

HOW TO TRAIN AT THE CITADEL



2016 VERSION

4 STEP TRAINING MODEL:

- Plan
- Prepare
- Execute
- Assess

TROOP LEADING PROCEDURES:

1. Receive **THE MISSION**
2. Issue a **WARNING ORDER**
3. Make a **TENTATIVE PLAN**
4. Initiate **MOVEMENT**
5. Conduct **RECONNAISSANCE**
6. Complete **THE PLAN**
7. Issue **THE ORDER**
8. **SUPERVISE** and **REFINE**

FORMAT FOR AN AAR:

What was supposed to happen?

What actually happened and why?

How do we sustain good performance and improve less than optimal performance?

CITADEL COMPANY METL:

Produce principled leaders in the:

ACADEMIC pillar

MILITARY pillar

MORAL-ETHICAL pillar

PHYSICAL EFFECTIVENESS pillar

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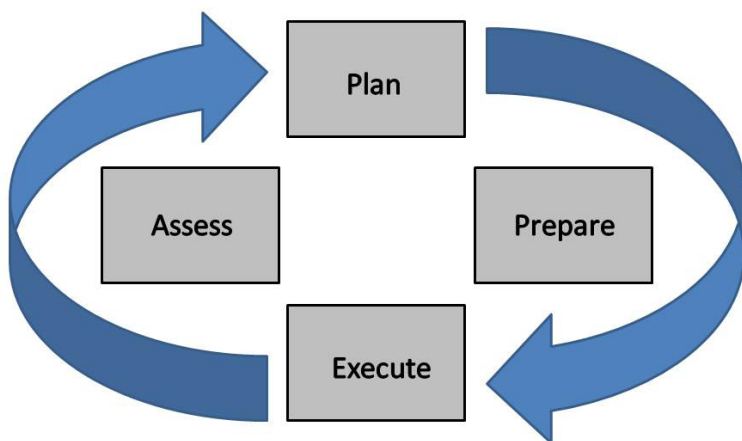
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INTRODUCTION

Training is “a process by which someone is taught the skills that are needed for an art, profession, or job.” It involves perfecting performance through repetition of a task. Training at The Citadel is designed to be challenging, safe, realistic, standards-based, and performance-oriented. Cadets train formally and informally during all phases of The Citadel experience using the plan, prepare, execute, and assess training model.



“How to Train at The Citadel” is based on proven training procedures found in ADRP 7-0, Training Units and Developing Leaders. However, it translates this Army doctrine into The Citadel training environment. While The Citadel Training Manual (CTM) provides a practical guide to the exercise of principled leadership, the How to Train manual focuses on training management techniques.

CHAPTER 1: PLAN

Effective training results from a sound analysis of the unit's mission and its ability to accomplish that mission. The mission of The Citadel is "to educate and develop our cadets to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment." The Citadel Experience is built upon The Citadel's core values and is integrated across the four pillars of Academics, Military, Moral-Ethical, and Physical Effectiveness. These four pillars will be used to form the following Mission Essential Task List (METL) for each cadet company:

- a. Produce principled leaders in the academic pillar
- b. Produce principled leaders in the military pillar
- c. Produce principled leaders in the moral-ethical pillar
- d. Produce principled leaders in the physical effectiveness pillar.

During April, each company TAC and cadet company commander will assess the company's performance in each of these four tasks as either T (trained), P (needs practice), or U (untrained) and develop a plan for continuous growth. They will then brief the assessment and plan to the battalion TAC for approval. The out-going cadet company commander will be responsible for this action, but the in-coming company commander will be an active participant.

During April, each out-going cadet company commander, with the support of the TAC and in-coming company commander, will brief the Commandant or his representative on his company METL. The battalion TAC will schedule this event and all companies in the battalion will give their briefing in the same meeting. The battalion commander will provide battalion trends at the beginning and concluding remarks at the end. Each company will plan on a fifteen minute presentation using the formant found on the Assistant Commandant for Leadership Programs website.

During Leadership Week, the company TAC will brief the cadet company commander on any developments and new guidance that has been generated over the summer, and the company commander will then use the updated METL assessment as part of her company expectations brief. This METL assessment provides a basis for any subsequent planning of training.

At the regimental and battalion level, commanders use their robust staffs to plan training using something similar to the military decision-making process (MDMP). At the company level, Citadel companies have sufficient

staffs to make use of some aspects of the MDMP, but they also rely on more streamlined troop leading procedures. Training below the company level is planned primarily using the troop leading procedures.

In cases where there is sufficient time and staff presence to use the MDMP, commanders follow these seven steps:

- Step 1 – Receipt of Mission
- Step 2 – Mission Analysis
- Step 3 – Course of Action Development
- Step 4 – Course of Action Analysis (War Game)
- Step 5 – Course of Action Comparison
- Step 6 – Course of Action Approval
- Step 7 – Orders Production

1.1. Receipt of Mission. Cadets at The Citadel personally receive missions from a variety of sources including the Commandant, Assistant Commandants, the cadet chain of command, TACs, and club officials. They also glean missions from indirect sources such as the training schedule, regulations, and policies. Commanders must understand that these documents are issued by or on the behalf of the senior commander and are to be considered as orders.

When the commander receives a mission, he begins the process of determining and analyzing the tasks the unit must be able to perform in support of the new mission. The commander determines how the unit will train for proficiency in those tasks. To ensure parallel planning throughout the command, the commander sends a warning order to subordinate units to begin their planning processes.

For example, when the regimental commander receives the mission for the corps to conduct a Cadet Physical Fitness Test next month, he sends a warning order to each battalion commander identifying the dates their unit will take their test, the dates they will provide graders and support personnel, and any preliminary guidance such as for unit Physical Readiness Officers to review CPFT standards with their units before the test.

1-2. Mission Analysis. The end result of the mission analysis step is for the commander to produce a “re-stated mission.” This statement articulates the unit’s task and purpose, and is generally written in the 5W format (who, when, where, what, and why). An example would be “A Co takes a CPFT on 15 Sept at 0545 at Wilson Field in order to evaluate individual cadet physical fitness.”

In analyzing the mission, the commander must determine both

specified and implied tasks. Specified tasks are those directly issued to him by his higher commander. Implied tasks are those he identifies based on his experience, the METL assessment, and his understanding of the commander's intent. An example of a specified task would be to have each cadet report to the CFPT with her score card. An implied task associated with that specified task would be to issue the cards and fill out the basic data the night before.

In addition to the operations order, the commander considers other guidance issued by the higher headquarters and the unit METL as part of his mission analysis. The intent is to determine the capabilities the unit must have to accomplish the unit's mission in support of the higher headquarters. For example, the commander may decide he needs to conduct train-the-trainer training and a certification for his CPFT graders. He may also review the previous CFPT results to determine what at-risk cadets may need counseling or training to help them do their best. As he conducts his analysis, the commander takes into account the time available to train and focuses on the select few tasks that most contribute to mission success. For example, a cadet may have weak but passing scores in push-ups and sit-ups, but a failing two mile run score. While the commander would like the cadet to improve in all three events, he will focus his training efforts on the run.

Once the commander completes his mission analysis, he conducts a "commander's dialogue" or "confirmation brief" with his higher commander. During this brief, the commander tells his higher commander his restated mission, the tasks he considers necessary to train on in order to complete that mission, and any significant training or readiness issues such as time or resources available. The purpose of the dialogue is for the subordinate commander to gain guidance, gain support, and set expectations for developing the unit training plan. Formal dialogues occur at company level and above. For example, a company commander may have a dialogue with her TAC in which she identifies three cadets who are at-risk in push-ups and describes in general terms a push-up improvement plan to help them pass the CPFT.

1.3. Course of Action Development. Given the results of the commanders' dialogue, the commander determines the best training plan for the unit. As with planning any operation—which involves the analysis of several suitable, feasible, and acceptable courses of action (COAs)—the commander and staff assess different ways to achieve task proficiency for the unit in the time available before developing the final training plan.

Given the visualized end state, the commander backward plans the

training events needed to achieve task proficiency. While developing the training plan, the commander ensures it allows subordinates adequate time to plan their own training events. Commanders select the few, major training events necessary for the unit to attain intended proficiency levels. Leaving time between these events is essential, since it allows subordinate commanders the ability to accomplish the training necessary to support the higher unit's mission and achieve their own training objectives. Adequate allocation of time at each echelon facilitates training down to individual cadet tasks.

For example, if the company commander has the mission to conduct a SMI on 18 Oct, his backward plan may be:

- 18 Oct Company SMI at 0900
- 18 Oct Room pre-inspection by PSGs
- 17 Oct Pre-inspection before general leave by PLs
- 17 Oct Gallery and Quad Cleaning
- 16 Oct XO inspection of supply closet
- 16 Oct Company MRI by company cdr, XO, 1SG
- 15 Oct 1SG and MECEP inspection of gallery and quad
- 14 Oct XO inspection of R & D log and Academic Officer Class
Absence log
- 14 Oct Company PAI at lunch/reinspection of deficient personnel at
1630
- 6-10 Oct Daily MRIs by PL/PSG

1.3a. Time Management. Senior mission commanders use time management to control access to training capabilities. A time management cycle helps provide some measure of predictability for commanders as they develop and prioritize their training plans. For example, the Commandant has designated 1950-2230 as time for Evening Study Period in order to facilitate academic training. The period of 2230-2300 is administrative time available for activities such as training meetings. This time management system allows cadets to study uninterrupted. Likewise Tuesdays from 1100-1150 is reserved for Leadership Training Program activity. By time management, leaders ensure no other activities are scheduled during the period.

1-3b. Leader Development Planning. Commanders and other leaders plan, execute, and assess leader development objectives. As commanders develop the unit training plan, they concurrently plan how they intend to develop subordinate leaders by leveraging scheduled training events. Whether the senior leader creates a detailed and formal leader development plan, or a broad and informal plan focused on the basics of leadership, she sets leader development objectives for each exercise.

A unit leader development plan potentially includes—

- Leadership’s expectations of subordinate leaders.
- Leader individual training and certification programs by position.
- Leader development objectives in scheduled unit training events.
- Opportunities for leaders to experience positions of higher responsibility in training.
- Subordinate unit leader development plans.
- Leader professional training and education.
- Retraining until task standards are achieved.

For example, in preparing for a SMI, the company commander schedules Friday afternoon as a time for cleaning the galleries and quad. While the fourthclassmen usually provide the manual labor for this task, there are many leader development opportunities contained in it. The 1SG can conduct an inspection earlier in the week to identify problem areas. The supply sergeant can procure and issue the necessary cleaning equipment. The company duty officer can be overall in charge of monitoring the work and certifying its completion. Selected corporals can provide direct supervision for the task in accordance with the 1SG’s guidance. Individual fourthclassmen can be given peer leadership responsibilities of a team tasked with a specific area of responsibility such as a division or the stairwell. The commander should ensure specific guidance for each of these tasks is given and that someone in the chain of command assesses the performance of each subordinate leader.

1.4. Course of Action Analysis (War Game). When MDMP is used to plan an operation, commanders usually develop and consider multiple courses of action using a decision matrix such as the one shown here.

	Criteria 1	Criteria 2	Criteria 3	TOTAL
COA 1				
COA 2				
COA 3				

While this technique can be used in planning a training event, more typically the commander simply arranges and sequences training events in the most effective way possible without devising multiple COAs for consideration. Using a crawl-walk-run approach, the commander sequences events from simple to complex, taking into account the unit’s current state of readiness as an entry point for training.

For example, company commanders and their drillmasters use formations and marching to the mess hall to train individual and small unit drill and ceremony (crawl). During many drill periods on Thursdays, the regimental commander directs company commanders to conduct company drill and ceremony which might include rifle manual and turning movements (walk). Other drill periods on Thursday train the entire regiment collectively on the execution of a particular parade (run).

1.5. Course of Action Comparison. Commanders can use a variety of events to achieve task proficiency. Based on their experience, time available, and in-depth knowledge of their units' capabilities with respect to the assigned mission, commanders choose the best events and sequence of execution.

For example, in preparing for a Commandant's Inspection, a popular cadet COA is for company commanders to inspect a neighboring company. This is an appropriate COA if the commander already has trained her company to a state of readiness that will benefit from a "fresh set of eyes" to take it to the next level or if the battalion commander is trying to fine-tune the synchronization of the companies in the battalion. On the other hand, this is probably not the best COA if the commander's company is still at a state of readiness where she needs to exert her own command authority to exercise the chain of command and solve known problems.

1.6. Course of Action Approval. Once the training COA is selected, the commander seeks approval of the COA from the next higher commander during the training briefing. For routine actions, such as a weapons turn-in, this approval can be accomplished through the cadet chain of command. Even then, the commander must inform the TAC of the approved COA for the TAC's situational awareness. For more significant actions, such as a SMI, the TAC (through the authority held as the representative of the Commandant) is the approval authority for the COA.

Unless already specified by policy or regulation, the art and science of what type of training requires TAC approval and what can be handled by the cadet chain of command is best decided at the unit level. The Citadel operates as a learning laboratory in which cadets develop as leaders by using their initiative within limits prescribed by the Commandant and other college officials and policies. The TACs teach, advise, and coach cadets during this process, and are both an authority and a resource to cadets as they develop as leaders. Generally speaking, more interaction between TACs and cadets in the training cycle is better than less.

1.6a. Training Briefing. Commanders brief the unit training plan to the next higher commander. This briefing formalizes the plan and the resources required to support it. The training briefing focuses exclusively on unit training and leader development planning; it does not cover other administrative matters. The training briefing is concise and focused. Once completed, it becomes a contract between commanders. The unit commander agrees to train as described in the plan, and the higher commander approves the plan and agrees to provide resources to execute it.

Training briefings occur at several echelons and frequencies. At the highest level, company commanders give an annual training briefing to the Commandant or his representative using the company METL as a vehicle. At the battalion and company levels, commanders should consider regularly scheduled as well as ad hoc training briefings. These training briefings are distinct from training meetings which will be discussed as part of the execution phase of the training cycle.

1.6b. Approved Unit Training Plan. The written plan resulting from COA development is the unit training plan (UTP). The UTP aims at achieving unit training proficiency and leader development within a given period. The UTP lays out a series of training events—a roadmap—that leads the unit to achieve the mission of developing principled leaders. As part of its UTP, The Citadel includes an annual training calendar, maintained by the Assistant Commandant for Operations and Training and posted on the Commandant’s webpage, that depicts the major training events.

1.7. Orders Production. After the training briefing and the higher commander’s approval of the plan, the unit commander publishes the UTP as an operation order. “Publishing” the order means not just developing it, but also disseminating it in a manner that effectively and efficiently communicates it to the command. Commanders should consider disseminating orders both hierarchically via the chain of command as well as en masse via group emails or a company training facebook page.

Even if using en masse distribution, each echelon of command must do its own mission analysis and produce its own tailored operation order. For example, the regimental opord for matriculation day is not intended to serve as the company opord. Each battalion commander takes the regimental opord and tailors it to his battalion, taking into account such factors as barracks layout, traffic flow, personnel, elevator operation, bathrooms for visitors, and after action comments from last year. Company commanders do their own analysis and generate their own opord that addresses such details as by-name taskings for the various duties at the company level.

1.8. Troop leading procedures for developing a unit training plan.

Company-level units develop UTPs using troop leading procedures (TLP) that provide small-unit leaders a framework for planning and preparing for operations. This framework extends the MDMP to the small-unit level, typically company and below for units that do not have a coordinating staff. Once the company-level UTP is approved, TLP are also used for planning training events, as appropriate.

Leaders begin TLP for unit training when they receive the initial warning order (WARNO) from their next higher unit.

The steps of TLP are as follows:

- Step 1 – Receive the mission.
- Step 2 – Issue a warning order.
- Step 3 – Make a tentative plan.
- Step 4 – Initiate movement.
- Step 5 – Conduct reconnaissance.
- Step 6 – Complete the plan.
- Step 7 – Issue the order.
- Step 8 – Supervise and refine.

1.8a. Step 1 – Receive the Mission. With the receipt of a new training mission, leaders normally conduct a confirmation briefing to the next higher commander. Leaders ensure they understand the commander's intent for training, the implied and specified tasks on which to train, the time window to achieve proficiency, and any other clarifying guidance from the higher commander. For example, a company honor rep receives the mission to conduct an honor LTP on lying either from his Honor Committee chain of command or by seeing it on the training schedule. He goes to his company TAC and commander, and briefs his understanding of the task. He may tell the TAC and commander that part of the class is about official statements and the commander will remind the honor rep of past issues they have had with all-ins and ask that that be emphasized. The TAC may suggest an anecdote from his experience in the Air Force that may have make the class applicable to post-graduation life.

Just as at the battalion level and higher, leaders at the company level ensure that all subordinate elements have adequate training time to achieve task proficiency. Generally, leaders at all levels use no more than one-third of the training time available for planning and issuing their opord. They allocate two-thirds of the time remaining for subordinates to plan their own training. That means that if the Assistant Commandant for Operations and

Training publishes the training calendar on 1 August that has an honor LTP scheduled for 1 September, there are 30 days available until execution of the training. Following the 1/3—2/3 rule, the Honor Vice Chair for Education must have his guidance and instructional materials available to the company honor reps by 10 August.

1.8b. Step 2 – Issue a Warning Order. As soon as leaders complete their initial assessment of the situation and available training time, they issue a WARNO to subordinate elements. The WARNO follows the five-paragraph opord format and is as detailed as needed. As more information becomes available, leaders may issue additional WARNOs to provide better details to aid in subordinate element training plans. In the case of the honor LTP where the commander asked to emphasis all-ins, the honor rep’s WARNO may include instructions to the company XO to give him some information about all-ins procedures and issues in the company to help him build a Cadet X and Y scenario.

1.8c. Step 3 – Make a Tentative Plan. Once the initial WARNO has been issued, leaders begin to develop a tentative training plan for the unit. These steps are less structured than for units with staffs. Often, leaders perform them mentally and include key personnel in the process. For example, continuing with the honor LTP example, the honor rep may develop a plan to spend 10 minutes on factual information, 15 minutes of Cadet X and Y scenarios, 10 minutes on a role playing exercise, and 5 minutes on the Air Force scenario the TAC suggested.

1.8c(i). Mission Analysis. To frame the tentative training plan, leaders perform mission analysis. In this case, the objective is to:

- Determine the tasks to train (higher commander’s intent and mission for training).
- An operational environment to replicate.
- Training resources needed to train.
- Training limitations.

In the honor LTP example, the honor rep would address both the task listed in the instructional materials provided him by the Vice Chair for Education and the company commander’s emphasis on all-ins. After talking to the XO, the honor rep learns the operational environment to be replicated regarding all-ins is a situation in which the door is locked and no one answers the all-in checker’s knock. Training resources for an LTP usually include a computer and projector, but since the honor rep also plans on doing some role-playing exercise he may need to identify and train a couple

actors to facilitate the training. In identifying the training limitations, the honor rep must identify any issues that are potentially prohibitive to the mission, such as if the normal company classroom is unavailable, as well as practical realities such as the amount of time available that will affect how many Cadet X and Ys he uses.

1.8c(ii). Course of Action Development. Once the tentative plan is ready, the leader dialogues with the higher leader using the same concept as the commanders' dialogue for units above company level. This also includes the higher leader's acknowledgement of the resources that the unit requires to conduct the training. In the continuing LTP example, the TAC would have to help resolve the issue of finding a new classroom. The higher commander then approves or modifies the plan, as required.

1.8d. Step 4 – Initiate Movement. Once the higher unit commander has approved the plan, the commander directs subordinates to begin actions that facilitate execution of the plan. In the LTP example for instance, the honor rep may have the clerks print him off several copies of the CC Form 2A and 2B all-in reports to use in the role-playing exercise.

1.8e. Step 5 – Conduct Reconnaissance. Reconnaissance ensures that units have these resources available for scheduling and unit use when required. In the LTP example, especially since the company is using a different classroom, the honor rep would go recon the new room and make sure the computer and projector worked. He would also develop a plan for arranging the room to facilitate the role-playing exercise.

1.8f. Step 6 – Complete the Plan. During this step, leaders follow the commander's guidance and then provide the final approved plan to subordinates. In the LTP example, the honor rep may have another meeting with his TAC and commander to present his plan for the role-playing exercise. When that plan is approved, the honor rep would finalize the background information, script, and cues.

1.8g. Step 7 – Issue the Order. The order can be issued orally or in writing and will often involve fragmentary orders (FRAGO). In the LTP example, the company order may be nothing more than the honor rep issuing some brief instructions at the company training meeting. He would issue the role-playing instructions to his actors as a separate frago. At the regimental level, the Vice Chair for Education may also have an opord for this training event.

1-8h. Step 8 – Supervise and Refine. Company-level training meetings help ensure both the unit and higher training plans are on track. Leaders use training meetings to review the results of the previous weeks’ training and adjust future training planning and preparation, as required. Training meetings will be discussed as part of the execution phase of the training cycle.

CHAPTER 2: PREPARE

Once leaders disseminate the opord to subordinates, execution of the training plan begins. Leaders adapt to changes, as necessary. While units execute one event, they plan and prepare another. Plan, prepare, execute, and assess are not performed sequentially, but overlap in a series of dynamic and interrelated processes. Training meetings facilitate this integrated process by assessing the tasks trained during UTP execution, as well as coordinating resources and planning for future events.

Training meetings usually provide the necessary course corrections as the UTP is executed. If the commander desires a formal briefing of the situation, he can schedule an In-progress Review (IPR). IPRs allow the commander to assess if the task is proceeding within his intent, or if he needs to intervene. A typical IPR lists each event in the preparation sequence and its planned date of execution, who is responsible for it, and its current status. An example of an IPR conducted 8 Feb for corporal boards scheduled for 15-17 Feb would be:

Planned date of execution	Event	Responsible individual	Status
15-17 Feb	Conduct CPL Boards	TAC	
14 Feb	Make copies of score sheets and deliver to TAC	Admin Clerk	Has WO
13 Feb	Finalize board composition	1SG	Gave a WO to Jones, Smith, Thompson, Harris, and Richardson
12 Feb	Finalize board schedule	1SG	Waiting for sign-ups to finish
7-10 Feb	Knobs sign up for time slots	1SG	So far 23 out of 34 have signed up.

5 Feb	Coordinate with TAC for availability	1SG	She's available 150800-1200 Feb, 160800-1700 Feb, and 171300-1600 Feb
3 Feb	Brief 4C on board process	1SG	complete

Based on this IPR, the commander will likely conclude the preparation is proceeding in accordance with her intent. If, on the other hand, only 3 of the 34 freshmen had signed up, she would want to intervene by having the chain of command take a more direct role in the sign-up process or by extending the sign-up period. Likewise, if the TAC was not available on 17 Feb, the commander would have to find additional time elsewhere.

2-1. Training objectives. A training objective is a statement that describes the desired outcome of a training activity in the unit. A training objective consists of the task, conditions, and standard. Units focus their training execution on achieving the standards for these objectives during training events. Units achieve a training objective when they meet the standards. The time it takes to achieve the objective is not the deciding factor. Leaders allow enough time during training execution to retrain tasks if training units did not meet the standards. If necessary, units continue training beyond the scheduled time until the unit meets the standards. Retraining should be tailored to fix the shortcomings. If training units achieve the objectives before the scheduled end of the event, then leaders consider ending the training early or training on tasks that require additional training.

An example of a training objective is:

Task: Conduct return from furlough company muster formation

Condition: Given the Commandant's Department opord, company roster, and a company formation

Standard: All cadets are accounted for by either being present at the time of the formation or their absence documented on a PR. Accountability report is submitted to the TAC and battalion CSM NLT 2030 and updated every 30 minutes until all cadets are present. The chain of command attempts to contact all absent cadets until successful. All cadets are in proper duty uniform and groomed IAW White Book standards at the formation or their deficiencies are noted on a PR. All PRs

are entered in CAS within 24 hours of the formation.

2-2. Training supervision

2-2a. Support Requirements. Cadet commanders coordinate with the Commandant's Department for required resources for unit training and leader development. These resources include such things as evaluators, equipment, and classrooms or other training areas. At the company and battalion level, the executive officer is responsible for ensuring training support coordination is properly conducted. If necessary, he conducts a training support meeting, separate and distinct from the training meeting, to accomplish this task.

2-2b. Training the Trainer. Trainers include leaders, evaluators, and role players. Commanders identify these individuals early enough to ensure they are trained and rehearsed before training begins. These personnel not only improve the quality of the event, but these roles offer developmental opportunities since they can observe how other units and leaders operate.

Examples of train the trainer events would be:

- The Vice Chair of Honor Education conducting a training session for all company honor reps about how to conduct an upcoming LTP.
- A Platoon Sergeant conducting a training session for his squad sergeants about how to conduct an inspection.
- The Physical Readiness Officer conducting training and certification of CPFT graders.

2-2c. Pre-Execution Checks. Pre-execution checks ensure that equipment is ready and serviceable, trainers are prepared, training support resources are coordinated and available, and leaders have conducted initial risk management checks. The training plan must allocate time for pre-execution checks.

Pre-execution checks for a CPFT would include ensuring that:

- Score cards have been issued to the companies
- Clipboards and pens are available
- Road guards have been identified and trained
- Trainer/medical support has been requested
- The weather forecast has been checked and, if necessary, an inclement weather plan made

- Public safety has been notified.

2-2d. Risk Management. Leaders use composite risk management to identify hazards and control risks associated with training. The steps are:

- Identify hazards.
- Assess hazards to determine risk.
- Develop controls and make risk decisions.
- Implement controls.
- Supervise and evaluate.

For example, a hazard during a unit run is cadets who become injured or develop serious physical conditions during the run. This hazard presents a medium risk. To mitigate this risk to a lower level, an effective control mechanism might be to designate a four person straggler control team to keep accountability and take care of safety issues. The 1SG would supervise this measure and the straggler control team leader would report to the 1SG regularly during the run and whenever a situation arises.

The Army's Composite Risk Management Worksheet is one means of capturing this process:

DELIBERATE RISK ASSESSMENT WORKSHEET

1. MISSION/TASK DESCRIPTION	2. DATE (DD/MM/YYYY)
------------------------------------	-----------------------------

3. PREPARED BY		
a. Name (<i>Last, First, Middle Initial</i>)	b. Rank/Grade	c. Duty Title/Position
d. Unit	e. Work Email	f. Telephone (<i>DSN/Commercial (Include Area Code)</i>)
g. UIC/CIN (<i>as required</i>)	h. Training Support/Lesson Plan or OPORD (<i>as required</i>)	i. Signature of Preparer

Five steps of Risk Management: (1) Identify the hazards (2) Assess the hazards (3) Develop controls & make decisions
 (4) Implement controls (5) Supervise and evaluate (*Step numbers not equal to numbered items on form*)

4. SUBTASK/SUBSTEP OF MISSION/TASK	5. HAZARD	6. INITIAL RISK LEVEL	7. CONTROL	8. HOW TO IMPLEMENT/ WHO WILL IMPLEMENT	9. RESIDUAL RISK LEVEL
				How: Who:	
				How: Who:	
				How: Who:	
				How: Who:	
				How: Who:	

Additional entries for items 5 through 9 are provided on page 2.

10. OVERALL RESIDUAL RISK LEVEL (<i>All controls implemented</i>):
<input type="checkbox"/> EXTREMELY HIGH <input type="checkbox"/> HIGH <input type="checkbox"/> MEDIUM <input type="checkbox"/> LOW

11. OVERALL SUPERVISION PLAN AND RECOMMENDED COURSE OF ACTION

12. APPROVAL OR DISAPPROVAL OF MISSION OR TASK	<input type="checkbox"/> APPROVE <input type="checkbox"/> DISAPPROVE		
a. Name (<i>Last, First, Middle Initial</i>)	b. Rank/Grade	c. Duty Title/Position	d. Signature of Approval Authority

e. Additional Guidance:

2.2e. Rehearsals. Rehearsals help leaders and subordinates understand the conduct of events and their responsibilities. Rehearsals help the organization synchronize training with times, places, logistics, and training support. Commanders and other leaders also use rehearsals to:

- Ensure leaders and trainers understand training objectives.
- Identify shortcomings and deficiencies in the training plan.
- Instill confidence in the training plan.
- Suggest effective training techniques to subordinates.
- Identify and correct potential safety issues.
- Understand how trainers intend to evaluate the performance of individuals and organizations and whether they understand how to conduct effective after action reviews.
- Assess trainer competencies to conduct the training.

There are a variety of rehearsals. Among the more common are talk-through, walk-through, and full-dress. The leader determines the appropriate type of rehearsal based on several factors including time and space available, his unit's readiness, and the complexity of the task.

If the training event is squad drill during Challenge Week, a talk-through rehearsal might take the shape of the platoon sergeant gathering the squad sergeants in his room and having each explain to him how they plan to conduct the training session. They may even diagram the session on a dry-erase board as they talk.

In a walk-through rehearsal, the platoon sergeant would take the squad sergeants down to the quad and iron out such details as space management by placing each squad sergeant in his assigned training area and in abbreviated fashion physically executing each aspect of the training session. During this type of rehearsal, the platoon sergeant may also have the squad sergeants rehearse how they will incorporate the squad corporals into the training as demonstrators and assistant instructors.

A full-scale rehearsal would be conducted as closely to actual training conditions as possible with other cadre members playing the roles of fourthclassmen, and squad leaders and their corporals conducting the training using the same instructions, demonstrations, practical exercises, and evaluation techniques they plan to use in the actual training. During a full-scale rehearsal, participants do not use phrases such "and then I would..." They actually perform the action "at full combat speed" to verify that it is a viable means of accomplishing the intent.

2-2f. Training Schedules. Generally speaking, The Citadel operates off of the single regimental training schedule produced by the Assistant Commandant for Operations and Training. This and other documents such as the annual training calendar are posted on the Office of the Commandant’s webpage. Commanders should analyze these documents as part of the plan and prepare cycles. One technique is to have the operations clerk, NCO, or officer do an analysis of training schedules three weeks out and inform the commander of significant events. For example, the ops clerk may see on the training schedule that the company has a weapons issue or turn-in, survey, or uniform turn-in requirement in the upcoming weeks.

The commander then disseminates this information to the unit, along with her specific guidance. Dissemination should be timely and redundant and include such delivery methods as emails, announcements in formation, a company training facebook page, and the bulletin board. The centralized posting of the regimental training schedule alone does not constitute sufficient dissemination to the individual cadet without additional emphasis at subordinate levels of the chain of command. During the execute cycle, changes to the training schedule can only be approved by the Commandant or someone he has specifically delegated the authority to.

In spite of the comprehensive nature of the regimental training schedule, subordinate commanders and leaders may develop their own supplementary training schedules for specific events such as the week leading up to the President’s Inspection. Information in training schedules normally includes, but is not limited to, the training audience, the time and place to conduct the training, the individual responsible for the training, the uniform, and the equipment.

2-2g. Lesson Plans. Formal, recurring training will be supported by a lesson plan which at a minimum articulates the training objective in task, condition, standard format; identifies preparations required of the trainer; briefly describes the concept for executing the training; and describes the certification procedure.

An example lesson plan for a LTP on “Inspection Preparation” follows:

LTP LD 1 Inspection Preparation

Task: Develop a plan to prepare for a company SMI

Condition: Given the Blue Book, White Book, and CTM in the company area with company personnel and a 60 minute LTP period.

Standards:

- All cadets understand the SMI room arrangement standards
- Squad sergeants correctly inspect a room to SMI standards
- Company commander determines and briefs a tac-approved plan to prepare for an upcoming SMI
- All cadets understand the SMI prep plan

Preparation:

1. All cadets have successfully passed an on-line test on the BB and WB room arrangement standards.
2. The squad sergeant and his roommate have their room prepared for SMI IAW the BB and WB.
3. The PSGs and their roommate have their rooms prepared for SMI with ten subtle violations.

Execution:

1. From 1105 to 1145
 - a. Company commander, XO, PLs, and 1SG meet in commander's room to develop a SMI prep plan. TAC supervises and approves the plan.
2. From 1105 to 1130
 - a. Squad sergeants use their room as a training aid to explain SMI room standards to their squad members. PSGs supervise this training.
3. From 1135 to 1145
 - a. Squad sergeants conduct a SMI of their PSGs' room and must correctly identify 8 of the 10 deficiencies.
 - b. Squad members work in their own rooms to complete a specific SMI-related task assigned by the squad sergeant and supervised by the squad corporal.
4. From 1150 to 1205
 - a. At a company formation, the company commander briefs the company on the SMI prep plan.

Certification: Each platoon sergeant provides a "GO/NO GO" roster of squad sergeants' task performance through the company commander to the company TAC.

CHAPTER 3: EXECUTE

Leaders must plan, prepare, execute, and assess each training event. Training meetings and recovery after training are key activities that occur as each training event is conducted. These activities ensure that units execute the training to standard and that it meets the commander's desired objectives for unit training and leader development.

3-1. Training meetings. Training meetings provide an integrating function to allow the commander, staff, subordinate commanders, and other leaders to manage current and future training events. Training meetings provide commanders with continuous bottom-up feedback on requirements, task proficiency, task performance, and the quality of the training conducted. They give the commander an opportunity to provide feedback to the unit on its unit training and leader development. The meetings allow the commander to allocate resources to ensure subordinates have what they need to achieve their objectives.

Training meetings are the single most important meeting for managing training in the regiment, battalions, and companies. Normally, platoons, companies, and battalions meet weekly. At company and platoon level, training meetings focus on the specifics of assessing previous training events, training preparation, pre-execution checks, and execution. Companies must become proficient in individual skills and small-unit collective tasks to support battalion and brigade collective task proficiency. At battalion level and above, training meetings primarily cover training management—especially resourcing issues—as well as staff training proficiencies.

A sample company training meeting might proceed like this:

XO

- Review of last week's training
- Upcoming training highlights
- Suspense roster
- Upcoming company duty team
- Report of last punishment period and upcoming one

1SG

- Dates the company has guard and who is on duty
- Any on-going personnel actions like transfers in or out of the company
- Results of MRIs

Clerk

- Company strength by class

Everyone on special orders to include names, dates, and type of orders
Everyone with a special leave or other upcoming absence
Infirmary report
Any special statuses

Academic Officer

Status of anyone in academic trouble
Results of the past week's ESP

Human Affairs

Green, amber, or red assessment of company social climate in the following areas: race relations, gender relations, fraternization, 4C system, corps squad/non-corps squad
Any upcoming religious days which impact the company
Any at-risk situations (while maintaining discretion)
Upcoming blood drives and community service opportunities

Athletic Officer

List of who is on remedial PT, why they're on it, and their status
Upcoming and on-going intramurals to include captain, roster, key dates
Class PT averages
Status of anyone in danger of not getting their ring because of physical deficiency

Drillmaster

Results from last parade
Plan for next drill period

R & D

Discipline trends
Any outstanding ERWs

Supply

Status of OS & Ds
Rifle inventory report
Any barracks maintenance issues

PLs

Green, amber, or red assessment of platoon discipline, MRIs, personal appearance, and formations with explanation and explanation of specific problems cases

CO

Assessment of last week
Guidance for upcoming week

Each unit must established its own battle rhythm for meetings and briefings, but a sample monthly schedule that includes weekly company training meetings, bi-monthly battalion command and staff meetings, and various functional area meetings as follows.

The Citadel training schedule allocates 2230-2300 as administrative time for such meetings.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Company Training Meetings and Battalion Staff Meeting	Company 1C Mentor Meeting (XO receives and reviews reports of last month's activities and plans for this month)	Company Drill and Parade Meeting (CO, 1SG, DM review last parade results and plan Thursday's drill)	Ad Hoc Battalion or Company Training Briefing as required (i.e., Parents' Weekend or CPFT IPR)	Battalion Command and Staff Meeting	Ad Hoc Battalion or Company Training Briefing as required (i.e., SMI or Football Game IPR)	
Company Training Meetings and Battalion Staff Meeting	Battalion CSM and 1SG Meeting	Company Drill and Parade Meeting (CO, 1SG, DM review last parade results and plan Thursday's drill)	Ad Hoc Battalion or Company Training Briefing as required (i.e., Parents' Weekend or CPFT IPR)	Battalion Human Affairs Meeting and Battalion Academic Officer Meeting	Ad Hoc Battalion or Company Training Briefing as required (i.e., SMI or Football Game IPR)	
Company Training Meetings and Battalion Staff Meeting	Battalion Supply Meeting	Company Drill and Parade Meeting (CO, 1SG, DM review last parade results and plan Thursday's drill)	Ad Hoc Battalion or Company Training Briefing as required (i.e., Parents' Weekend or CPFT IPR)	Battalion Command and Staff Meeting	Ad Hoc Battalion or Company Training Briefing as required (i.e., SMI or Football Game IPR)	
Company Training Meetings and Battalion Staff Meeting	Battalion Honor Rep Meeting and Battalion Academic Officer Meeting	Company Drill and Parade Meeting (CO, 1SG, DM review last parade results and plan Thursday's drill)	Ad Hoc Battalion or Company Training Briefing as required (i.e., Parents' Weekend or CPFT IPR)	Battalion and Company Duty Team Meetings (for upcoming month)	Ad Hoc Battalion or Company Training Briefing as required (i.e., SMI or Football Game IPR)	

3-2. Hip-Pocket Training. Time is perhaps the most precious training commodity at The Citadel and cannot be wasted. Leaders must have a plan to execute “hip-pocket training” whenever unanticipated time becomes available due to a delay, finishing a preceding event early, a weather condition, or any other opportunity presents itself in order to “fill the unforgiving minute with sixty seconds worth of distance run.” Leaders use their leader books to know the training status of individual cadets and their units in order to develop appropriate hip-pocket training. For example, a cadre squad leader notes in his leader book that a cadet recruit needs practice on the about face. As the platoon is waiting to assemble after lunch, the squad sergeant calls the cadet recruit off to the side and gives him one-on-one instruction on the about face. Likewise, a company commander

who knows from last week's parade results that the company needs practice in the manual of arms uses the time spent in this week's parade assembly area to train this task.

3-3. Recovery after training. Recovery after training is part of training. A training event has not ended until recovery is complete. Recovery ends when the organization is again prepared to conduct collective training and operations. Recovery includes:

- Inspecting and maintaining equipment and personnel.
- Accounting for personnel, equipment, training support items, and ammunition.
- Gaining insights on how to make the next exercise or event better.
- Ensuring cadets perform personal hygiene after PT, resecuring rifles after a parade, and conducting an after action review would be examples of recovery after training.

CHAPTER 4: ASSESS

Commanders assess and evaluate all aspects of training—planning, preparation, execution, and ultimate task proficiency. While inputs are provided by the staff and other sources, assessing the readiness of a mission essential task is a command responsibility. Assessment refers to the leader’s judgment of the organization’s ability to perform its METL and, ultimately, its ability to accomplish its mission. Evaluation refers to the process used to measure the demonstrated ability of individuals and units to accomplish specified training objectives and achieve task.

4-1. Training effectiveness. Commanders assess each training event by focusing on the extent to which the unit achieved the commander’s intent, training objectives, and progress towards unit collective task proficiency. The training meeting is the best forum to aggregate evaluations of tasks by subordinates and the commander into the METL assessment. Commanders assess mission essential tasks as T—trained, P—needs practice or U—untrained. The commander uses these assessments to adjust future training plans and to update and prepare his annual training briefing.

4-2. Assessment considerations. When assessing training, commanders consider:

- Their own observations and those of subordinate leaders and other individuals.
- Feedback from after action reviews.
- Results of unit evaluations.

4-3. After action reviews. After action reviews (AARs) provide opportunities for units to develop critical thinking in leaders. An AAR is a guided analysis of an organization’s performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. It includes a facilitator, event participants, and other observers. Organizations conduct AARs to identify unit strengths to be sustained and weaknesses that need to improve. They apply observations, insights, and lessons to future training and operations to improve not only task proficiency, but also the quality of the training event. AARs are best conducted throughout a training exercise at appropriate times, rather than just at the end of the exercise, to allow cadets and their leaders to take immediate, in-stride corrective actions. AARs are not critiques. They are part of an open learning environment where facilitators, participants, and observers freely discuss successes and honest mistakes.

The basic format for an AAR is:

- What was supposed to happen?
- What actually happened and why?
- How do we sustain good performance and improve less than optimal performance?

Units share lessons learned with other units at training meetings and other venues.

An effective means of forwarding recommendations up the chain of command is the “Issue, Discussion, Recommendation” format. An example follows:

Issue: “Room inventory & arrangement/box inventory” execution

Discussion: There are some 50 items to be inventoried. The typical COA is to have one person (usually supply sgt or PSG) yell out items one by one across a platoon spread out across the entire 4th Division on both sides of the letter. This does not facilitate command and control. Cadets typically say they do it this way because they have only one copy of the inventory sheet.

Recommendation: Cadets should be trained to conduct the inventory at the squad level to facilitate efficiency, junior leader development, and command and control. Cadets should exercise their initiative and problem-solving skills to make additional copies of the inventory sheet. Squads should gather at a designated location with the SL in charge of inventorying five knobs and the CPL in charge of inventorying the other five knobs. The PSG should supervise the SLs’ performance of this task. Once the inventory is done, the SLs can teach a designated room arrangement task such as “how to make your bed.”

AARs should be included in continuity books for future reference. Commanders and other leaders integrate these observations, insights, and lessons into their unit training and education to try to prevent their units from committing the same mistakes.

4-4. Training and evaluation outlines. To be fully effective, all training must be evaluated. Task standards reside in the training and evaluation outlines for each task. This document provides the task title, task description, the recommended conditions to use in training, the standard to be met and the task steps and performance measures to attain a “GO/NO-

GO” for each step. The training and evaluation outline provides the means to help leaders evaluate task execution and subjectively assess the unit’s ability to perform the task.

A modified training and evaluation outline for the task “Apply CTM” follows:

Task: Apply CTM

Condition: Given a cadet who has already passed the computer certification exam and the oral certification exam is orally presented with one of the scenarios in the Cadet Study Guide (available on the Commandant’s webpage) by his tactical officer or company commander

Standards: Cadet maintains a positive, professional, and purposeful climate while demonstrating an understanding and use of CTM to develop others

ASSESSMENT AREAS	BELOW STANDARD ¹	MEETS STANDARD ²	EXCEEDS STANDARD ³
SETS EFFECTIVE TRAINING ENVIRONMENT (Maintains positive, professional, purposeful climate)			
*Demonstrates mutual respect			
*Demonstrates “capital A” accountability (i.e., understands responsibility for the well-being and success of others)			
Demonstrates proper personal example			
Uses effective communication skills (e.g., clarity, tone, eye contact, gestures)			
APPLIES EFFECTIVE CTM (Understands & uses CTM concepts to develop others)			
Correctly assesses situation, to include trainee behavior & trainer’s obligation			
Correctly assesses applicable CTM concept			
Correctly applies CTM concepts and techniques to affect positive change			
*Complies with – and ensures others comply with - all rules and regulations and upholds The Citadel Core Values			
*If scenario warrants, intervenes - or engages others to intervene - in situations involving unsafe, inappropriate, or unlawful training practices			
OVERALL			

¹ Possesses limited knowledge/understanding or unable to perform task without prompting or significant coaching

² Possesses knowledge and understanding and performs task with only minor coaching or corrections

³ Possesses knowledge and understanding and ably performs task without coaching or correction

*Certifying cadet must meet or exceed standard in asterisked assessment areas

DATE: _____

NAME: _____

COMPANY/CWID: _____

CERTIFYING DUTY POSITION: _____

CERTIFIED BY:

Cadet Company Commander

TAC

CONCLUSION

There is an old axiom that “training is everything and everything is training.” The truism has meanings on a multitude of levels. The most obvious one is that being well-trained makes a difference. We are always preparing for something, and training is what enhances our ability to succeed at whatever that goal is. At The Citadel, we are training to become principled leaders. Our training builds values and produces transferrable skills that will serve our graduates well in whatever career field they enter.

Slightly more nuanced is the idea that training is formal and informal, planned and random, official and unofficial. Training is not limited to just what’s on the training schedule and labelled as “training.” In everything we do we are building frames of references, habits, skills, attitudes, and experiences that shape us. By viewing everything as training, we exponentially increase our capacity for growth and development.

Finally, the statement implies that training can be positive or negative. We can train to do something the right way or the wrong way. This is why standards-based, performance-oriented training is so important.

Speaking of training...

“What I hear, I forget. What I see, I remember. What I do, I understand.”

-Confucius

“My God given talent is my ability to stick with training longer than anybody else.”

-Herschel Walker

“The more you sweat in training, the less you bleed in battle.”

-Attributed to George Patton

“We don’t rise to the level of our expectations; we fall to the level of our training.”

-Archilochos

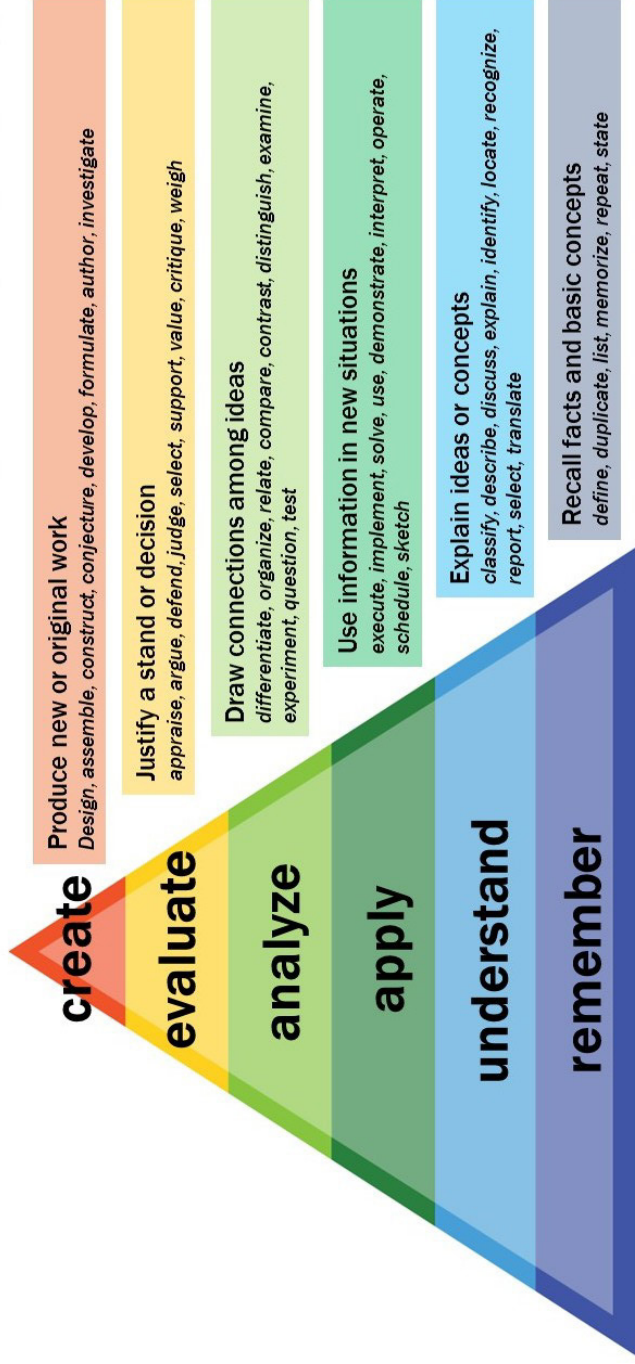
“A coach is someone who can give correction without causing resentment.”

-John Wooden

“I grabbed where my wrist was, and it was completely gone.... Then I went back to my military training, applied the tourniquet that I had.”

-Leroy Petry

Bloom's Taxonomy





**4 STEP
TRAINING MODEL**



**PLAN
PREPARE
EXECUTE
ASSESS**



**4 STEP
TRAINING MODEL**



**PLAN
PREPARE
EXECUTE
ASSESS**



**4 STEP
TRAINING MODEL**



**PLAN
PREPARE
EXECUTE
ASSESS**





5 STEPS OF THE CITADEL TRAINING MODEL

EXPECTATIONS
SKILLS
FEEDBACK
CONSEQUENCES
GROWTH



5 STEPS OF THE CITADEL TRAINING MODEL

EXPECTATIONS
SKILLS
FEEDBACK
CONSEQUENCES
GROWTH



5 STEPS OF THE CITADEL TRAINING MODEL

EXPECTATIONS
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GROWTH

