

1. FM 7-0 Definitions.

a. Professional Military Education (PME) develops Army leaders. Officer, warrant officer (WO), and noncommissioned officer (NCO) training and education is a continuous, career-long, learning process that integrates structured programs of instruction—resident at the institution, and nonresident via distributed learning at home station. It is progressive and sequential, provides a doctrinal foundation, and builds on previous training, education, and operational experiences. It provides hands-on technical, tactical, and leader training, and is focused to ensure leaders are prepared for success in their next assignment and higher-level responsibility.

- Officer Education System (OES). Army officers must lead and fight; be tactically and technically competent; possess leader skills; understand how the Army operates as a service, as well as a component of a joint, multinational, intergovernmental,¹ or interagency organization; demonstrate confidence, integrity, critical judgment, and responsibility; operate in a complex, uncertain, and rapidly changing environment; build effective teams amid continuous organizational and technological change; and solve problems creatively. OES develops officers who are self-aware, adaptive, and able to lead Army units to mission success.

- Warrant Officer Education System (WOES). Warrant officers are the Army's technical experts. The WOES develops a corps of highly specialized experts and trainers who are fully competent and proficient operators, maintainers, administrators, and managers of the Army's equipment, support activities, and technical systems.

- NCO Education System (NCOES). NCOES trains NCOs to lead and train soldiers, crews, and subordinate leaders who work and fight under their leadership. NCOES provides hands-on technical, tactical, and leader training focused to ensure that NCOs are prepared for success in their next assignment and higher-level responsibility.

- Functional Training. Functional courses, available in both resident and non-resident distributed learning modes, enhance functional skills for specific duty positions.

b. Leader Development. The deliberate, continuous, sequential, and progressive process, grounded in Army values, that grows soldiers and civilians into competent and confident leaders capable of decisive action. Leader development is achieved through the lifelong synthesis of the knowledge, skills, and experiences gained through the developmental domains of institutional training and education, operational assignments, and self-development.

c. Joint Training. Joint training uses joint doctrine, tactics, techniques, and procedures (TTPs), and involves more than one service component. However, two or more services training together using their respective service doctrine and TTPs is defined as service-sponsored interoperability training. Although not classified as joint

¹ OSD Strategic Plan for Transforming Training defines joint as joint, interagency, intergovernmental, and multinational.

training, service-sponsored interoperability is a vital component of joint proficiency and readiness.

d. Multinational Training. Based on applicable multinational, joint and/or service doctrine, it is designed to prepare organizations for combined operations with allied nations.

e. Interagency Training. Based on applicable National Command Authority (NCA)-derived standard operating procedures, interagency training is designed to prepare the Army to operate in conjunction with other government agencies.

f. Intergovernmental Training. This training is designed to prepare the Army to operate with state and local governments.

g. Initial Military Training (IMT). IMT provides the basic skills, knowledge, and task proficiency to become a soldier and, subsequently, to succeed as members of a small Army unit, contribute to a unit's mission accomplishment, and survive on the battlefield. IMT is the foundation training given to all personnel upon entering the Army; IET is a subset of IMT and focuses on the enlisted soldier. It provides an ordered transition from being a civilian to becoming a soldier, motivation to become a dedicated and productive member of the Army, and qualification on basic critical soldier skills and knowledge. IMT instills an appreciation for the Army in a democratic society, inspires the Army's warrior ethos, and establishes Army values of loyalty, duty, respect, selfless-service, honor, integrity, and personal courage. Newly commissioned officers will be competent and confident small-unit leaders trained in fieldcraft. WOs will be technically proficient in the systems associated with their functional specialty. Enlisted soldiers will be qualified in the critical military occupational specialty tasks and standards defined by their branch proponent. The soldierization and professional development process continues under the leadership of NCOs when these new soldiers arrive in their first unit.

For U.S. Army Training and Doctrine Command (TRADOC), IMT includes: Reception Battalion operations in support of IMT; Basic Combat Training (BCT); One Station Unit Training (OSUT); Advanced Individual Training (AIT); Reserve Officer Training Corps (ROTC); Officer Candidate School (OCS); Warrant Officer Candidate School (WOCS); Officer Basic Courses (transitions to Basic Officer Leader Courses II and III); and recruiter, drill sergeant, and other IMT cadre training

2. Army Training and Leader Development Panel Definitions.

a. Self-Awareness. The ability to understand how to assess abilities, know strengths and weaknesses in the operational environment, and learn how to correct those weaknesses.

b. Adaptability. Ability to recognize changes to the environment, assess against that environment to determine what is new and what to learn to be effective, and the learning process that follows.

c. Warrior Ethos. The warrior ethos compels soldiers to fight through all conditions to victory, no matter how long it takes and no matter how much effort is

required. It is the soldier's selfless commitment to the nation, mission, unit, and fellow soldiers. It is the professional attitude that inspires every American soldier. The warrior ethos is grounded in refusal to accept failure and sustained through discipline, example, commitment to Army values, and pride in the Army's heritage.

3. **Training Aids, Devices, Simulators, and Simulations (TADSS) definitions.**

a. System TADSS. System TADSS are designed for use with a specific system, family of systems, or item of equipment, including subassemblies and components. System TADSS may be designed/configured to support individual, crew, collective, or combined arms training tasks. They may be stand-alone, embedded, or appended. Where practical and cost effective, the use of system-embedded TADSS is the preferred approach. System TADSS are funded by the associated weapons system's program evaluation officer (PEO)/program manager (PM) and are fielded concurrently with the system.

b. Nonsystem TADSS. Nonsystem TADSS are designed to support general military training and nonsystem specific training requirements. Nonsystem TADSS are funded by the training mission area.

c. Training Aids. Training aids are items that assist in the conduct of training and the process of learning. Most training aids are developed and supported/maintained at the installation Training Support Centers (TSC) to be used in the live training environment. Examples:

- Visual Modification
VISMOSDS Sets
- Graphic Training Aids
- Models (Inert Munitions)
- Displays (OPFOR Small Arms)
- Rubber/plastic M16s

d. Training Devices: Training devices are working three-dimensional models that simulate or demonstrate the functional equipment or systems in the live training environment. They are designed, developed, and procured for training support. Generally, devices provide the soldier with something that substitutes for actual equipment or enhances training. Most training devices are supported and maintained by the installation TSC. Examples include:

- Smoke producing M21
Antitank Mines
- M14 Antipersonnel Practice
Mines
- Engagement Skills Trainer
- Training Grenades
- Weaponeer

e. Simulators. Simulators are a training medium that replicates or represents the functional operation of a weapon, weapon system, or item of equipment generally supporting individual, crew, or crew subset task training. Simulators may be stand-alone or embedded. Simulators use the virtual training environment to support training. Unlike training aids and devices, simulators are procured through the training mission area or the supporting PEO/PM and are normally supported and maintained by the

installation or an umbrella. Contracted Logistical Support (CLS) contract administered by PEO STRI. Examples include:

- Conduct of Fire Trainer (COFT) for Abrams and Bradley
- Close Combat Tactical Trainer (CCTT)
- MILES
- Flight Simulators

f. Simulations. Simulations are a training medium designed to replicate or represent battlefield environments in support of command and staff training. Simulations provide leaders effective training alternatives when maneuver and gunnery training opportunities are limited. Simulations may be stand-alone or embedded. Simulations are computer generated and operate in the constructive training environment. Simulations procured through the training mission area process are usually supported and maintained through an umbrella support contract administered by PEO STRI. Examples include:

- JANUS
- Corps Battle Simulation (CBS)
- Brigade Battalion Battle Simulation (BBS)

3. Deputy Chief of Staff, Intelligence (DCSINT) definitions.

a. Threat. Any specific foreign nation or organization with intentions and military capabilities that suggest it could be adversarial or challenge the security interests of the United States, its friends, or allies.

b. Operational Environment. A composite of all the conditions, circumstances, and influences that affect the employment of military forces and bear on the decisions of the unit commander.

c. Cold War Opposing Force. An organized force created by and from U.S. army units to portray a unit of a potential (Cold War) adversary armed force.

d. Contemporary Opposing Force. A plausible, flexible military and/or nonmilitary force representing a composite of varying capabilities of actual worldwide forces, used in lieu of a specific threat force, for training and developing U.S. forces.