CBRN Basic Officer Leader Course

化生放核基礎軍官領導課程

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From our origins in World War I to the present day, the U.S. Army Chemical Corps has continued to change, adapt, and evolve to overcome threats that have been faced by the United States and its interests in a more complex and competitive world. Although these changes to how we fight are codified through training and validation exercises of the operational force, the institutional changes to the officer training curriculum and the programs of instruction are understated. Over the past few years, the Officer Training Department, 84th Chemical Battalion, Fort Leonard Wood, Missouri, and the Directorate of Training and Leader Development, U.S. Army Chemical, Biological, Radiological, and Nuclear School (USACBRNS), Fort Leonard Wood, have been working together to devise a dynamic curriculum that is focused on individual leader development. This curriculum allows for tough, rigorous training that develops the capacity and capability of junior chemical, biological, radiological, and nuclear (CBRN) officers. These changes have been pivotal in shaping technically and tactically proficient second lieutenants who are capable of supporting large-scale combat operations and preparing them for assignments as CBRN platoon leaders and battalion level CBRN staff officers.

從第一次世界大戰起到今天，美國陸軍化學兵團一直在不斷變化、適應和發展，以克服美國及其利益在更加複雜和競爭激烈的世界中面臨的威脅。儘管我們作戰方式的變化是通過作戰部隊的訓練和驗證演習編纂的，但軍官培訓課程和教學計劃的制度變化卻被低估了。在過去的幾年裡，密蘇里州李奧納德伍德堡第 84 化學兵營軍官培訓部和李奧納德伍德堡美國陸軍化生放核學校(USACBRNS)訓練指揮部指揮官一直在共同努力設計一個專注於個人領導者發展的動態課程。該課程允許進行艱苦、嚴格的訓練，以培養初級化生放核(CBRN)軍官的能力和本職學能。這些變化對於塑造具有技術和戰術能力的少尉至關重要，他們能夠支援大規模作戰行動，並為他們擔任化生放核排長和營級放生放核參謀做好準備。

Prior to 2021, an assessment of a second lieutenant's leadership potential depended solely upon the periodic counseling of his or her CBRN Basic Officer Leader Course (BOLC) small-group instructor and what was contained on Department of the Army (DA) Form 1059, Academic Evaluation Report. Project Athena assessments are now utilized and are a significant curriculum addition that augments small-group instructor feedback. Project Athena is a tool used to assess cognitive, personal, and leadership abilities, culminating with composite feedback that transcends the Army Professional Model and accounts for an individual's personality traits. The implementation of Project Athena allows students to concurrently identify their blind spots and highlight their leadership traits that could benefit from further grooming in an operational environment. In conjunction with the Project Athena assessments, lieutenants receive feedback on their leadership performance amongst their peers, in staff positions, with course work, during formative/summative evaluations, and when completing a final course capstone exercise. Using information obtained from the Project Athena assessment and individual smallgroup instructor counseling, the students create an individual development plan. This individual development plan is slightly different than the Army Career Tracker model, as it uses the results of the assessments to build a professional evaluation and timeline. The individual development plan focuses on Family and personal goals and on strengths and weaknesses, and it succinctly lays out a plan for individuals' careers, highlighting the jobs for

which they may individually be best suited.

在 2021 年之前，對少尉領導潛力的評估完全取決於他或她的 CBRN 基礎軍官領導課程(BOLC)，小組教官的定期諮詢以及陸軍部(DA) 表格 1059 學術評估報告中的內容。現在使用雅典娜計畫評估作為重要的課程補充，可以增強小組教師的反饋。雅典娜計畫是一種用於評估認知、個人和領導能力的工具，最終以超越陸軍專業模型並考慮個人個性特徵的綜合反饋。雅典娜計畫的實施使學生能夠同時識別他們的盲點並突出他們的領導特質，這些特質可以從操作環境中的進一步培養中受益。結合雅典娜計畫評估，中尉在同齡層、同儕職位、課程作業、形成性/總結性評估期間以及完成最終課程實作練習時都會收到有關其領導表現的反饋。利用從雅典娜計畫評估和個人小組教師諮詢中獲得的信息，學生制定個人發展計劃。這個個人發展計劃與陸軍職業追蹤模型略有不同，因為它使用評估結果來建立專業評估和時程表。個人發展計劃著重於家庭和個人目標以及優勢和劣勢，它簡明扼要地為個人的職業制定了計劃，突出了他們個人可能最適合的工作。

Another facet to the development of CBRN lieutenants is the sustained use of CBRN Captain's Career Course students as mentors. Instructors from BOLC and Captain's Career Course work together to pair BOLC lieutenants with Captain's Career Course captains based on similar duty stations and assignments. The lieutenants receive guidance and first-hand information about the installations and, possible, the units they will move on to from their mentors. The mentorship program also allows for the continued development of professional relationships and the exchange of products such as standard operating procedures, afteraction reviews, and other publications and useful resources. The Officer Training Department, 84th Chemical Battalion, is currently working to augment senior officer mentorship in the form of a partnership initiative with the Maneuver Support Center of Excellence Noncommissioned Officer (NCO) Academy, Fort Leonard Wood. The intent is to introduce lieutenants to senior NCOS within the Chemical Corps. This partnership is expected to greatly assist in providing junior officers with a foundation of understanding about how to build relationships with their NCO counterparts and how to develop and learn from NCOs.

CBRN 中尉發展的另一個方面是持續使用 CBRN 上尉階級課程的學生作為

導師。來自 BOLC 和上尉階級課程的教官根據相似的工作地點和任務，共同合作，將 BOLC 中尉與上尉階級課程的上尉配對。中尉們從導師那裡獲得有關裝置的指導和第一手資訊，以及他們可能要進入的單位。指導計劃還允許繼續發展專業關係和交換產品，例如標準操作程序、行動後評論以及其他出版物和有用資源。第 84 化學兵營軍官訓練部目前正在努力與李奧納德伍德堡卓越機動支援中心士官(NCO)學院計劃合作，加強高級軍官指導。目的是將中尉介紹給化學兵團的高級士官，期望這種夥伴關係能夠協助初級軍官瞭解如何與士官建立關係以及如何發展和向士官學習。

Dynamic curriculum 動態課程

Over the past 10 years, the CBRN BOLC course management plan has dynamically shifted from one in which lieutenants are developed solely as staff officers to one in which students are prepared for the rigors of both staff and platoon leader positions. Today. lieutenants train on 160 critical tasks, distributed in 13 modules, over a period of 17 weeks of classroom instruction and hands-on practical exercises.

在過去的 10 年中，CBRN 軍官分科班課程管理計畫從僅將中尉培養成參謀官的模式轉變為參謀官既排長職位的模式。今天，中尉們在 17 週的課堂教學和實踐性練習中進行 160 個關鍵任務的培訓，這些任務分佈在 13 個領域中。

Much like students of other branch BOLCS, CBRN BOLC students spend the first 6 weeks on the common-core curriculum. The Army Centers of Excellence design and provide these modules to ensure that all officers have a collective baseline professional knowledge of Army officership. All Army officers are required to know the fundamentals of some basic areas such as basic rifle marksmanship, the maintenance program, property accountability, land navigation, the military-decision making process, troop leading procedures, training management at the platoon level, convoy and movement operations, and risk management. As of 2021. the troop leading procedures portion of the common-core curriculum has been expanded to a 2-day class that leads into the military-decision making process program of instruction. This expansion focuses heavily on planning at the platoon level and presents students with multiple practical exercises to hone their mission-planning skills

as platoon leaders, Additionally, the troop leading procedures training simultaneously lays the groundwork for mission-planning skills at the battalion level, which is critical to the future success of junior CBRN off.

與其他兵種的軍官分科班學員一樣，化學軍官分科班領導課程學員前 6 週的時間用於共同核心課程。陸軍訓部中心設計並提供這些模組化課程，以確保所有軍官具有共同的基礎專業知識，所有陸軍軍官都需要了解的一些基本領域的基礎知識，例如基本步槍射擊、財產管制、維護計畫、地面導航、軍事決策過程、部隊領導程序、排級訓練管理、車輛和行動管制，以及風險管理。從 2021 年開始，共同核心課程中的部隊領導程序部分擴展為一個為期 2 天的課程，引領到軍事決策過程的教學計畫中。這一擴展主要集中在排級層面的計畫工作上，並提供多個實踐練習，以培養他們作為排長的任務計畫技能。此外，部隊領導程序訓練同時為營級任務計畫技能奠定了基礎，這對於初級 CBRN 軍官的未來成功至關重要。

The next 11 weeks of the course focus solely on technical CBRN skills that CBRN officers require in order to succeed in staff officer and platoon leader positions. These blocks of instruction include fundamentals of radiation, CBRN mounted and dismounted reconnaissance operations, hazardous material operations and technician certifications, chemical and biological warfare staff and platoon planning. and decontamination operations. Additional updates to the technical curriculum include an introduction to the Nuclear, Biological, Chemical Reconnaissance Vehicle via the incorporation of a day of mission execution in the Nuclear, Biological, Chemical Reconnaissance Vehicle simulator. This simulator provides hands-on training in the operation and employment of Nuclear, Biological, Chemical Reconnaissance Vehicles in large-scale combat operations. Additionally, dismounted reconnaissance instruction, facilitated by hazardous dismounted reconnaissance instructors and personnel from the First Lieutenant Joseph Terry Facility, Fort Leonard Wood, reinforces the emphasis on target analysis and exploitation principles. Students receive instruction on laboratory glassware, CBRN equipment, sampling techniques, and technical decontamination..

課程的下一個 11 週專注於 CBRN 軍官在參謀官和排長職位上所需的技術

性 CBRN 技能。這些教學模塊包括輻射基礎知識、CBRN 車輛和步行偵察任務、危險物質操作和技術人員認證、化學和生物戰參謀和排級計畫，以及除汙操作。對技術課程的進一步更新包括通過引入一天的任務執行在化生放核偵察車輛模擬器中介紹核、生化、輻射偵察車輛。該模擬器提供了在大規模戰鬥行動中操作和使用核、生化、輻射偵察車輛的實踐訓練。此外，由危險物步行偵察教官和來自約瑟夫·特里中尉的步行偵察教學，強化了對目標分析和開發原則的重視。學生接受有關實驗室玻璃器皿、CBRN 設備、取樣技術和技術除汙的教學。

Rigorous training 嚴格的訓練

Training in CBRN analysis and exploitation is a vital component of CBRN BOLC, as the Army continues to demand a stronger technical force. Significant changes have been implemented at the end of each technical block of instruction and capstone exercise to reinforce the students' CBRN technical knowledge and analytical capabilities. Immediately following the technical examination for any given week, students are randomly assigned to groups and are presented with a CBRN-related event or possible CBRN target for analysis. Students brief their analyses, recommendations, and proposed target execution to the small-group instructor and technical instructor for that block of instruction. This approach allows a venue in which students showcase their understanding of not only the technical material learned during that block of instruction but also operational and tactical impacts to a unit. Each day concludes with after action reviews and evaluations using training and evaluation outlines.

CBRN 分析和開發的培訓是 CBRN 軍官分科班的一個重要組成部分，因為陸軍不斷要求更強大的技術力量。在每個技術教學模塊結束和封頂習作之前，都對學生的CBRN技術知識和分析能力進行重點強化。在每週技術考試結束後，學生被隨機分組，並被提供一個與 CBRN 相關的事件或可能的 CBRN 目標進行分析。學生向該教學模塊的小組教官和技術教官匯報他們的分析、建議和目標執行計畫。這種方法提供了一個場所，學生可以展示他們對該教學模塊中學到的技術材料的理解，以及對部隊運作的運作和戰術影響的理解。每天都以事後評論和評估以及培訓和評估大綱來結束。

To graduate from CBRN BOLC, students must use all assets, resources, and technical knowledge that they have accumulated throughout the course to successfully complete a culminating capstone event. The culminating BOLC capstone event has also undergone major improvements over the last 3 years. The event spans a total of 6 days: 3 days of tabletop staff and platoon planning and 3 days of actions on objective based on the same plan. The culminating capstone event focuses on the self-development and operational learning domains covered over the previous 15 weeks and mimics the execution of a certification or validation exercise in which students are observed, coached, and mentored by small-group instructors serving as observer controllers. The classes are broken into smaller groups to facilitate more briefing opportunities and maximize instructor feedback. The culminating capstone event provides all students with the opportunity to fill a leadership position, as each platoon conducts a formal technical analysis briefing and operation order briefing to senior leaders and small-group instructors.

為了從化學軍官分科班領導課程畢業，學生必須運用他們在整個課程中累積的所有資源、技術知識和技能，成功完成一個結業習作。在過去的 3 年中，結業軍官分科班也進行了重大改進。該訓期 6 天，包括 3 天的團隊和排規劃，以及基於相同計畫的目標行動的 3 天。結業專注於前 15 週涵蓋的自我發展和作戰學領域，並模擬了在認證或驗證演習中執行任務的情況，學生將受到小組教官擔任觀察員控制者的觀察、指導和指導。課程被分成小組，以促進更多的簡報機會並最大限度地獲得教官的反饋。結業習作為所有學生提供了擔任領導職務的機會，因為每個排進行正式的技術分析簡報和作戰命令簡報，向資深領導者和小組教官匯報。

next steps 下一階段

As the world has become more complex, the Army has shifted its focus from counterinsurgency tactics to multi-domain operations in competition against near-peer adversaries. This means that USA CBRNS must continually refine its curricula to better prepare the CBRN staff officer and platoon leader for phased warfare consisting of minimized and concurrent planning timelines. Future curricula will challenge CBRN officers to integrate and develop relationships across the warfighting functions and think outside their own

wheelhouses. In order to be successful in any operational environment, CBRN officers need to be masters of maneuver first and CBRN subject matter experts second. This allows them to better understand how their units shoot, move, and communicate in a complex environment. which, in turn, results in recommendations and more options for the commander.

隨著世界變得越來越複雜，陸軍已將重點從反叛亂戰術轉移到多領域作戰，以對抗同級對手。這意味著美國化生放核必須不斷完善其課程，以更好地為化生放核參謀和排長做好準備，以應對由最小化和共同計劃時程表組成的分階段戰爭。未來的課程將挑戰化生放核軍官整合和發展跨作戰職能的關係，並跳脫自身領域思考。為了在任何作戰環境中取得成功，CBRN 軍官首先需要成為機動大師，其次是 CBRN 專題事件專家。這使他們能夠更好地了解他們的單位在複雜環境中如何射擊、移動和通信，進而為指揮官提供了建議和更多選擇。