

Army National Guard

Integrated Training Strategy

ARMY NATIONAL GUARD
INTEGRATED TRAINING STRATEGY (ITS)

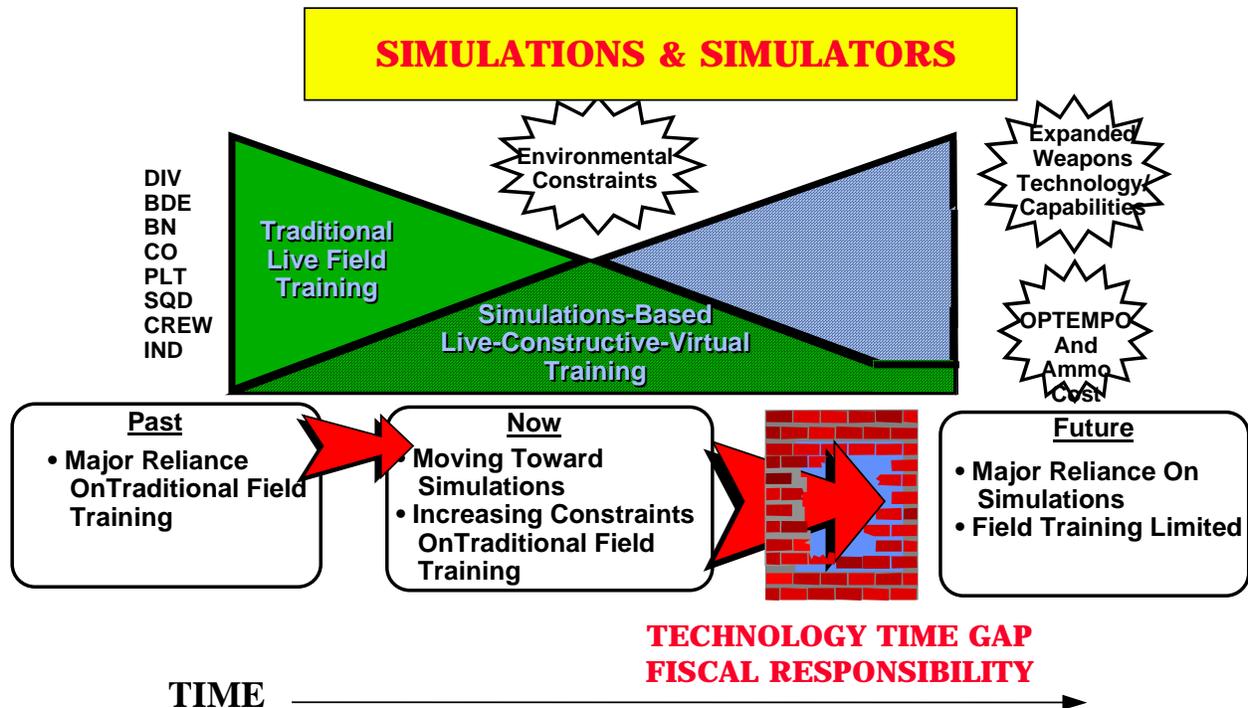
The following table of contents provides the chapter headings and major subject areas in the Integrated Training Strategy (ITS).

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Today the Army National Guard (ARNG) faces increasing demands. Little if any increase in training time and the resources to support the training are available. In addition, increased environmental constraints restrict training opportunities that were once abundant to most commanders. As we face these challenges, we must realize that technology has created a time warp, if you will, between what we did in the past and how we will train in the future.



The Integrated Training Strategy -- ITS -- allows today's ARNG to bridge the gap. It is the arrow going through the wall of where we are and points to where we want to be. As we move into the next century, our intent is to place the correct mix of Training Aids, Devices, Simulations, and Simulators (TADSS) at each echelon within the ARNG. Company commanders will have, within their Armories, the right mix of live and virtual trainers. These simulators and simulations will assist them in developing junior officers and NCOs. Further, TADSS will provide the necessary individual and collective training platforms to sustain proficiency. TADSS, located at the division level, will allow the commander to train their battle staffs and retain continuity of staff officers through a mix of interactive multi-media trainers.

As we move out into the next century, we must break old paradigms, create new cultures, and do the right things for the

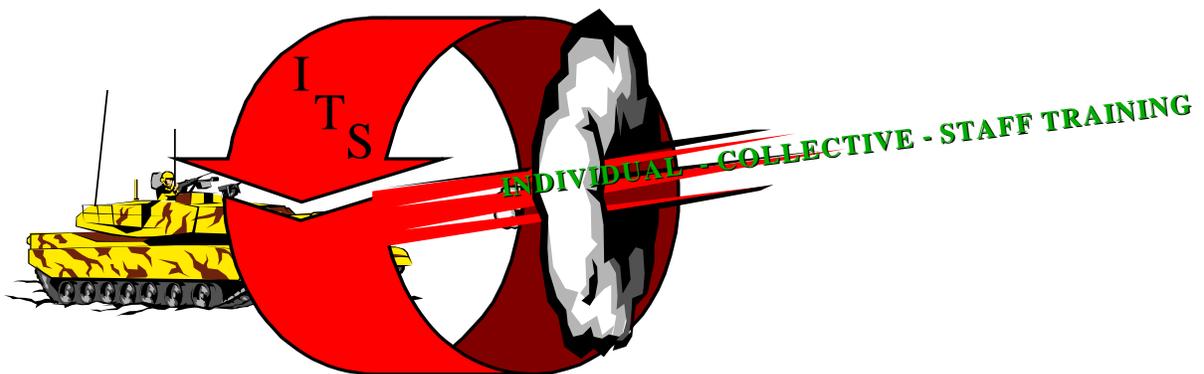
right reasons - we must create a force that is relevant, credible, and available to meet tomorrow's challenges today. This force must fit seamlessly with the active Army and be prepared to fulfill its state local missions.

The purpose of the ITS is to describe how the ARNG will train within Managed Resource Levels (MRL) and how we will provide the force required to meet the challenges of the 21st Century.

The ARNG will use lower DAMPL units to support non-Major Regional Conflict (MRC) deployments. The use of the "repository of capability" available in ARNG divisions and non-divisional units will have the effect of protecting the training time of early deploying units. This will provide viable missions for MRL 4 and 5 units under the National Security Strategy of Engagement and Enlargement while increasing the readiness of later deploying units.

ITS MAIN EFFORT

- Embed TADSS in Training Plans; Training Strategies; Training Events
- TADSS allows
 - Significant low cost improvement in individual and unit readiness
 - Reduced travel and administrative time
 - Time Compression as soldiers acquire more skills faster
 - Electronic links to schools, chain of command, and Army Training Management.
- **Virtual** and **Constructive** training must be integrated into unit training strategies.



Our main effort is to embed TADSS in all training strategies, plans, and events. TADSS is the key factor in current information age technology that will allow for significant improvement of National Guard individual and unit readiness. TADSS can reduce travel time and administrative cost which is now required for achieving current readiness levels. TADSS must

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provide the platform for rapidly acquiring additional individual and collective skills. TADSS include the crew and staff training devices with which most soldiers are familiar. They also include the training systems and software that will connect soldiers with their chain of command, TRADOC schools, and provide the automation link to the Army training management system.

Our end state is simple -- it is a relevant force...missioned across the spectrum of contingencies...structured and resourced to accomplish its missions when called...with trained citizen soldiers committed to preserving the timeless traditions and values of service to our nation and communities.



Strategies for all training must include deliberate consideration of TADSS to support live, constructive and virtual training. Constructive training involves the use of icons and symbols to represent soldiers, whose time may be used elsewhere. An example of constructive training is a staff exercise using JANUS simulations. Virtual training involves troops as they conduct training without equipment, terrain, and other traditionally required support assets. An example of virtual training is the Conduct of Fire Trainer (COFT) for tank crews. Integrating virtual and constructive training with the limited live training is now affordable and will increase unit readiness levels by compressing more tasks into the same amount of time. The virtual and constructive training devices allows a greater number of task repetitions within the same amount of time. All

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tasks cannot be accomplished in virtual or constructive training
-- many must still be done in the dirt.

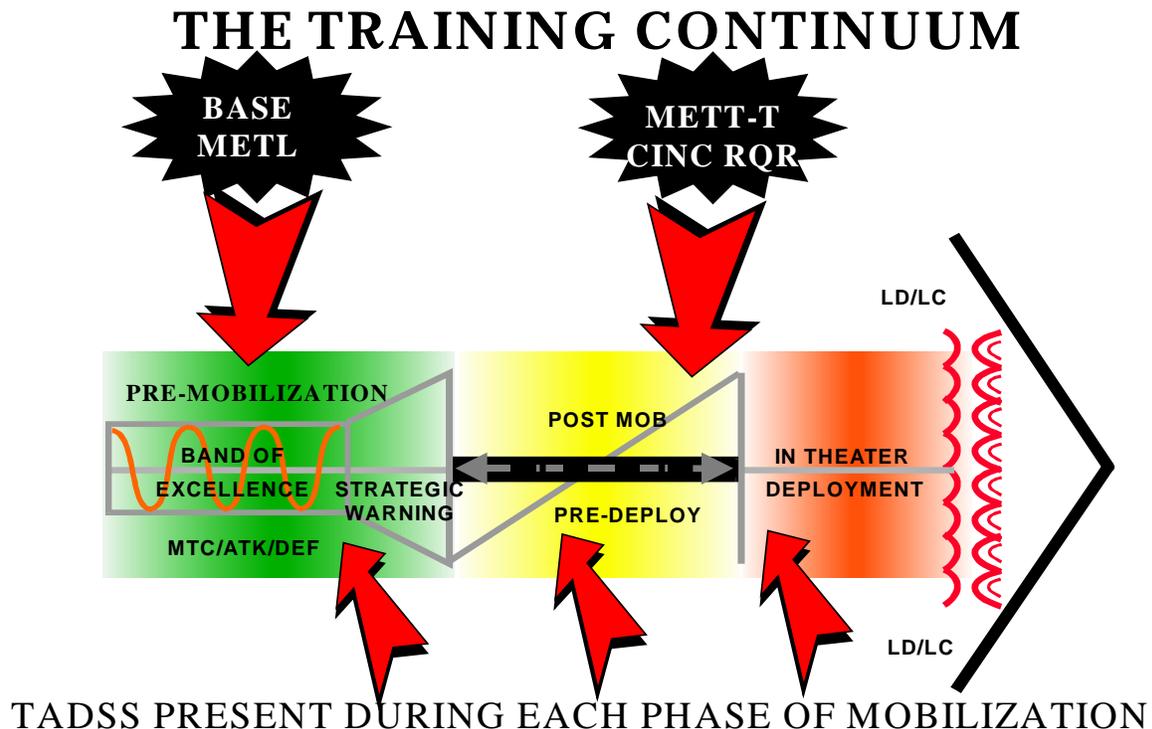
The ITS is our collective ARNG vision for training. As we move into the 21st Century, our efforts will be directed at making this vision a reality while preserving the traditional values and nature of the citizen soldiers who have served both nation and community since 1775.

WILLIAM A. NAVAS
MG, USA
Director, Army National Guard

Chapter One Collective Training

To address the ARNG's most critical training asset -- time -- commanders must prioritize and limit the number of tasks they conduct at all echelons. Fewer tasks conducted to standard at each echelon will provide the entire command a base of skills from which to expand in post mobilization training. To manage this task based training strategy, we must use the training principles contained in FM 25-100/101 -- these principles are the foundation for all training.

Of particular importance to commanders, when considering the principles addressed in FM 25-100/101, is the use of multi-echelon training. By the application of multi-echelon training, commanders will maximize their limited resources, develop unit leaders, and get the most out of their pre-mobilization (pre-mob) training strategy. Multi-echelon training needs to cross all simulation environments -- live, constructive, and virtual -- and become integrated into unit individual and collectives pre-and post-mobilization (post-mob) training strategies.



Sustaining required operations within the "Band of Excellence" is the key to unit readiness. In the preceding graphic, the "Band of Excellence" contains the prioritized

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individual and collective tasks that a unit is required to train to a "T" or "P" standard during pre-mob. There is a defined relationship between the width of the training band in pre-mob and the training time required in post-mob for deployment. As an example, for a Combat Service Support (CSS) Force Support Package One (FSP I) unit, the pre-mob training band of excellence will be larger to allow many more individual and collective tasks to be trained thereby decreasing the unit's post-mob deployment time. What this in fact means, is the unit has a structured training program with little room for deviation and even less room for error when conducting collective training. The result of this focused pre-mob training is a unit that spends a proportionately larger time in post-mob focusing on the Theater Command in Chief's (CINC's) requirements for deployment.

The ARNG considers a four year training strategy to be the base for all units. The exception to this policy is the training strategy for heavy and light Enhanced Brigades (EBs). For EBs, two four year strategies are lined together to synchronize a training cycle which culminates in a live Combat Training Center (CTC) rotation -- either at the National Training Center (NTC) or at the Joint Readiness Training Center (JRTC).

For all units, year one of the four year strategy should be considered an institutional training year. A unit can use this year to address DMOSQ shortages by sending a larger proportion of soldiers to school in an Annual Training (AT) status. Institutional training remains a requirement for years two, three, and four; however, the need to integrate collective training becomes a priority. The ARNG views the fourth year as the "live culmination year." The unit's individual and collective training strategies are devoted to this end. This four year training philosophy pertains to all units. The graphic below is an example of how an enhanced brigade prepares for an NTC rotation by linking two four year training strategies into an eight year training cycle.

During the first four years, the unit plans individual and collective training focusing on the fourth year, the Enhanced-Annual Training (E-AT). During years one through three, the unit develops an aggressive individual training program while evolving collective training past the platoon level. Year four is the unit's azimuth check -- the culmination of the first three years -- collective training at the company level with battalion and brigade battle staff integration.

The second four year strategy set is focused on the NTC. Individual training remains paramount. Recruiting and retention are key. But the unit's focus must be on collective training at

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the company level with battalion and brigade battle staff integration. Year six of the eight year training cycle is the unit's validation year. At the conclusion of year six, normally after AT, the active component (AC) division or corps associated commander will determine the unit's capability to accomplish training at either the NTC or JRTC. Validation criteria can be found in the most current edition of ARNG/FORSCOM Regulation 350-2.

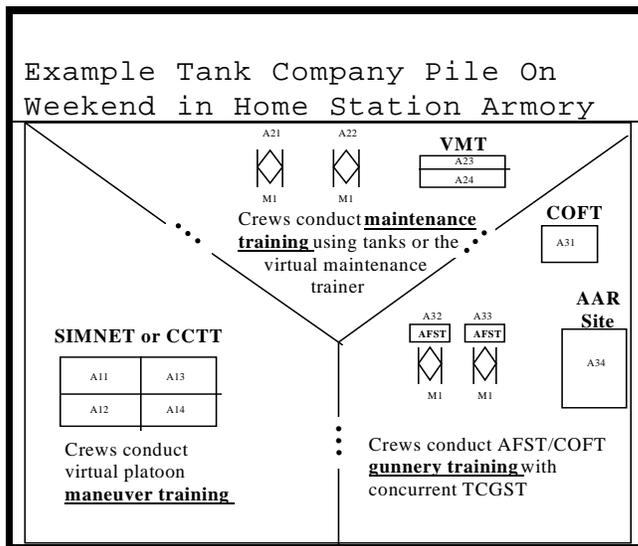


Throughout this eight year training cycle, the unit experiences some form of Synthetic Theater of War or STOW training. This accomplished by linking two or more type environments together thus allowing the battalion and brigade battle staff to be exercised. In addition to the STOW environment, brigade and battalion battle staffs receive training using the Battle Command Training Program (BCTP), the Brigade Command Battle Staff Training Program (BCBST), or Brigade Command Staff Training (BCST) program -- a USAR staff training event.

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Company and platoon lane training is sustained using a combination of Ground Force Readiness Enhancement (GFRE) Regional Training Brigade (RTB) expertise and the "Pile-On" weekend concept -- a concept developed by the Department of the Army Research and Projects Agency (DARPA) Simulations in Training for Advanced Readiness (SIMITAR) project that promotes technological integration between soldier and TADSS.

COLLECTIVE TRAINING PILE ON WEEKEND



- Pile-On is ARNG standard for weekend IDT
- Reduces travel and admin time
- Device supported training



The sample weekend IDT schedule above provides each platoon with gunnery, maneuver, and maintenance training time based on the company commander's assessment of what each platoon needs.

Pile-On methodology compresses time to allow more tasks to be conducted or repeated in a given period. By leveraging TADSS, the unit requires less time to draw, clean, and turn-in equipment using devices than it would to conduct the same tasks using TO&E equipment for live training. The time saved is used for task repetition which should improve skills.

The Pile On approach requires resources consolidated in a single location. Soldiers can quickly move from event to event with hands-on training support and devices in place to support their efforts. An analogy to Pile-On training is the massing of Battlefield Operating Systems at a point in time to create a synergistic effect on an identified target. The massed synergism

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of combined systems, focused on a specific threat at a point in time, create a greater effect than would the sum of their individual effects measured one system at a time. Pile-On training is the ARNG standard during Individual Duty for Training (IDT) weekends.

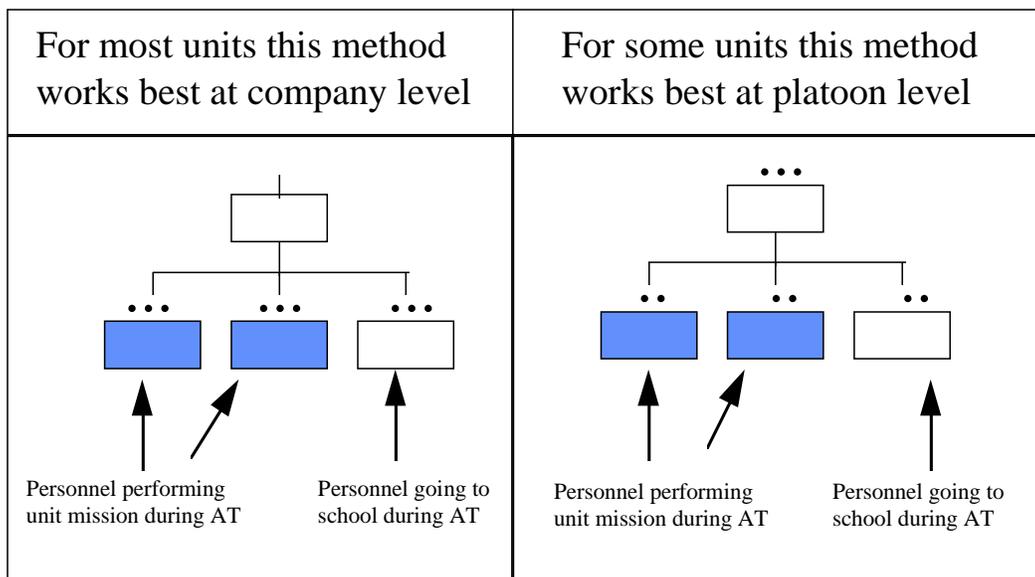
Chapter Two Individual Training

The ARNG's top training priority is MOSQ training. Changes in the ARNG structure and normal turnover rates make it essential that the ARNG emphasize MOSQ training to maintain required readiness levels.

Battle Rostering.

ARNG commanders have the task of managing both their Annual Training (AT) schoolhouse attendance and their "boots on the ground" during the unit's AT period. The optimum method of managing both is to assign soldiers who will go to AT for collective and individual training into separate subordinate units. All soldiers going to individual training instead of AT form a single subordinate unit. Thus, the unit commander can ensure that he has platoons, sections and squads with the appropriate strength on the ground during collective AT periods while also meeting his individual training goals for the year.

BATTLE ROSTERING EXAMPLES



Commanders have three tools to use in the battle rostering process: the Army Training Requirements and Resourcing System (ATRRS), training funds, and rosters. ATRRS, is the primary institutional training management tool in the Army. Once states assign quotas for schools to units, ATRRS will be used at the

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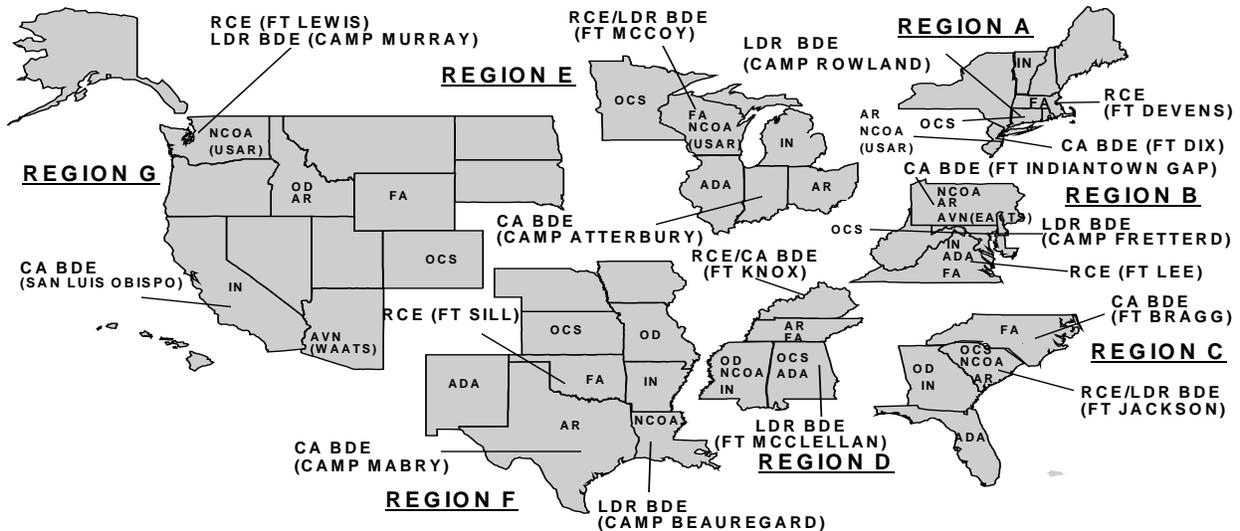
company/armory level to schedule soldiers who require training. Along with a list of non MOSQ soldiers, commanders maintain an approved Order of Merit List (OML). The OML will be used to assign school seats to soldiers attending Non-commissioned Officer Educational Schools (NCOES) and Office Educational Schools (OES). Commanders should update OMLs regularly. By the last month of the fiscal year the commander should be ready to schedule soldiers for the next fiscal year.

The process for identifying and controlling school seats and attendance starts with identifying those who can attend more than one AT period per year and/or more than one IDT period per month. A roster of these persons will be kept for use in the event that seats and funding become available late in the fiscal year. Schools dollars are then prioritized to those soldiers who will attend both collective training and individual school training in the same fiscal year. All other soldiers must go to school in IDT/AT status and are rostered into a separate squad, section, or platoon. The goal is for commanders to train the entire year with the same people in the same position.

The Total Army School System (TASS) organizational concept divides the United States into seven regions and provides an organizational structure that can control TASS operations on a regional basis. To meet the intent of the TASS operational concept, NGB designed a TASS organization that exercises command influence within state boundaries and coordination authority across state boundaries. These organizations consist of TASS School Brigades which have TASS regional responsibility (Regional Control Elements) and Regional Training Institutes (RTI) which have TASS responsibilities within state boundaries.

TASS Regions have two types of ARNG school brigades, a combat arms brigade and a leadership brigade. Each is located in a different state. Regions also contain USAR Training Brigades that have responsibility for Combat Support (CS), Combat Service Support (CSS), Officer Education and Health Services training in the region. Brigade commanders are responsible for ensuring that training requirements within their functional area are properly identified, supported and executed to standard.

Locations Of RCEs, BDEs, AND BNs



Under TASS, the battalion commander is responsible for the coordination and the execution of training missions across state/territory boundaries. The TASS battalion commander also coordinates to execute TASS missions across funding lines to ensure resources are available for executing training. He is responsible for coordinating, accrediting, resourcing, and communicating training missions. He also coordinates training sites, and establishes training ownership, instructor support, and facilities support.

A state that does not have a Leadership School Brigade or a Combat Arms School Brigade has a Regional Training Institute (RTI). The RTI Commander serves as the central point of contact within the state for all TASS missions and is responsible for ensuring TASS school requirements are properly coordinated, supported and executed within state boundaries.

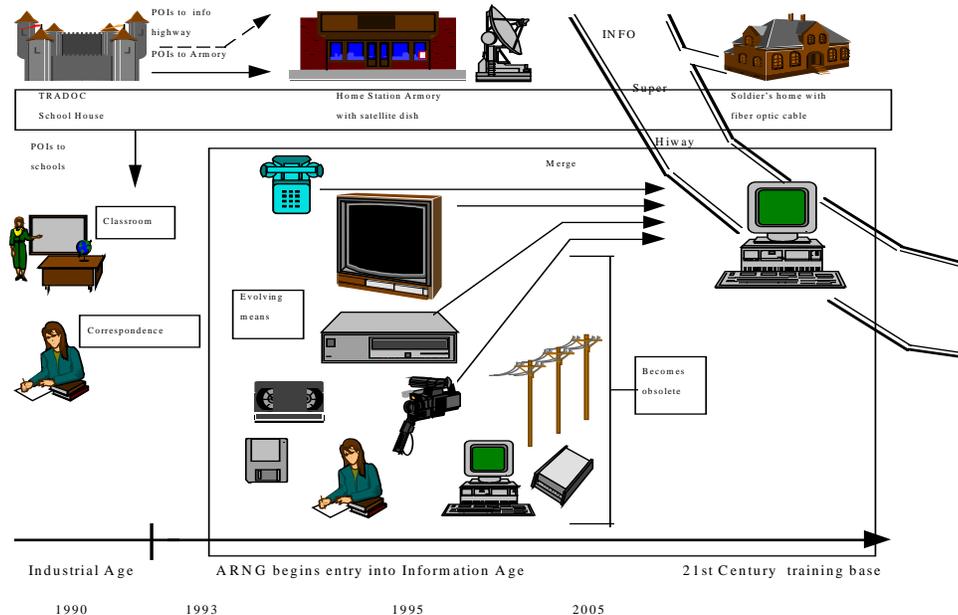
Distance Learning.

The nation will continue to construct an information superhighway. The Army will use the highway for a variety of individual training courses leveraging private sector capabilities. The ARNG, using existing and future communications architecture, will tap into this information highway. The ARNG will leverage the technology that is now available and posture itself along with the Army for the future. Over time individual training tools will merge. For example, at a service school, many programs of instruction (POI) now use mediums other than a platform instructor to distribute training. Mediums such as

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correspondence courses are now being made available via the internet, CD ROM or both. This distributed training reduces the amount of time required at the service schools and eliminates redundancy.

INDIVIDUAL TRAINING - DISTANCE LEARNING



The capability is now available for a maintenance MOS soldier in the company armory to receive individual training via teleconference from an instructor at the Army's Ordnance School. VCR tapes can be produced to provide portions of the programs of instruction using television to project the POI to a class. In the future classroom, the telephone, television, camera, and the VCR will merge into the computer as the information highway provides TV stations on demand and the CD ROM displaces video tapes. These media can provide the soldier a set of digitized skills tested to a demonstrated mastery at different levels of performance just as many video games now do.

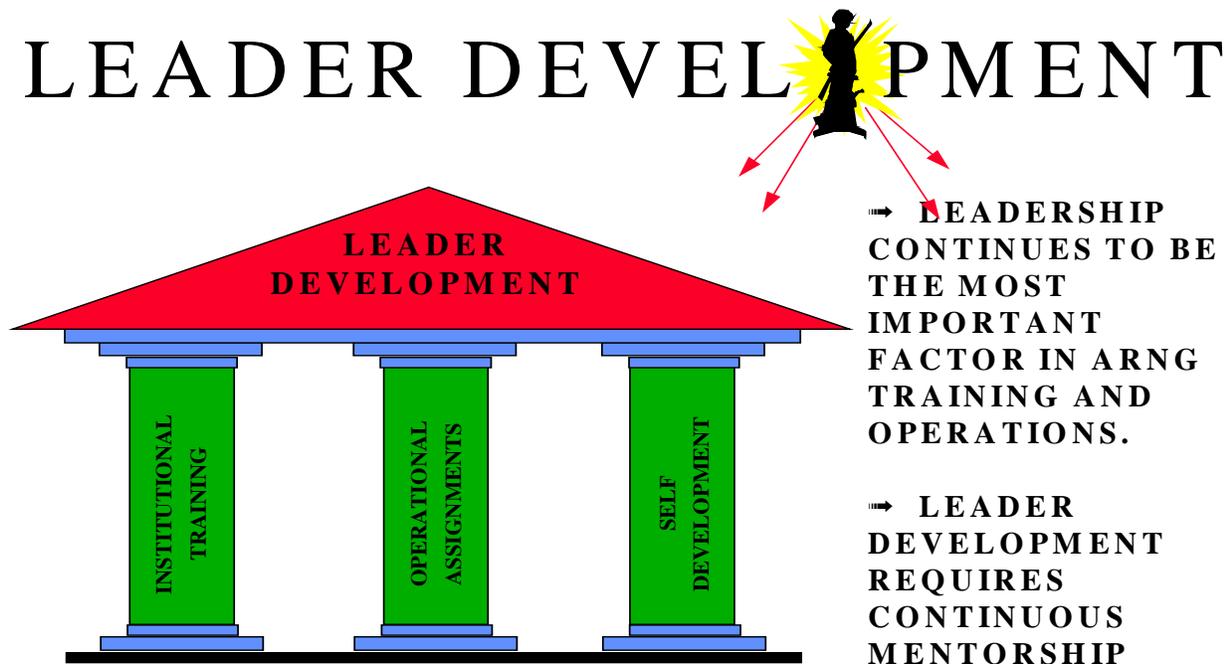
While Distance Learning (DL) is in its infancy, the pace of electronic industrial change is quickening. The ARNG will concentrate on providing the training support required to soldiers. As the future of the information super highway unfolds, the focus in the latter half of the decade may shift towards supporting even more decentralized training on personal computers (PCs) in the soldier's home and on laptop computers in the field.

Chapter Three Leader Development and Staff Training

Leader Development

There are two key elements in Leader Development: Operating at the Level Organized and Staff Training.

Operating at the Level Organized: Technical and Tactical Skill Development Using Multi-echelon Training Techniques. FM 25-100 describes the multi-echelon training philosophy. The ARNG standard is to integrate multi-echelon training into all task echelons simultaneously (FM 25-100, Figure 3-15.). This is the best method for both involving all leaders in training while maintaining training focus on the appropriate echelon (platoon/company/battery). This method also builds the unit into a team using the Battlefield Operating Systems (BOS) involved in a STX scenario.



At each level of command, the senior leader trains leaders and their units one level down and assesses the leaders and their units two levels down. For example, company commanders train platoon leaders and assess squad leaders. The company commander is the primary trainer of the platoon leader. This does not mean that the company commander trains the platoon, but that he provides supervision, mentorship, guidance, and the necessary assets within the company to get the job done.

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This technique also allows the battalion commander to train his staff in the TOC and to train the company commanders (one level down), while he assesses the platoon leaders and the ability of the platoons (two levels down) to conduct their assigned METL supporting tasks to standard.

Self Development continues to be an important requirement in developing ARNG leadership. Three components of self development affect ARNG leaders: Military Qualification Skills (MQS) manuals, doctrinal reading, and civilian education. MQS tasks and reading materials provide a common basis for operational understanding among leaders. Doctrinal reading provides leaders, both officers and NCOs, with knowledge of Army standards and processes commonly used in their assignments. Continuing education is crucial as the ARNG moves from the industrial age into the information age.

ARNG commanders provide subordinate leaders the tactical field manuals at their level, one level higher, and one level lower. The combat engineer platoon leader, should know and be proficient at the Platoon Level. He must understand the Engineer Field Manual and Engineer Platoon Mission Training Plan (MTP). He also needs a grasp of the squad/section level manuals so that he can train his subordinates. He needs to be trained by his company commander in the relevant portions of engineer company level doctrine. He needs to understand how his platoon fits into the company and battalion organization. This training should prepare the officer to one day assume the company commander's role.

The complexity of the industrial age world we live in today will not match the information age of tomorrow in complexity or speed. ARNG leaders must maintain a program of continuing civilian education to remain current as the world progresses. College degrees and advanced degrees are increasingly becoming requirements for managers and technical experts of all fields. Soldiers should focus on core subjects which provide hard skills related not only to civilian jobs, but to the ARNG in the next century. Skills such as computer science, tele-communications, mathematics, electrical engineering, and languages will be needed as the ARNG assumes new roles for the Army. The GI Bill as well many other State programs were put into effect for this reason -- commanders should encourage their leaders to use these programs.

The Institutional Training Pillar of Leader Development in the ARNG consists of attending the TRADOC schools that are prerequisites to assuming an operational assignment. In other words selected Captains should attend OAC prior to assuming command. A Sergeant First Class should attend the First Sergeant

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course prior to assuming the First Sergeant job. Staff officers and NCOs should also revisit the training base to gain proficiency. Executive Officers and S3s should attend the Tactical Commander's Development Course (TCDC) one year prior to attending BCBST or BCTP rotations. Battalion and brigade commanders should attend TCDC as part of the pre-command course.

Staff Training

The staff section METL drives the tasks to which staffs, sections, and individuals train. The unit commander must approve the staff METL as he approves the subordinate unit METLs. The staff's training objectives are to accomplish selected tasks from the staff METL to MTP standards.

NGB will resource for BCTP and BCBST events in accordance with defined Combat Training Center (CTC) models. NGB will provide resources for constructive simulation exercises to states based on resource management models for the unit.

COMMAND AND STAFF TRAINING

- National Exercise Strategy
 - BCTP 1/4 years for ARNG Divisions & every other year for EBs
 - BCBST for EBs annually
 - BCBST for divisional brigades 1/4 years
 - CDRC/CBRC 1 year prior to BCTP/BCBST
- State Exercise Strategy
 - Units use JANUS/CBS with PLOWSHARE or SPECTRUM
- Unit Level Strategy is individual; then section; then staff
- Train the Trainers - TCDC/Battle Skills Course



Other constructive simulations and staff training programs include Brigade Command Staff Training, Combat Division and Combat Brigade Refresher Programs, and Leader Training Programs in support of CTC events such as the NTC and JRTC. Complete information on these programs is contained in the NGB-ARO CTC All States Letter which is published on an annual basis.

As with most training, planners should consider the crawl, walk, run approach. For ARNG staffs, the crawl stage involves individual training, walk involves staff section training, and the run phase involves collective staff training. The commander must assess what stage of development his staff is in and plan training and exercises accordingly. Some staffs have been together enough to attain collective proficiency and their

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commanders may need to only sustain their proficiency. A new staff may be at a lower level of proficiency, requiring the commander to start at the individual level of training. The key to developing a high performing staff is an honest assessment of current capabilities, followed by a training management plan designed to meet identified requirements.

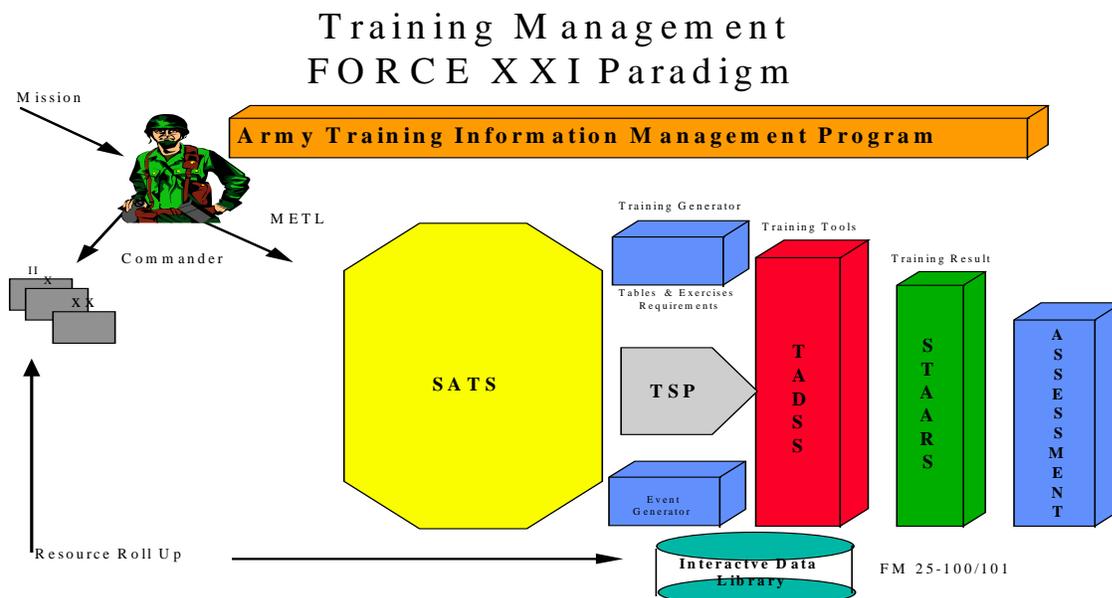
Brigade and battalion command and staff training should begin with key individuals attending TCDC and the Battle Staff NCO Course. The unit then has qualified trainers who understand the end state of the staff processes and how to impose the processes on subordinate units to control the conduct of their operations. The Battle Skills Course develops enlisted trainers who can show the unit's enlisted members how to conduct doctrinally correct operations in the Tactical Operations Center (TOC).

Chapter Four Training Management and Support

Training Management

Training guidance provides the states and territories with resourcing policy and scheduled events. The guidance specifies the dates and baseline funding amounts for each event. Examples of such programs are the Battle Command Training Program (BCTP), Brigade Command and Battle Staff Training Program (BCBST), Overseas Duty for Training (ODT), the Joint Readiness Training Center (JRTC), and the National Training Center (NTC). Commanders should lock in major training and operational events in their long range calendars and provide subordinate organizations with fixed planning guidance.

As the Army enters the information age, management methods and procedures are beginning to change. The Standard Army Training System (SATS) 4.0 automates Army training management. The scope of training management change, however, is larger and is evolving to include and integrate resources, publications distribution, standard After Action Reports (AARs), and readiness reporting. The automated methods of management are incorporated in the FORCE XXI Training Information Management Program.



The Force XXI program does not change the Army's training management doctrine as stated in FMs 25-100 and 25-101. The model, however, does change the method unit commanders use to plan training programs.

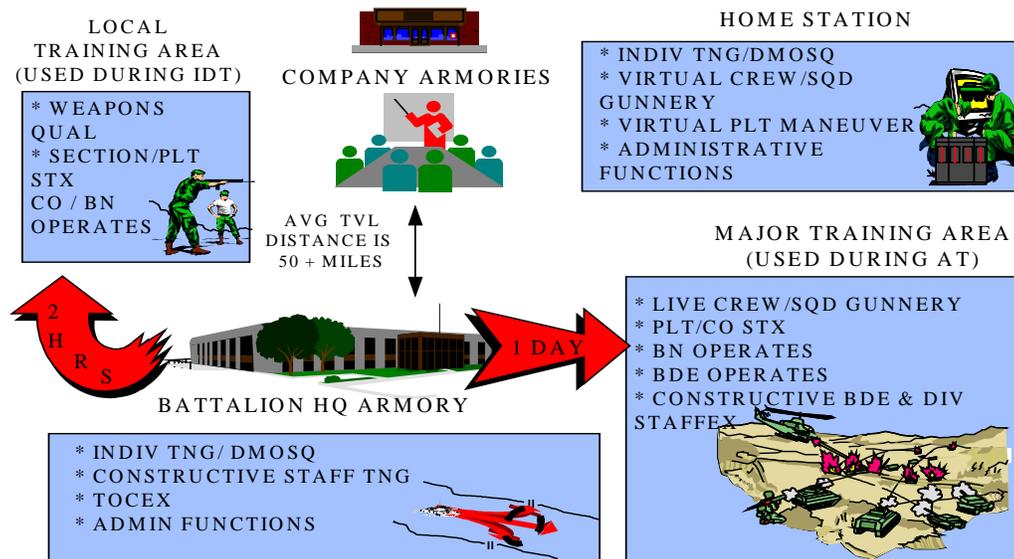
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Soldiers will be able to use PCs to access not only the library, but also a menu-driven METL and supporting task list from selected MTPs. Using the menu, commanders can develop their METL, training events, and a printed Yearly Training Calendar (YTC). The Command Sergeant Major can select and print lists of METL supporting soldiers' tasks from the SATS menu. The SATS software program enables training managers to identify the resources and training method required to support their YTCs. Commanders will be able to request Training Support Packages (TSPs) to support training events and can rearrange resources to suit specific conditions or objectives. The TSPs list the resources required to conduct selected events and recommend a method of training.

Training Support

As indicated, the ARNG will accomplish training in all three environments: live, constructive, and virtual using TADSS. TADSS will reduce the costs in time, money, and the use of equipment OPTEMPO. Many units can now afford to attend very few IDT periods at a Local Training Area (LTA) where equipment and training support is located. TADSS supported training in home station armories will augment the severely limited live training time.

TRAINING SUPPORT
 THE SPECTRUM OF TRAINING

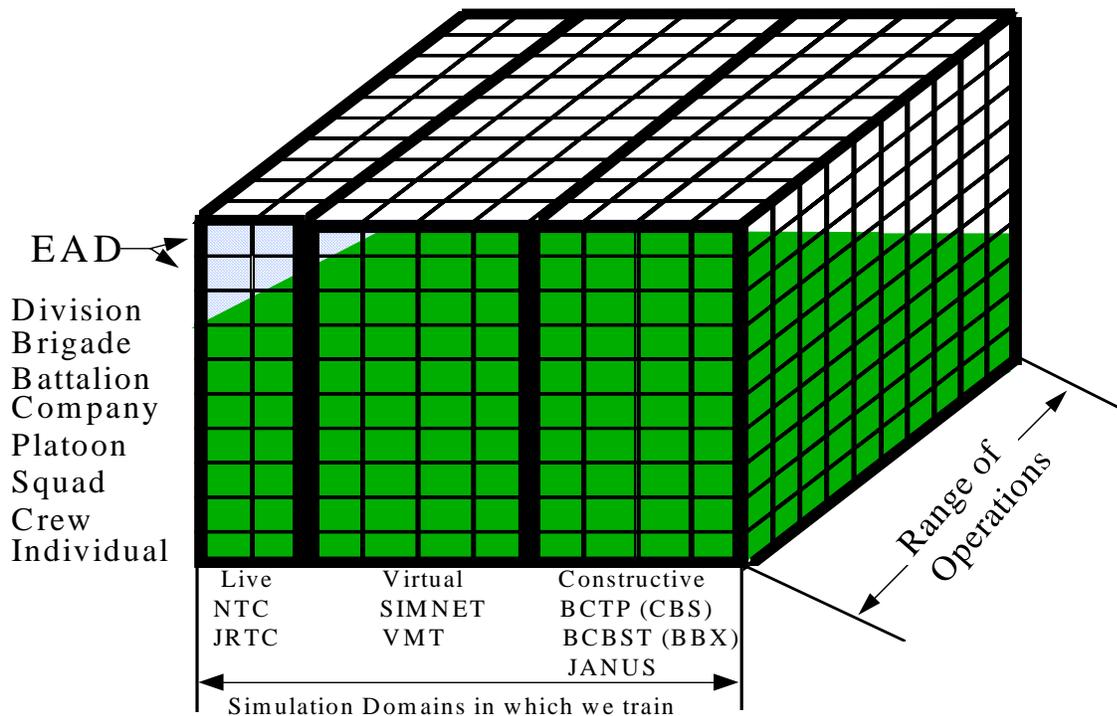


This does not mean that TADSS training at home station should totally replace field time. Commanders must manage their resources keeping in mind that TADSS do not exist to support all elements fo training. Commander must develop their training

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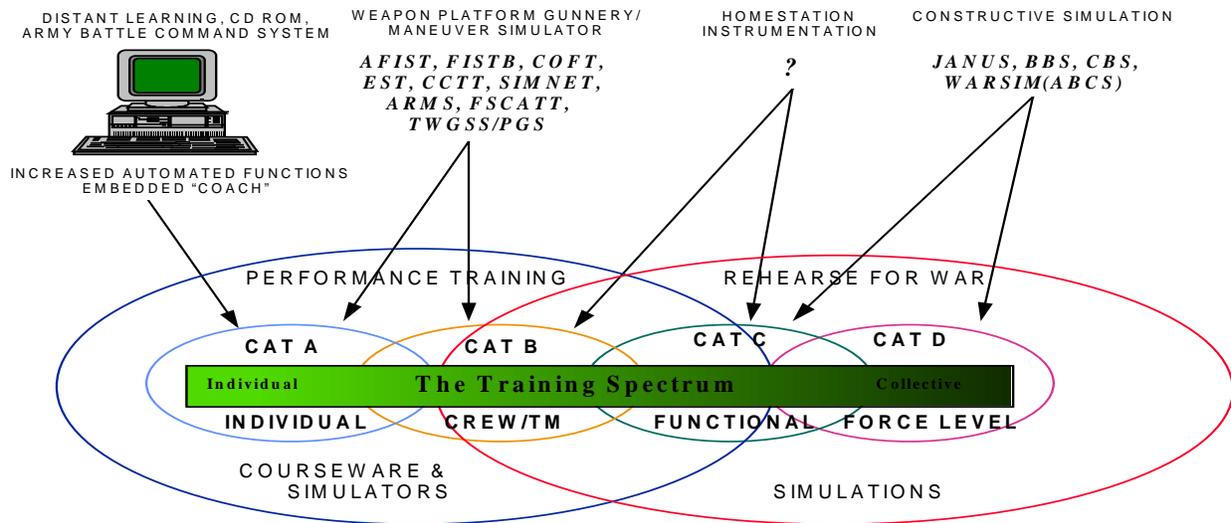
programs to allow as much live training as possible while integrating the appropriate mix of TADSS. The ARNG goal is to place the correct mix of TADSS at each level so that commanders can leverage technology and train the soldier and the unit.

States provide stationing guidelines for TADSS -- this in turn allows the soldier to maximize use of TADSS during IDT. Co-location of TADSS with TO&E equipment required for hands-on training provides the resources for the ARNG standard Pile-On weekend. Co-located tanks, COFTs, SIMNET, CCTT, and maintenance trainers, for example, can provide tank companies the capability to rotate their platoons and soldiers through hands on training in gunner skills test, crew COFT gunnery, M1 maintenance, and virtual platoon maneuver in one IDT. This approach pays huge dividends not only in skills development, but in retention - because the soldiers' time is fully used to its capacity.



Along with their obvious usefulness in augmenting training, TADSS also reduce OPTEMPO costs. As budgets decline, TADSS are increasingly becoming an enhancement to live training and because of their multi-functionality, they can be deployed anywhere in the world.

TADSS Training Strategy



Chapter Five The Future

What we are doing today is in reality building the ARNG of the future - 2010...for our sons, daughters, and our grandchildren. The ARNG is better today than ever before. We have outstanding equipment, training, and people because of the farsighted decisions by our predecessors. The challenge today is to be equally farsighted and provide the Nation with a 21st Century ARNG...a force capable of supporting the community, the state, and the nation.

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What do we know about the ARNG in the year 2010? Although we cannot be certain about future missions, we can guess from the character of the world today that there will still be a threat of war and there will still be natural disasters. We can expect the Army of 2010 to maintain a forward presence in some parts of the world. The ARNG will be there and we will support those forward deployed forces with our units. In 2010, the ARNG must be ready to contribute -- to the nation, to the state, and to the community.

By 2010, the battlefield will be "digitized." The incorporation of digital technology across all of our battlefield operating systems will give commanders unprecedented capability to gather and share tactical information. A company team or battalion task force commander will know the positions of every vehicle in his unit. That same information will be instantaneously available to his supporting and supported units in his sector. Our soldiers will perform missions that will be thoroughly planned and rehearsed using advanced simulations and simulators.

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The leaders of the ARNG in 2010 must become masters of information technology. We already know who those leaders are. The platoon leaders in 2010 are in the first grade. The Generals are the majors in units today. The acceleration of technology as we approach the 21st Century may be daunting, but for the leaders of 2010, information technology must be interwoven into the fabric of their lives. These leaders must have the training and skills to exploit these technological capabilities to their fullest.

No matter what they know, no matter how much our technology, our weapons, and our organizations change, the leaders and soldiers of ARNG 2010 will find some things unchanged. Leading by example, doing what is right, being good stewards, character, commitment, integrity and courage will still be the hallmarks of the ARNG.