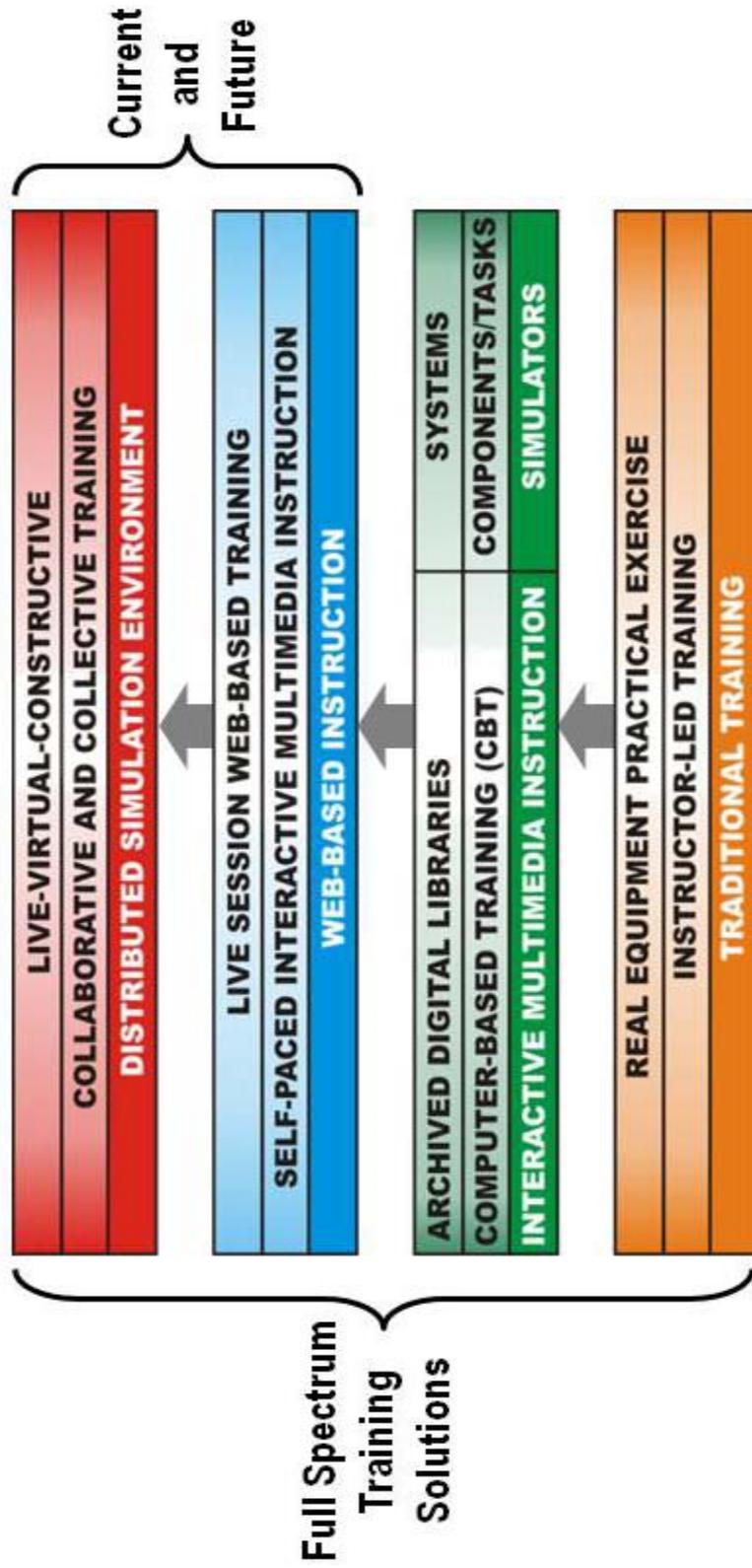


Figure 6. Full Spectrum Training Solutions

Train the Fundamentals

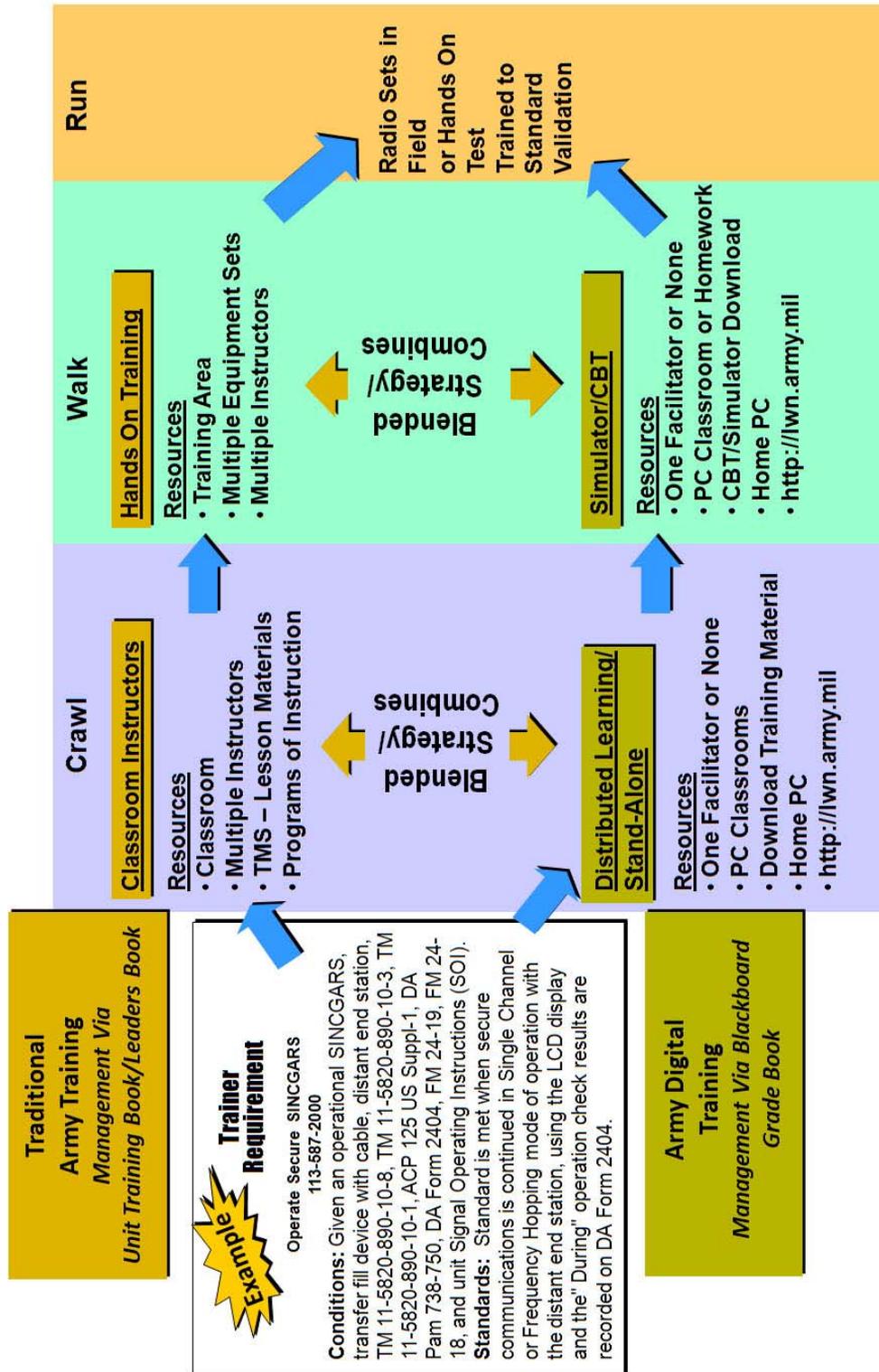


Figure 7. The Blended Crawl-Walk-Run Approach

Army Digital Program

Training Tracked/Managed thru Course Management System Grade Book

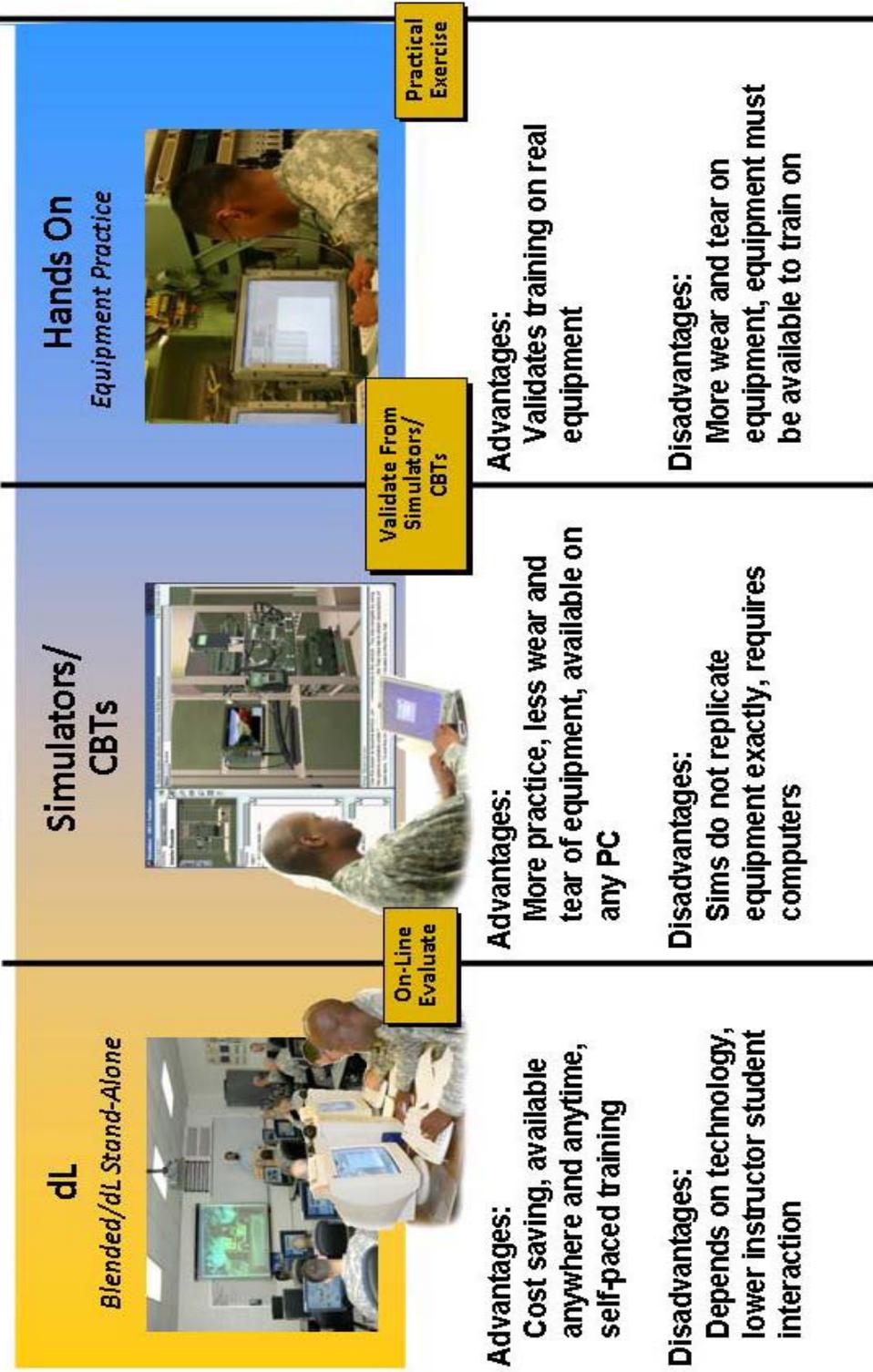


Figure 8. Example of Technological Training Strategy

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