

Final Project: The HBCT EIB Human Performance Assessment Model

IDDE 632 Instructional Design & Development II

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Background and Context

The Expert Infantryman's Badge (EIB) is a small badge in stature but provides huge meaning for an infantryman in the United States Army. This badge is directly and solely associated with the infantry branch. To obtain this prestigious badge soldiers must meet the Department of the Army standard for rigorous testing and must be in the career management field of the Infantry or Special Forces. This badge carries enormous status within the ranks by serving as a symbol that you are an expert within the field. The Expert Infantryman's Badge (EIB) is a heavy discriminator for promotion in both the enlisted and officer ranks. The concept is simple in that if you earn the Expert Infantryman's Badge (EIB) you have a much higher chance at promotion than those soldiers that do not earn it. The soldiers compete for the badge yearly and are tested with an Expert Infantryman's Badge (EIB) physical fitness test, land navigation, individual testing stations and a 12-mile foot march.

The Heavy Brigade Combat Team (HBCT) within the United States Army is a worldwide deployable fighting unit. It contains roughly 2,500-4,000 soldiers with three maneuver ground units. The maneuver units are comprised of mechanized infantryman, reconnaissance, and armored soldiers. The current mission set of a Heavy Brigade Combat Team (HBCT) carries a heavy vehicle configuration and requires more technical skills than physical abilities. Many times, the mission calls for soldiers to remain mounted and perform vehicular road marches over vast distances. In most cases, there is little need for soldiers in a Heavy Brigade Combat Team (HBCT) to conduct physical foot marches as the mission calls for a quite different skill set. The average infantryman that is assigned to either a Stryker Brigade Combat Team (SBCT) or Infantry Brigade Combat Team (IBCT) will have a skill requirement that needs the infantryman to road march on foot for long distances. Although the same foundational infantryman skills are required in all three types of formations, the infantryman in the Infantry Brigade Combat Team (IBCT) and Stryker Brigade Combat Team (SBCT) have a distinct advantage in earning the Expert Infantryman's Badge due to the superior performance in the 12-mile foot march.

Proposed Problem

Due to the nature of the mission set for an infantryman within a Heavy Brigade Combat Team (HBCT), the 12-mile foot march failure rate is much higher than that of an Infantry Brigade Combat Team (IBCT) and Stryker Brigade Combat Team (SBCT). The statistics show that an average of 33 percent of all candidates within a Heavy Brigade Combat Team (HBCT) fail the 12-mile foot march due to the lack of physicality in the soldier. In comparison, the Infantry Brigade Combat Team (IBCT) statistics show an average of 3 percent failure rate, and a Stryker Brigade Combat Team averages 10 percent failure rate due to the same physicality delinquencies. This disparity between failure rates is preventing those Soldiers assigned to a Heavy Brigade Combat Team (HBCT) from a critical requirement needed for nondiscrimination for promotion. This puts infantry soldiers assigned in a Heavy Brigade Combat Team (HBCT) to a severe disadvantage and stagnates their career progression.

Key Personnel & Roles

| Role | Description of Role |
|------------------------------------|--|
| Fort Benning EIB Committee | The Fort Benning EIB committee serves as the subject matter experts within the 12-mile foot march. This committee sources all reliable data, research, expertise and manages the overall standards within the event. |
| Program/Instructional Designer | The instructional designer helps units design training and conditioning plans and assists in writing the goals and objectives of the training and conditioning program. In addition, will work with subject matter experts, plan, and create evaluations and create the layout for the training and conditioning plans. |
| Program Evaluation Specialist | Works with instructional designer for formative evaluations planning and implementation. Responsible for development of qualitative and quantitative methods of evaluation data. Develop all evaluation tools to include soldier and leader surveys and data collection tools. |
| Unit Commanders | Execute training and conditioning plans at echelon under mission command. Commander is responsible for subordinate soldiers' success by providing orders, direction, and resourcing to meet the training and conditioning plan implementation. |
| Unit Master Fitness Trainers | Assist commanders in delivering unit physical readiness training and conditioning plan implementation. Responsible for executing physical readiness programs with the goal of reducing injuries and improving operational readiness. |
| Unit Expert Infantry Badge Holders | Assist in providing the unit with local subject matter expertise on the 12-mile foot march event. Responsible for providing expertise, experience, and knowledge to the event. Responsible for implementing and executing daily training and conditioning plan implementation in accordance with model design and unit physical readiness program. |
| Unit Operational Planner S-3 | Primary planner that assists commanders with timing and resources necessary to execute training and conditioning program. Manages units' long-range calendars and possess assets to assist units with required resourcing. Deconflicts units mission requirements to enable commander's intent. |

Table 1. Key Personnel & Roles

Environment

The infantry soldier is considered the best of the best. As an infantry soldier your job is critical to defending the country against all enemies foreign and domestic. The job of an infantry soldier is to close, capture, destroy and deter enemy forces. To accomplish the rigorous task required to be an elite infantryman you must be lethal, physically, and mentally tough. It is not easy to be an infantryman but becoming an expert infantryman puts you in a category of experts among the best.

The coveted Expert Infantryman's Badge is an opportunity for you to set yourself apart from your peers. The chance to prove that you are an expert at your craft. It is the chance for you to prove that you are one of the alphas among alphas. The motivation of the Expert Infantryman's Badge plays a critical role in the operational environment of the event. The path to earning the Expert Infantryman's Badge is grueling and it all ends with the 12-mile foot march event.

The train-up for the event begins well before the competition even starts. Soldiers train all year in those individual critical tasks that are required for them to become experts. Each unit works at creating training plans for candidates in hopes that they themselves can carry the bragging rights of having the most badges awarded to their organization. This not only builds Esprit de Corps for individuals but also many units. The unit training plans help to set up candidates for the best opportunity for earning the badge and helps prepare them for the week of official train up.

The candidates for the Expert Infantryman's Badge get one official week of train up before testing begins. The train up is grueling as candidates wake up every morning at 0430 hours and train all day to master the tasks necessary to compete. The tasks involve day and night navigation, physical fitness test, 61 individual tasks, and culminates with a 12-mile foot march. The candidates spend all day and most of the night on the lanes practicing and rehearsing the tasks over and over. Repetition and attention to detail are the keys to success. A candidate can only receive two failures at any single task and event. If the candidate fails a task or event twice consecutively or more than two total tasks or events in the competition, they are out and cannot earn the badge. The pressure is enormous, and the most physically grueling task is the 12-mile foot march.

The culminating event for the Expert Infantryman's Badge is the 12-mile foot march. The foot march is the only event that stands in the way of the candidate and badge. The predetermined 12-mile route must be completed carrying a basic rifleman's load at around 55 pounds of gear. The candidate must walk or run, carrying all gear and weapon a total of 12 miles in less than three hours. The weather is what is forecasted for the day. It does not matter if it is cold, hot, dry, wet, favorable, or miserable, the candidate must fight through the natural elements. This event is a "GO" or NO/GO" event and there is no in-between. In addition to the candidate preparation there is also an enormous amount of unit resources and preparation that goes into this event. This is not an event that can be planned in one day rather this is an event that is planned for months in advance. Figure 1 depicts some of the resources, timeline, and coordination that must be conducted.

Day 5 – 12 Mile Foot March Overview

- > "GO" or "NO-GO" EVENT w/ NO RE-TEST
- > 12 MI FORCED MARCH IAW FM 21-20 (PHYSICAL FITNESS TRAINING)
- > ALL CANDIDATES WILL HAVE 3 HOURS TO COMPLETE THE PRESCRIBED COURSE WITH THE ASSIGNED PACKING LIST
- > SOLDIERS ON PERMANENT PROFILE CANNOT BE TESTED ON THIS EVENT
- > COURSE IS ALMOST ENTIRELY ON SAND TRAILS, THE CONDITION OF WHICH WILL BE WEATHER DEPENDENT.
- > FLA SUPPORT WILL BE LOCATED AT THE BEGINNING, MID POINT, AND TURN AROUND POINT
- > TWO WATER BUFFALOS WILL BE ON THE COURSE; ONE AT THE START AND ONE AT THE TURN AROUND POINT
- > THERE ARE TWO CROSSING POINTS ON HARD BALL ROADS. THESE POINTS WILL BE MANNED WITH A 2 CROSSING GUARDS WHO WILL BE EQUIPPED WITH REFLECTIVE VESTS, CONE FLASHLIGHTS, AND HEADLIGHTS. THEY WILL OCCUPY THE ROADS IN ADVANCE OF ANY CROSSING CANDIDATES
- > 2X EIB HOLDERS WILL TRAIL THE FORMATION TO NOTIFY TURN AROUND POINT CADRE THERE ARE NO MORE CANDIDATES ON THE COURSE
- > FLA WILL DRIVE THE COURSE IN TRAIL OF THE LAST CANDIDATE AFTER FIRST LEG IS CLEAR

| EVENT | DTG | RESOURCES REQUIRED |
|---|------|--|
| LANE SETUP CANDIDATE TRANS | 0300 | <ul style="list-style-type: none"> • Time Clock (Start/Finish point) • Control Point Desk • 4x Road Guard vest • 8x Soldiers for Route Control • 8x ASIP radios in man-pack configuration • Engineer Tape • 2 x Stop Watches • FM 21-20 • 3 x Field Line Ambulances w/ ASIP and 4 Medics • 2 x Water Buffalo |
| ROUTE BRIEF | 0430 | |
| RUCK BEGINS | 0500 | |
| RUCK ENDS | 0800 | |
| FLA CLEARS RTE FROM TURN AROUND TO FINISH | 0810 | |

Figure 1. 12-mile Foot March CONOP Example

The amount of pressure with the 12-mile foot march is compounded by the fact that all other events and tasks have been completed to standard. At this point in the competition many other candidates have washed out. The overall environment is one of nervousness, excitement, fear, and adrenaline. If the candidate can only physically push through and successfully complete the 12-mile foot march event, they can be considered by their peers, unit, and the Army as expert infantryman.

Intended Audience

The foundation of this model is within its audience. The target audience is the key. The infantry soldier can be assigned to any type of formation by the Department of the Army. An infantry soldier can be assigned to a Stryker Brigade Combat Team (SBCT) and according to the Army (2020), "Stryker vehicles provide the warfighter with a reliable, combat-tested platform that includes significant survivability and capability". Although a very capable fighting formation, the infantry soldier might find themselves in a quite different lighter more agile fighting formation such as the Infantry Brigade Combat Team (IBCT). According to the Army (2000), "Infantry Brigade Combat Teams (IBCTs) constitute the Army's "light" ground forces and are an important part of the nation's ability to project forces overseas. There are three types of IBCTs: Light, Airborne, and Air Assault. Light IBCTs are primarily foot mobile forces. Light IBCTs can move by foot, by vehicle, or by air (either air landed or by helicopter). Airborne

IBCTs are specially trained and equipped to conduct parachute assaults. Air Assault IBCTs are specially trained and equipped to conduct helicopter assaults”. If that were not considered a diverse enough range of methods for the infantry soldier to become masters at, the infantry soldier could also be assigned to the Heavy Brigade Combat Team (HBCT). According to the Army (2009, pg1-1) “proficiency for armor, mechanized infantry, reconnaissance, engineers, fire support combat platform systems within the HBCT and ACR, as well as sustainment unit vehicles armed with crew-served weapons.”

The diversity of places in which an infantry soldier can be assigned directly correlates to why the target audience of the model is so important. As stated before, infantry soldiers within the Stryker and Infantry Brigade Combat teams are not facing the same challenges of those infantry Soldiers assigned to the Heavy Brigade Combat Teams. It is important to note that this model is designed for a target audience that includes all officer and enlisted infantry soldiers that are in the career management field of infantry within the Heavy Brigade Combat Team (HBCT). This model is designed for that specific demographic of infantry soldiers regardless of rank or gender. If you are an infantry soldier that has not earned the Expert Infantryman’s Badge and fit the previous demographics, this model can greatly enhance future success for earning the coveted badge.

The models target population is critical as the need for the right audience will aid the Heavy Brigade Combat Teams (HBCT) with targeting future infantry soldiers and their increased desire to want to serve within its ranks. The Expert Infantryman’s Badge is a critical career progression aid and is vital to career progression within the infantry career management field. The following Figure 2 helps to show how important this prestigious badge is in promotion and career progression for the infantry soldier.

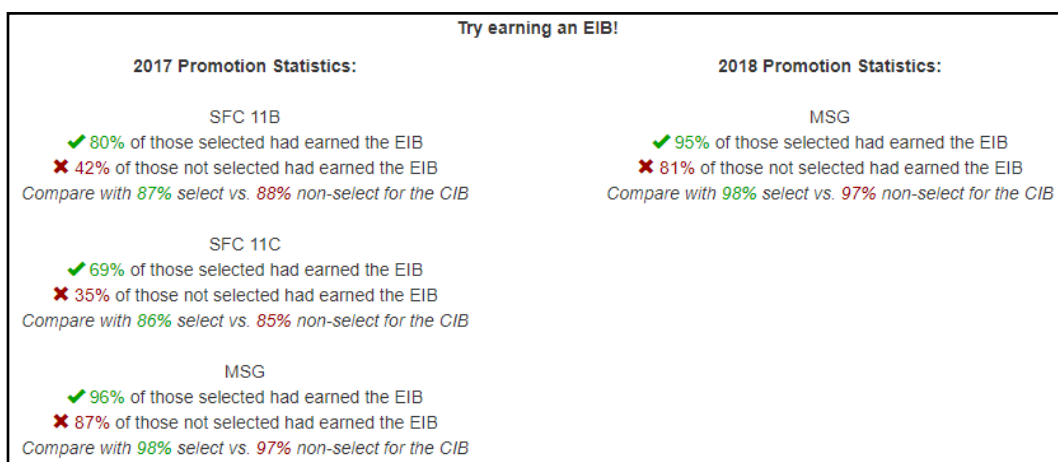


Figure 2. Fort Benning EIB OCOI Army Selection Board Analysis 2017-2018

This Instructional Systems Design Model has the target audience visually depicted outside of the inputs section within the model. Although there is a recognition of the “target audience”

being an “*input*” within the system, the need for the right target audience is critical to this specific model. Without a foundational focus on the infantry soldier assigned to a Heavy Brigade Combat Team (HBCT), the model cannot aim at improving the human performance gap for infantry soldiers in this type of formation. There is a negative 23 percent human performance gap for infantryman assigned between Heavy and Stryker Brigades, and an alarming 30 percent human performance gap between those infantrymen assigned to Infantry and Heavy Brigade Combat Teams in the Expert Infantryman’s Badge 12-mile foot march event. This target audience and foundational beginning of this model is vital to ensure those kinds of disparities in human performance gaps can close. The right target audience within the Heavy Brigade Combat Team can not only help those infantrymen assigned to the formation but can close the gap with the desire for infantryman to want to be part of the unit. The model has a visually purposeful isolation of the target audience block and is the starting point for instructional design within this model.

Rationale of Model

The rationale and development of this model is designed to pave a method to creating the right communication, knowledge, skills, and physical proficiency among all individuals who influence the target audience. The model looks to use a systematic process that is designed with a systematic approach as defined by Romiszowski (1992).

“stages should be followed to identify the training or educational needs (define the problem), analyze these needs in order to transform them into objectives (analyze the problem), design the instructional methods and materials (develop a solution), implement experimentally and finally evaluate the course.”

In this instructional system design model, the systematic approach focuses on its design and helps provide an instructional training and conditioning program that can lead to closing the human performance gap in the Heavy Brigade Combat Teams (HBCT) Expert Infantryman’s Badge 12-mile foot march. The intent is to not only bridge the human performance gap for the individual Soldier but provide an instructional solution by means of a training and conditioning program to the Heavy Brigade Combat Teams (HBCT). This training and conditioning program will provide both the individual soldier and unit with the ability to close the performance gap for the 12-mile foot march event results, between those of the Infantry and Stryker Brigade Combat Teams.

In this problem, the success rates and human performance of those infantry soldiers within a Heavy Brigade Combat Team (HBCT) are considerably lower than that of the Infantry and Stryker Brigade Combat Teams. The knowledge, skills, and requirements of training vary greatly between formation types. All soldiers are infantry soldiers however each unit greatly varies on the time, resources, and skills, needed for each unique fighting platform within the formation. For example, the Heavy Brigade Combat Team (HBCT) using the Bradley Fighting Vehicle is a far more complex and technical platform than that of a light soldier conducting Air Assault Operations. The daily requirements of in-depth maintenance, gunnery skills, drivers training, dismounted operations, and proficiency training detract from the basic physical

requirements of an infantry soldier assigned to another type of Brigade Combat Team. The use of this model can be tailored to the specific training requirements within a Heavy Brigade Combat Team and help close the human performance gap by producing a systematic and structured program as outlined within the following model description.

Model Purpose

The purpose of my instructional systems design model is to provide the operational framework in constructing a physical training and conditioning program to bridge the performance gap for soldiers assigned to Heavy Brigade Combat Teams (HBCT). This instructional systems design model will analyze, design, develop, implement, and evaluate a solution to the physical conditioning and training required in combination with meeting the mission requirements of the Expert Infantryman's Badge (EIB) 12-mile foot march within a Heavy Brigade Combat Team (HBCT). The development of the model will include elements from both the ASSURE and the Gerlach and Ely Model. This instructional systems design model will look at leveling the performance gap in the Heavy Brigade Combat Team (HBCT) with those of the Infantry and Stryker Brigade Combat Teams and help to ensure all soldiers have an opportunity for promotion equally.

Assumptions of Model

In the creation of this Heavy Brigade Combat Team (HBCT) Expert Infantryman's Badge Human Performance Assessment Model there are a couple of assumptions that are made. The legitimate assumption must be made that the data collected from the Maneuver Center of Excellence (who manages EIB across the Army) has accurate reporting data from the units. The assumption that this data is accurate would be the foundation on why it would be necessary to use this instructional system design model and its application. Without assuming the collected data was accurate then there would be no reason to produce or apply this instructional design model.

Another reasonable assumption within this model is that the units have both the time and resources to implement this model. Each unit operates off a different long-range calendar with competing tasks. Although each unit is busy, the assumption is that given the importance of ensuring infantry soldiers that are assigned to Heavy Brigade Combat Teams can continue to competitively career progress with their peers, time will be made for this model application. The assumption is that the desired human performance within the 12-mile foot march is important enough to ensure proper time and resources are allocated to the use of this instructional systems design model.

Constraints of the Model

This instructional systems design model will be implemented into an already existing unit training and conditioning program. A major constraint of this model is that a variety of commanders are given operational reach to choose the training and conditioning program for their respective units. For this model to be successful commanders at all echelons must allow authorization for use of this instructional system design model. While this model will help to

improve the 12-mile foot march event for Heavy Brigade Combat Teams, some commanders may opt to use existing overall training and conditioning plans. The 12-mile foot march is just a small part of the training and conditioning requirements for the units required mission essential task list.

The HBCT EIB Human Performance Assessment Model

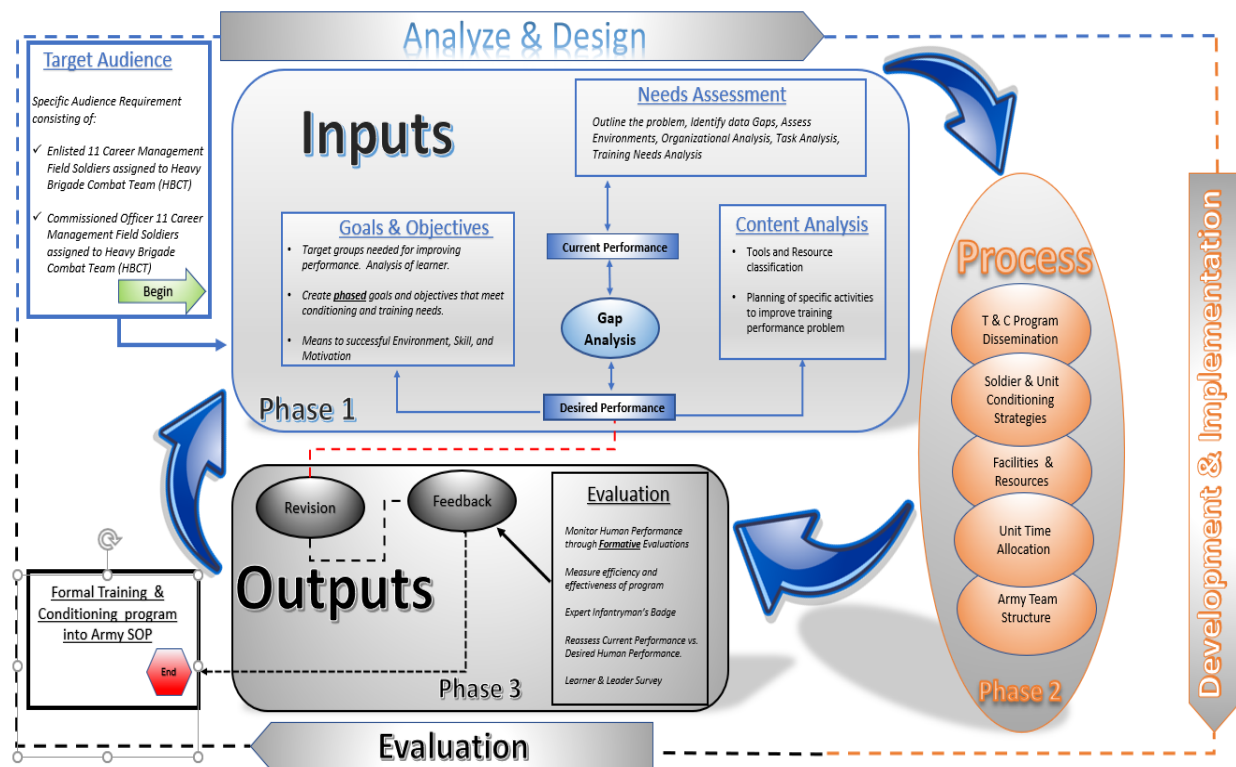


Figure 2. HBCT EIB Human Performance Assessment Model

Model Components

The depiction of this visual instructional systems design model starts purposefully in aligning with the classical components of the ADDIE model. The uses of (analyze & design) = inputs, (development & implementation) = Process, and (Evaluation) = Outputs are meant to help visualize that the Heavy Brigade Combat Team Expert Infantryman's Badge Performance Assessment model is *encompassed* by the ADDIE model. To note in this model are a clearly defined starting point and ending point within the model. This ensures the model helps the human performance by starting the right way and ends with a measurable deliverable for the desired human performance. The use of the systems design theory as the foundation in the model design allows and assists its users with the ability to achieve a closing in the human performance gap between the current performance and the desired performance. Every section within the starting point, inputs, process, outputs and ending point have purposeful subcomponents that help to drive this overall systems model. In the following sections we will take a little deeper look into these subcomponents and how they apply within the model. To note

the large blue arrows, depict a combination of linear and curvilinear style to the model and represent how the model continuously evolves within the system.

Starting Point (Target Audience)

During this section in the project, we will not go into depth on the starting point as we discussed its importance earlier in the project. We will, however, reiterate that the target audience section is **critical** to the model's success. It is important to note again that the target audience though recognized as an input, needed to be separated, to ensure the model works for the intended audience it was designed for.

Inputs

The inputs section within the Heavy Brigade Combat Team Expert Infantryman's Badge Assessment model correlates with the analyze and design phase of the ADDIE model within instructional design. The inputs section of this model contains a detailed needs assessment that includes the following sections in Table 1.4 and an example question for each section.

| Needs Assessment Subcomponent | Example Question |
|-------------------------------|---|
| Outline the problem | <i>What is the actual cause of the problem...cause analysis?</i> |
| Assessing the environment | <i>What factors in the environment influence performance and how does it influence soldiers at each installation?</i> |
| Organizational Analysis | <i>What is the makeup of the organization to include its thoughts on the task, facilities, assets, etc. to get after training?)</i> |
| Task Analysis | <i>What skills are missing to improve performance?</i> |
| Identifying any data gaps | <i>Are there any deficiencies within the data collected for the 12-mile foot march for HBCTs?</i> |
| Training Needs Analysis | <i>What is the current Standard for training for the 12-mile foot march in HBCTs?</i> |

Table 1.3. HBCT EIB Performance Assessment Model Needs Assessment

This needs assessment helps understand the current performance, the desired performance and the gap analysis that exists between the two. The model notes arrows between the need's assessment, current performance, gap analysis, and desired performance in a direction that allows all of them to feed each other. In theory, although the needs assessment helps determine the current performance, desired performance, and the gap in between, it is also important that all three of those same components can help drive and feed into the need's assessment.

Once the needs assessment is completed and validate through the desired performance that outcome will drive the goals and objectives for the training and conditioning plan. These goals and objectives contain a phased approach to training for the 12-mile foot march. Soldiers cannot just go out and conduct a 12-mile foot march as it requires a training and conditioning plan that applies an incremental phased approach. For example, part of the training progression maybe includes first a four-mile foot march, proceeded by a six-mile foot march, and so on. In addition, the goals and objectives should target these groups and include content that motivates the soldier to want to compete in the event. The environment and climate that is created within each unit

will help reinforce the importance of achieving the badge for promotion. It will also assist units in placing a precedence in its training objectives of the event and will help to motivate the soldiers to want to compete.

Finally, in the inputs section the desired performance will include a content analysis to help drive the system. Within the content analysis it will be important to plan the specific activities necessary that nest with the established goals and objectives. These training activities must be specific to the skills and physical attributes needed for a soldier to successfully perform the 12-mile foot march event. The tools and resources provide to the units and soldiers for this event need to be analyzed to assist the organization with successful implementation of the training and conditioning plan.

Process

The process section within the Heavy Brigade Combat Team (HBCT) Expert Infantryman's Badge Assessment model correlates with the development and implementation phase of the ADDIE model within instructional design. The model visually depicts circles that interlock meaning that they are all interdependent upon each other. The decisions that are made within one subcomponent of the process directly influence decisions within another. All subcomponents interact with each other and many of them happen simultaneously.

Within the process section of the model the system design drives the development and implementation of a detailed training and conditioning program unique to each installation that will help close the human performance gap. In addition, each unit will develop and produce detailed soldier and unit conditioning strategies. Each unit will ensure the right resources and facilities are provided within that unique installation to help enhance the right conditioning strategies and program dissemination. The facilities provided will nest with the right amount of time in the long-range calendar to achieve the phased goal approach. Finally, the way the team is structured will assist the training and conditioning strategies and program implementation by providing the right leader to train the candidates. Those individuals who have excelled at the 12-mile foot march in the past must lead the soldiers in the training and conditioning plan. All these factors of the training and conditioning program, strategies, resources, time, and team structure must be developed purposefully and fully implemented correctly to achieve the greatest results of closing the gap in human performance.

Outputs

The outputs section within the Heavy Brigade Combat Team (HBCT) Expert Infantryman's Badge Assessment model correlates with the evaluation phase of the ADDIE model within instructional design. The subcomponents within the evaluation phase focus on formative evaluations. According to Potter (n.d). "evaluation is one of the most important steps in the design process, and yet it's usually the step that gets left out." (Lesson 10, para 3.). These formative evaluations can be conducted during any phase on the training and conditioning program. This is important as noted earlier that the goals and objectives would be focused on a phased training plan of four miles proceeded by six miles, etc.... This leaves the flexibility required of units to apply the evaluation necessary based on their specific training progression.

These formative evaluations in help drive the effectiveness and efficiency of each unit during their training and conditioning progression. A combination of analyzing the *(number of Expert Infantryman’s Badges achieved vs. what the current performance is vs. the desired performance)*, will all help to evaluate if the human performance gap is closing, and the unit is in fact achieving the desired results. The outputs subcomponents will include both soldier and leader surveys. This method will provide a variety of perspectives on the process within the system design and the model for both its efficiency and effectiveness.

The formative evaluation and its methods will provide critical feedback within the model. This feedback will either provide a path to the ending point or it will require revision of the training and conditioning program. If revision of the training and conditioning program is needed, the model shows the line that moves to the required revision, back into the inputs process where it will reassess the desired performance and look to drive the necessary revision changes based on the feedback in the outputs. If the feedback is positive and it is achieving the desired human performance, then that feedback will move to the ending point of the model.

Ending Point

The ending point within the Heavy Brigade Combat Team (HBCT) Expert Infantryman’s Badge Assessment model aims at producing a formal training and conditioning program into the United States Army. The program will help not only influence the micro level (soldier) and macro level (unit), but it will ultimately look to assist the mega level (Army) as the infantry career management field within the service department. This training and conditioning program will be codified into a formal standard operating procedure within the Army so that it becomes the standard for training and conditioning for Heavy Brigade Combat Teams (HBCT) infantry soldiers assigned to the formation. This formalized plan will lead to a product that outlines the instructional and training path needed to provide the soldiers assigned to Heavy Brigade Combat Teams (HBCT) with the knowledge, skills, and motivation to reach the desired performance.

Communication and Diffusion Plan

The roadmap for communicating and diffusing the Heavy Brigade Combat Team Expert Infantryman’s Badge Assessment model will be nested with supporting the Army vision and Army Innovation Strategy (AIS) to enable the ability to streamline creativity into the Heavy Brigade Combat Team force structure. The ability to leverage unique lines of effort into the total force structure will rely on the existing innovation approach used by the U.S. Army. The following diagram encompasses “the Army’s Three-Pronged Approach” to innovation as found in the Army Innovation Strategy Guide (2017, pg. 2). When fully utilized systematically and integrated with the three-pronged approach, it will enable the infantry branch to advance application of this model towards maturity, from a forward-thinking “outside the box” perspective, and help form a new standard training and conditioning program within the Heavy Brigade Combat Team.

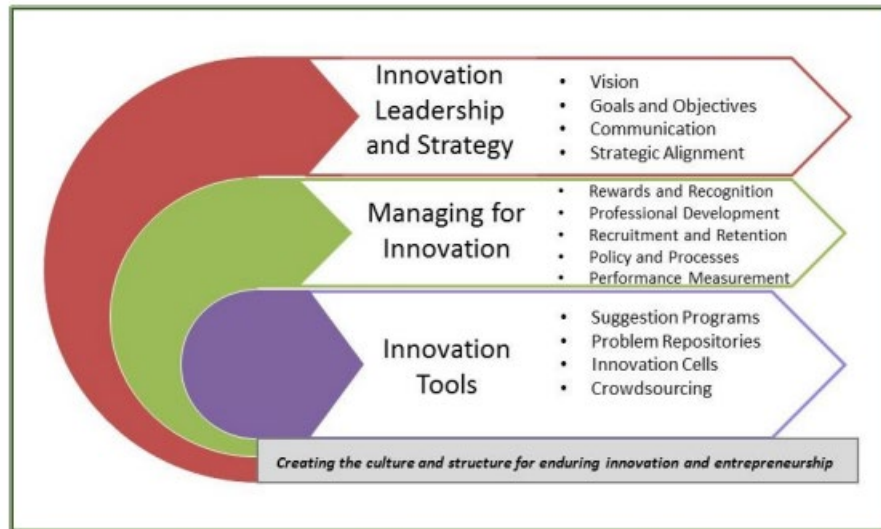


Figure 3. The Army's Three-Pronged Approach to Innovation

Innovation Tools

The innovation tools for the Heavy Brigade Combat Team Expert Infantryman's Badge Assessment model will enable to systematically promote, track, and monitor the implementation progress. The ability to manage this innovative model will help the Heavy Brigade Combat Team leadership and decision makers to value the capabilities of the model. As seen from the figure some of these tools include suggestion programs, problem repositories, innovation cells, and crowdsourcing.

Managing for Innovation

The full understanding of the disparity of the performance problem between the various Brigade Combat Teams relies on changing the culture and current training and conditioning programs that exist within the Heavy Brigade Combat Team. Managing this new instructional design model will use data-based criteria to understand the rewards and recognitions, professional development opportunities, recruitment into Heavy Brigade Combat Teams, effective revised standard operating procedures for the event, and an increased performance measurement for the 12-mile foot march event. This will all help disseminate the capabilities and benefits of the Heavy Brigade Combat Team (HBCT) Expert Infantryman's Badge Human Performance Assessment Model, likely resulting in the necessary change of culture.

Innovation Leadership and Strategy

Through the communication a diffusion plans of the Heavy Brigade Combat Team (HBCT) Expert Infantryman's Badge Human Performance Assessment Model, it will enable the ability to clearly communicate the vision of the model, the goals and objectives it is aligned with, and how the model supports the Heavy Brigade Combat Team's organizational strategic direction.

Conclusion

It will be critical for soldiers assigned to a Heavy Brigade Combat Team (HBCT) to have a tool to assist in closing the human performance gap during the Expert Infantryman's Badge 12-mile foot march event, with that of their peers, who are assigned to Stryker and Infantry Brigade Combat Teams. This performance gap must be closed to help soldiers assigned to Heavy Brigade Combat Teams to remain competitive for career progression. Career progression for soldiers is critical and no soldier will want to be assigned to any unit that hinders their career progression. The use of this model will not only bridge the human performance gap for its intended audience, but it will also assist units by providing them with a tool that will improve the soldier's motivation to want to be assigned to these units. The Heavy Brigade Combat Team Expert Infantryman's Badge Human Performance Assessment Model provides a systematic process and is the tool needed, for a solution to the disparity in human performance in the 12-mile foot march between the Heavy, Stryker and Infantry Brigade Combat Teams.

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