



DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND
102 MCNAIR DRIVE
FORT MONROE VIRGINIA 23651-1047

REPLY TO
ATTENTION OF:

ATZL-CG

19 May 2003

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: FY 04 TRADOC Command Training Guidance (CTG)

1. Purpose.

a. Training is our primary mission. We prepare The Army for war, both today and tomorrow. This memo describes my intent for Initial Military Training (IMT) and Professional Military Education (PME) in fiscal years (FYs) 04, 05, 06, and beyond. It provides the U.S. Army [Training and Doctrine Command's](#)¹ (TRADOC's), the U.S. Army [Combined Arms Center's](#) (CAC's), and the [Army Accessions Command's](#) (AAC's) IMT and PME goals, objectives, and priorities and my guidance. It serves as the basis for CAC and AAC quality assurance assessment and feedback on our IMT and PME.

b. I expect leaders, staff, and faculty to read and comprehend this guidance. Commanders of the [Maneuver Support Center](#) (MANSCEN) and [Combined Arms Support Command](#) (CASCEN); TRADOC [Branch Proponent Commandants](#); and the commandants of the US [Sergeants Major Academy](#) (USASMA), [Warrant Officer Career Center](#) (WOCC), [Western Hemisphere Institute for Security Cooperation](#) (WHINSEC), and [Defense Language Institute](#) (DLI) will publish supporting CTG in accordance with (IAW) our Army's training doctrine. To begin executing long-range planning described in Field Manual (FM) 7-0, [Training the Force](#), this year's CTG addresses FYs 04-06 and beyond. Next year we will be in synch with doctrinal timelines and will provide guidance for FYs 07-08 and beyond.

2. Commander's Assessment and Priorities.

a. Our mission is to train the Army's soldiers, develop leaders, support training in units, develop doctrine, establish standards, recruit the force, and build the future Army.

b. FY 03 saw us making significant strides in divesting ourselves of Cold War tactics, techniques, and procedures (TTP) in our training and education and at our combat training centers (CTCs). In FY 04, we must complete that divestment and fully implement full-spectrum operations in the contemporary operational environment (COE) (Enclosure 1) at our CTCs and in our classrooms.

c. Resources—manpower, dollars, and time—present a considerable challenge. TRADOC will continue to provide trained and ready soldiers, develop leaders, support unit training,

¹ All blue and underlined font words link to a website.

ATZL-CT

SUBJECT: FY 04 TRADOC Command Training Guidance (CTG)

access the force, and be the architect of the future within the confines of the resources provided. We will make priority choices based on our contribution to the Army's goals, objectives, and core competencies. Those missions we cannot fund we will not execute.

d. Change, and its revolutionary pace, is a fact in our operating environment. To deal with the environment we operate in, we must develop learning organizations (Enclosure 5). Fostering self-awareness and adaptability in our organizations and in ourselves produces the genesis for development of learning organizations.

e. Training is our number one priority. Within that priority, my first focus is on resourcing IMT. I say this because only TRADOC conducts IMT; the field does not. We recruit soldiers who serve as the centerpiece of the Army formation and the Army's readiness. Once soldiers enter, we ensure a smooth transition into our Army and work to ensure their continued success. Our Army's transition to the "train-alert-deploy" model requires, for more than just the contingency forces, the right soldier and leader, at the right time, in the right place, with all the right competencies, who can immediately contribute to their unit's success. Prioritizing IMT means accepting some risk in combat development and doctrine development. We can tolerate this risk. AAC's priority of work is to transform the accessions process; standardize IMT—find the best practices and make everyone use them and train to Army standards; and lead the effort to transform IMT to prepare for the unit of action (UA) in FY 10.

f. My priority of support to other programs follows in order: CTCs; PME, focusing on younger officers and noncommissioned officers (NCOs); followed by training development, combat development, and doctrine development programs. Our contributions to joint training and readiness must be first class. Fully embedded in the joint community, we will remain firmly connected with an Army Service Component Command (ASCC)-like relationship with [Joint Forces Command](#) (JFCOM).

g. Time is the inelastic resource; there is not enough, and it cannot be increased. We can use it more efficiently—discipline the number of events, make decisions, set priorities, and allocate required resources—to accomplish mission-essential tasks to standard. Make the hard calls about not doing nonmission-essential tasks. As the Chief of Staff, U.S. Army (CSA), said in his training guidance, "Do less, do it well, meet the standard."

3. Adapting to Change and Preparing for the Future. As a learning organization, we must welcome new ideas, foster innovation, seek collaboration, and embrace change in all that we do. We look to the future based on a firm grasp of today. Standards are important, but at the same time, I want instructors to have the desire and capability to make the class relevant to what is going on in the real world instead of an out-of-date lesson plan. Relevancy needs creative, innovative thinkers, not automatons who rigidly adhere to a set program of instruction (POI).

a. What has changed?

(1) Conditions in our Operating Environment. This drives changes in how and with what we train (Enclosure 1).

(2) Training Transformation.

(a) The Objective Force Soldier (OFS) Model and Training Strategy was approved by the CSA in August 2002 (Enclosure 3). This model describes what we expect the OFS and leader to be, know, and do to succeed in the UA operating in the COE. The OFS Model and Training Strategy provide a roadmap for the assessment, preconditioning, and training necessary to develop the OFS.

(b) On 4 February 2003, the Secretary of the Army (SA) and the CSA announced our Army's strategic plan for transforming the Officer Education System (OES) for second lieutenants through majors in the [Command and General Staff Officer Course](#) (CGSOC). Similar strategic plans will follow for the Noncommissioned Officer Education System (NCOES), the Warrant Officer Education System (WOES), and Department of the Army (DA) civilian training and education. Over the next 5 years we must revise our curricula, conduct pilot courses, and fully implement changes to the training we provide to our soldiers and leaders.

(c) On 1 October 2003, the U.S. [Army War College](#) (AWC) comes under TRADOC's direct command and control. While TRADOC's relationship with the AWC has always reflected close cooperation, this change completes the progressive and sequential linkage under a single command for training and educating Army officers at the tactical, operational, and strategic levels. Focus our efforts in FY 04 on defining the relationships, identifying the mutual needs, and tightening the linkage between the CGSC and AWC to ensure we provide our majors, lieutenant colonels, and colonels with required operational and strategic training and education.

(3) TRADOC Transformation. TRADOC continues reshaping the organizational construct by which we provide services to The Army. AAC, established on 15 February 2002, was the first step. We are implementing a phased transformation of TRADOC. This transformation ensures the command is working the right future issues while supporting the readiness needs of the operational Army and that our organization, mission, training strategies, and structures are efficient and effective. Over time, TRADOC will implement a new organizational construct, along with missions, roles, key relationships, tasks, and responsibilities among the TRADOC staff, the major subordinate commands, and the branch proponents.

(4) The Force.

(a) Stryker Brigade Combat Team (SBCT). The SBCT has revolutionary impacts on the Army’s doctrine, organization, training, materiel, leadership, personnel, and facilities (DOTMLPF). Incorporate the emerging body of knowledge with respect to training and leader development into our classrooms. This will help us prepare leaders for the OF. It will bridge the gap between Legacy and OF leader development. Training for soldiers assigned to SBCT units continues our initial effort toward implementing assignment-oriented training (AOT). Branch proponents must consider where they can develop this training in an AOT track.

(b) OF UAs and Units of Employment (UE). The U.S. Army [U.S. Army Armor Center](#) (USAARMC) has the lead for developing concepts and requirements for UAs. Our Army will field the initial UA in FY 10. CAC leads TRADOC’s effort to develop UE concepts and requirements and the operational requirements document (ORD) for battle command. The future leaders of these units are in our IMT and PME programs today.

b. What has not changed?

(1) Principles of Training. They have stood the test of time. They are as good for today and for tomorrow as they were in 1988 when General Carl Vuono developed FM 25-100, *Training the Force*, and FM 25-101, *Battle Focused Training*. FM 7-0 places a greater emphasis on training for full-spectrum operations in the COE.

FM 25-100	FM 7-0
1. Train as a combined arms and services team	1. Train as a combined arms and joint team
2. Train as you fight	2. Train for combat proficiency Realistic conditions Performance oriented
3. Use appropriate doctrine	3. Train to standard using appropriate doctrine
4. Use performance-oriented training	Combined with number 2
5. Train to challenge	Deleted
6. Train to sustain proficiency	4. Train to sustain proficiency
7. Train using multiechelon techniques	5. Train using multiechelon techniques
8. Train to maintain	6. Train to maintain and sustain
9. Make commanders primary trainers	7. Commanders are responsible for training
	8. Train to adapt
	9. NCOs train individuals, crews, and small teams
	10. Train and develop leaders

(2) Missions, Tasks, and Standards. Our Army remains mission focused, task oriented, and standards based. We establish standards and requirements for training and developments. We still must be able to conduct offensive and defensive operations in a conflict. We must also be able to conduct stability operations and support operations—sometimes simultaneously, sometimes transitioning back and forth among the four operations. For example, the military decision-making process (MDMP), intelligence preparation of the battlefield (IPB), troop leading procedures (TLPs), and pre-combat inspections (PCI) are tasks our leaders must know and do in any of the four operations.

4. Doctrinal Basis for the Command Training Guidance. In October 2002, the CSA approved and directed TRADOC to publish FM 7-0. The Army's training doctrine describes the institution's role in training The Army, its relationship with units, and The Army's IMT and PME systems.

a. The institutional Army is the foundation for lifelong learning. It:

(1) is a key enabler for unit readiness.

(2) develops competent, confident, disciplined, and adaptive leaders and soldiers who are able to succeed in situations of great uncertainty.

(3) provides the framework to develop future leadership characteristics that produce critical thinkers who are capable of full-spectrum visualization, systems understanding, and mental agility.

(4) enhances military knowledge and individual potential, initiative, and competence in warfighting skills.

(5) infuses an ethos of service to the Nation and The Army.

(6) provides the educational, intellectual, and experiential foundation for success on the battlefield.

(7) teaches Army doctrine and provides the experiences that train leaders and soldiers.

(8) trains soldiers and leaders to adapt to uncertainty and be creative and innovative problem solvers as members of lethal units and battle staffs in combined arms, joint, multinational, intergovernmental, and interagency operations.

(9) provides training on common tasks and a **selected** portion of occupation-related critical tasks and continues to provide lifelong access to training materials for individual

soldier or unit use through The Army Training Information Architecture-Migrated (ATIA-M) and mutual reach.

b. Relationship between the institution and units. Unit training develops and sustains the capability to deploy rapidly and to fight and win as part of a combined arms team in full-spectrum operations in the COE. The institution and the unit work together toward achieving this goal. Institutions provide foundational training and education that, combined with individual unit experience, provide soldiers and leaders with what they need to succeed in each subsequent level of service throughout their careers, appropriate to new and increasing levels of responsibility. The institution provides reach-back and reach-forward capabilities for functional and duty position-related training or reference materials throughout a soldier's service. Unit commanders, through subordinate leaders, build on the foundation Army schools provide to continue developing the skills and knowledge required for mission success as articulated in the unit's mission-essential task list (METL). Unit commanders sustain small-unit leader and individual soldier skills to support the unit's mission. Institutions stay abreast of requirements and developments in the field to ensure the foundations they set prepare soldiers for duty in their units.

5. **Imperatives.** While the CTG will adapt over time to the changing conditions in our operating environment, senior leaders must focus on the following for both the Active and Reserve components . . . for The Army:

- a. Getting on with transforming The Army and especially TRADOC.
- b. Taking care of our people and investing in quality staff, faculty, cadre, and observer-controllers.
- c. Maintaining curriculum relevancy while preparing for the future.
- d. Developing self-aware and adaptive leaders of character and competence with the requisite Army values, attributes, skills, and actions.
- e. Investing in training aids, devices, simulations, and facilities to replicate full-spectrum operations in the COE and facilitating experiential learning in live, virtual, and constructive training environments.
- f. Enforcing standards in the development and conduct of training.
- g. Applying Risk Management to enable tough, realistic, and challenging training.

6. **End State.** TRADOC must provide soldiers and leaders who can immediately contribute to unit readiness on the first day they arrive in their units and who will continue to be lifelong learners. To do so, each school and training center must have the following qualities:

ATZL-CT

SUBJECT: FY 04 TRADOC Command Training Guidance (CTG)

a. A focus on the imperatives.

b. Training and education relevant to the COE. Closely link instruction to the lessons learned and TTP derived from the CTCs, unit operational deployments, and fielding of the Stryker force. Provide students with a doctrinal foundation, but do not teach doctrine that is out of synch with the field's conduct of operations. Instead, complement doctrine with TTP to maintain relevancy. Use the Center for Army Lessons Learned (CALL) as a prime resource.

c. Experiential Learning. Eradicate "teaching as telling," "learning as memorizing," and relying on PowerPoint charts as a substitute for knowing the material and communicating with students.

d. Learning organizations that are—

(1) skilled at creating, acquiring, interpreting, transferring, and retaining organizational knowledge.

(2) adept at modifying programs, processes, and systems to reflect new knowledge and insights.

(3) continuously clarifying what is important; seeing reality and envisioning the future more clearly; and applying knowledge, skills, and capabilities to improve their products and services.

e. Each graduate as a lifelong learner. Train, educate, and equip your soldiers and leaders with the tools for lifelong learning. Inculcate a sense of personal responsibility as a member of the profession of arms for lifelong learning and use of assessment and feedback mechanisms. Facilitate soldiers' access to training material, enabling their continuing learning even when away from the schoolhouse environment. Encourage their participation in communities of practice, including companycommand.com and platoonleader.org. (See the May-June 2002 edition of *Military Review*.)

7. **Priorities** (See Enclosure 2). As stated earlier, among TRADOC's priorities, training is the first priority.

a. These are my training priorities in FY 04. You may not be able to accomplish them all, given the resources provided to you. Do your best to achieve them. If you cannot, say so.

(1) First, ensure training and education are experiential and provide the technical and tactical proficiency soldiers, leaders, and units must know to enable them to accomplish their missions.

ATZL-CT

SUBJECT: FY 04 TRADOC Command Training Guidance (CTG)

(2) Second, sustain your investment in quality staff, faculty, cadre, and observer-controllers to execute training to standard today; adapt our training to requirements of the field; and prepare for the future. You must accomplish this priority to achieve the first priority.

(3) Third, make this the year we unequivocally divest ourselves of Cold War doctrine, scenarios, threat, opposing force (OPFOR), and operational environment; and completely embrace the COE. Forge a closer relationship with the joint and Special Operations Forces communities.

(4) Fourth, continue planning and preparing to transform the training and education we provide in IMT and PME (Enclosures 3 and 4). This requires a strategic approach. It takes time to do the up-front needs analysis; get senior leader decisions; ensure that DA resources the requirements in the Program Objective Memorandum (POM)—an essential element of the strategy; develop curricula, pilot them, assess them, feed back the results of pilots; and then execute. We began this process for OES immediately after the release of the Army Training and Leader Development Panel (ATLDP) Phase I (Officer) Final Report in June 2001. Almost 2 years later, we completed the analysis; obtained senior leader decisions; and identified the manpower, fiscal, and other resource requirements in the POM. We will now take FY 04 and 05 to develop the curricula, pilot, assess, feed back results of the pilots; adjust; and then execute in FY 06.

(a) For OES, AAC, with the support of proponents, will develop and pilot the curricula for the Basic Officer Leadership Course (BOLC) Phases I, II, and III. CAC has the mission for the Combined Arms Staff Course (CASC), Combined Arms Battle Command Course (CABCC), and Intermediate-Level Education (ILE). Inability to implement is a commander's critical information requirement (CCIR) to commanding generals (CGs), CAC and AAC. OES transformation places a greater responsibility on brigade and battalion commanders to professionally develop their company grade officers. Help them understand what this means to them for leader development in their units. Begin educating future commanders on the impacts of OES transformation in your precommand courses (PCCs), as well as the impacts of transformation in the NCOES, WOES, and the civilian education system as they become available.

(b) AAC, with the US Army Infantry School and the Drill Sergeant Program Proponency Office at the [Army Training Center](#) (ATC), Fort Jackson, South Carolina, develop a revised POI for [Basic Combat Training](#) (BCT) and the [Drill Sergeant School](#) (DSS) to develop soldiers IAW the OFS Model. Conduct pilots of the revised POIs.

(c) PCC curricula must adapt to the requirements of the field. CGSC is conducting a needs analysis of the Fort Leavenworth PCC for battalion and brigade commanders. The purpose is to ensure the course addresses those skills required to command effectively and to

ATZL-CT

SUBJECT: FY 04 TRADOC Command Training Guidance (CTG)

assess the value of the seminars given by the Headquarters, DA (HQDA), staff. CGSC, in coordination with proponents and the AWC will convene a conference in FY 04 to review what branch and specialty PCCs teach to ensure all necessary topics are covered and will maintain redundancy only where it is appropriate. If appropriate, after coordination with the AWC, integrate an introduction to strategic leadership into the course. Begin the new Fort Leavenworth PCC curriculum not later than June 2003.

(d) Visualize and shape the transformation of NCOES, WOES, and training and education for our DA civilians based on the ATLDP Phase II (NCO), III (WO) and IV (DA civilian) final reports. This is more than adjusting the current education systems for these leaders; it is designing a holistic education system to meet The Army's and these leaders' needs.

(e) CAC with USASMA in direct support (DS) and the proponents, Deputy Chief of Staff for Operations and Training (DCSOPS&T), and DA G3 (DAMO-TR) in general support (GS) will complete the development of the plan to transform our NCOES in FY 04. My objective is to then develop and implement pilots in FY 06-07 and execute in FY 08.

(f) CAC, with the WOCC in DS; the proponents, DCSOPS&T, and DA G3 (DAMO-TR) in GS; and the Warrant Officer Leader Development Council (WOLDC) in support will complete its plan to transform and integrate our WOES into a comprehensive OES in FY 04. My objective is to begin conducting pilots starting not later than FYs 06-07 and implement in FY 08.

(g) Transform TRADOC's common core program in conjunction with transforming PME.

(h) CAC, based on expertise developed through its work on OES, NCOES, and WOES, is responsible for planning, preparing, and executing the needs analysis and transforming training and education for DA civilians. Ensure the US [Army Materiel Command](#) (AMC) and the [Corps of Engineers](#) (CE) are part of your team. Use the rest of FY 03 to develop your plan. For planning purposes, use FY 04 and 05 for analysis planning and preparation, conduct pilots and assessment in FY 06, and implement starting in FY 08.

(5) Fifth, continue to develop and implement shared training opportunities (e.g., Fort Knox's Gauntlet) among our OES, WOES, and NCOES.

(6) Sixth, improve digital education and training at the awareness, operator, integrator, and decision maker levels. Priority of effort is to support Fort Hood, Texas, and the SBCTs, and then training in our schools (Enclosure 7).

ATZL-CT

SUBJECT: FY 04 TRADOC Command Training Guidance (CTG)

(7) Seventh, as TRADOC transforms and works to become a learning organization, assess your organizations to ensure they are aligned with that transformation.

(8) Eighth, support concepts development for UE and UA. CAC's [Futures Development and Integration Center](#) (FDIC) has worked the concepts for UE while Fort Knox, Kentucky's [Unit of Action Mounted Battle Lab](#) (UAMBL) has provided many UA concepts. Beginning in FY 04, I want CGSC and the proponent schools to look at such areas as staff organization; unit operations; deployment; sustainment; and the command, control, communications, computers, intelligence, surveillance, and reconnaissance (C4ISR) architecture. Leverage what you are already doing; do not create new requirements. Feed back the results into the respective battle labs.

(a) CGSC, focus on UE. Use the five exercises that replaced Prairie Warrior. Use CAC's FDIC to help refine your focus and approach.

(b) Traditionally, proponent schools focus their attention on doctrine and TTP for brigades and battalions. I want proponent schools to examine company-level organizations—how to best organize, equip, man, and employ them within the UA architecture. Use existing training exercises like the crucible at Fort Knox.

b. In the midterm (FYs 05-06), continue transforming IMT and PME for the OF.

(1) Continue transforming Enlisted Initial Entry Training (Enclosure 3). Incorporate BCT/DSS pilot lessons learned into final BCT/DSS courses. Begin execution in FY05 fourth quarter. Incorporate revised BCT course into one-station unit training (OSUT) courses in FY 05. Begin execution (revised OSUT) in FY 06.

(2) Continue transforming OES (Enclosures 4 a and b).

(3) Continue planning and preparing to transform NCOES, WOES, and DA civilian training and education. For NCOES and WOES, we should be developing curricula, conducting pilots, assessing the pilots, and feeding back results into execution plans.

(4) Develop and implement a Training Aids, Devices, Simulators and Simulations (TADSS) strategy to support live, virtual, and constructive (LVC) training in the classrooms and in the field. CAC leads. Use the [National Simulation Center](#) (NSC) in DS with the [Army Training Support Center](#) (ATSC) in GS (Enclosure 8, Training Support). Without this, we cannot completely transform IMT and PME.

(5) Continue to develop and implement the Institutional Digital Education Plan (IDEP) if DA makes resources available and if the distribution plan for Army Battle Command System (ABCS) version 7.0 changes to expand Army digitization (Enclosure 7).

(6) Continue work to transition to AOT.

(7) Integrate training support requirements—ranges, training areas, facilities—and well-being with the DA Assistant Chief of Staff for Installation Management ([ACSIM](#)) Transformation of Installation Management ([TIM](#)) and the Installation Management Agency ([IMA](#)). DCSOPS&T has staff responsibility with ATSC supporting CAC, AAC, and the proponents.

(8) Continue supporting the Army's Transformation Campaign Plan (TCP). Assist the SBCTs in developing their individual and collective training requirements. Provide for the doctrine, training, and leader development for soldiers and leaders in three very different frameworks—Legacy, Stryker, and OF.

c. In the long term (FY 07 and beyond), complete the transformation of IMT and PME to meet the requirements of the OF.

(1) Complete the transformation of NCOES, WOES, and DA civilian training and education based on pilots, assessment, and feedback in FYs 05-06.

(2) Finalize the POIs necessary for the Future Combat System (FCS)-equipped UAs. Develop the POIs necessary for UEs.

(3) Begin the FCS/UA/UE training base ramp by incorporating required training into POIs necessary to train soldiers and leaders assigned to units of the OF.

(4) Continue to provide training to soldiers and leaders assigned to Legacy and Stryker forces. Improve that training from lessons learned in OF training development.

8. Living within our means. We at TRADOC cannot continue to conduct business the way we have in the past. One of my major goals is to properly align missions and resources. For years we have always found creative ways to complete the mission, but we have always broken something in the process. Any time that missions and resources are out of balance, we have to prioritize our requirements and divest ourselves of lesser requirements. Just to be very clear, my number one priority is training and we are going to resource it accordingly. We are going to resource training from the bottom up. We are going to fix IET, NCOES, WOCS, WOBC, OCS, OBC, and the CTCs. As an example, Drill Sergeants and instructors should not make do with less than adequate training aids, when at the same time we are resourcing lower priority items. I expect Commanders to identify their core missions and then clearly articulate how they are going to fund them and divest themselves of less critical functions. One caveat, we will always fund Congressional mandates as they were resourced--our obligation. That said, I want Commanders to be able to articulate impacts/risks of eliminating non-core functions. In that regard, Commander comments on readiness reports should be specific--not

ATZL-CT

SUBJECT: FY 04 TRADOC Command Training Guidance (CTG)

just "will significantly degrade readiness." Rather, specific impacts should be cited (e.g., "I will run out of MTSA money on 1 April and will not be able to fund TDY for any officer advanced course. That will result in a backlog of 320 Advanced Course students before the end of the fiscal year.") I am not going to seek diversion of funding from the Installation Management Activity to support any TRADOC missions. We will live within our means. Make the case for additional resources where they are needed, but when they are not available, we will fund core missions and cease to execute lower priorities.

9. Closing Thoughts.

a. Our main effort is training soldiers and leaders to contribute to the readiness of Army units and Combatant Commands. Support the field to the maximum extent possible by providing operational, leadership, and training doctrine; mobile training teams; new organization training teams; training development products such as mission training plans (MTPs) and soldier training plans (STPs); and reach back and reach forward capabilities in the form of web sites and access to subject matter experts (SMEs). In coordination with CALL, collect, assess, and proactively disseminate and share lessons learned. Maintain open and close communication with leaders and soldiers at home stations, at the CTCs, and while they are deployed. TRADOC exists to support the field's readiness and future DOTMLPF needs.

b. Make our training and education responsive in accommodating rapid changes in doctrine, organization, and equipment. Assist units in maintaining readiness and meeting current operational requirements. This necessitates links between units, schools, and training centers to enable collaborative training analysis, design, development, delivery, testing, and evaluation as well as rapid feedback on training requirements.

c. Discard our Cold War model of teaching our courses at the lowest common denominator. Too often, our best and brightest get the least out of the course. Raise the bar; establish prerequisites that enable resident instruction at a graduate level. Early on, determine student capabilities through assessment tools, especially communications skills. Identify strengths and weaknesses in the key communications skills of reading, comprehension, effective writing, and oral presentation. Use your local Army Education Centers to assist in developing web-based communications assessment tools your students can complete before attending resident PME. Use the results to identify students who need assistance, and partner with local educational institutions and centers to provide students with specific communications skills training so they are confident in their ability to learn. Find ways to help students who are not at that higher level, but do not carry students who are not willing to help themselves. As students and practitioners of their profession, they must be proactive and responsible for their learning. Take a look at the [United States Military Academy's \(USMA's\) Center for Enhanced Performance \(CEP\)](#). You may be able to adapt their work to your staff, faculty, and students to find tools to assist them in communications skills and in becoming self-directed learners.

ATZL-CT

SUBJECT: FY 04 TRADOC Command Training Guidance (CTG)

d. FM 7-0 prescribes the commander's role in training. Take some time and assess how well you are doing against what The Army says your role is—do you require your subordinates to understand and perform their roles in training; are you ensuring proper task and event discipline; are you involved in personally planning, preparing, executing, and assessing training; do you eliminate training distractions? Make time to visit units in the field, at the CTCs, and in operational deployments; get their assessment and feedback on the products of your IMT and PME programs.

e. Commanders must remain cognizant of their responsibilities for safety and risk management. Risk management is a command responsibility to be applied whenever mission or task success is at risk, not just when physical safety is threatened. I encourage all commanders to inculcate a risk-management mindset in their staff, so that the principles of risk management defined in FM100-14 are instinctively applied, where appropriate.

f. Many of our schools and centers are on installations with US Army [Forces Command](#) (FORSCOM) units. We can gain many synergies through partnering with them. Seek out and encourage crosstalk at all levels of command, staff, and faculty.

g. TRADOC needs to maintain a sound relationship with the schools in the Army Medical Department, the US Army Special Operations Command, and the John F. Kennedy Special Warfare Center. Each command is developing soldiers and leaders for the future. You may have noticed that throughout the document I did not use the term "TRADOC proponent schools"—only proponent schools. That was intentional, since this guidance is being shared with those two commands for their use and application, as they deem appropriate. I am also sending this guidance to our customers, the major Army commands (MACOMs), to let them know where TRADOC is heading and to solicit their feedback on our azimuth.

h. We must invest in identifying training requirements in our system and nonsystem ORDs and system training plans. Training and combat developers work together to identify requirements; senior leaders assess those requirements and make decisions about their validity. Strengthen your links to the program managers and TRADOC system managers, and ensure they are advocates of the institution's requirements in the supportability strategy and MDEP. I will look for an assessment of training and training support as part of any major system Milestone Decision Review.

i. Clearly, one of the early lessons of Operation Iraqi Freedom (OIF) is that our system of training and educating our soldiers, leaders, and units has been working. We cannot, however, rest on the success of the past. As learning organizations, maintaining curriculum currency and relevancy requires us to collect, assess, share, and integrate into our training and education the observations, insights, lessons, and tactics, techniques, and procedures being learned by all the services in OIF. Prioritize your efforts in order to identify those lessons that

ATZL-CT

SUBJECT: FY 04 TRADOC Command Training Guidance (CTG)

will change the way we train. While no single war will be a template for future wars, OIF contains many variables of the contemporary operational environment. It is clearly a Joint, interagency, intergovernmental, and multinational fight in a complex environment. The threats run from conventional forces and guerrillas, to suicide bombers, threats to the homeland, Weapons of Mass Destruction (WMD), and even the weather. We can learn much from OIF to apply to the future. What we learn may change how we change.

j. Conducting AARs and integrating TTP and lessons learned from those AARs back into ongoing operations is a command responsibility. Although CALL has the lead to gather, analyze, and disseminate lessons and TTP, CALL cannot cover every Battlefield Operating System (BOS), or OIF as a whole, without your help. As branch proponents, work with in-theater commanders, at the appropriate time, to gather lessons in general, and lessons about your battlefield operating system in particular. As you receive observations, insights, and TTP (our NCOs are using email as an effective information sharing tool), send them to CALL, and then integrate relevant lessons learned and TTP into your training, education, and doctrine in FYs 04 and 05.

k. In late first quarter or early second quarter, FY 04, CAC and AAC will coordinate, organize, and conduct a Curriculum Review Board, a type of board of visitors to conduct assessment and provide feedback on the relevancy of our IMT and PME programs; make necessary decisions; and recommend priorities that guide our planning and programming processes. The board will be comprised of commandants; world-class educators; representatives from the other MACOMs—the “user community”; joint leadership; and whoever else is needed to ensure that graduates of TRADOC schools are competent, confident, adaptive, self-aware, and well prepared to contribute to Army and joint missions and that the doctrine and training products we produce to support the field units are fully integrated, both horizontally and vertically, to support full-spectrum combined arms operations.

l. Training to standard, adapting that training to meet the requirements of the field and changes in the operational environment, and preparing for the future is a team effort. The TRADOC staff will get smaller under Transformation; it will focus on ensuring that TRADOC speaks in a single voice to DA on requirements in support of goals, objectives, and core competencies. The TRADOC staff will support and resource the AAC and CAC commanders as they accomplish the IMT and PME missions I have assigned them. You should expect the staff to be proactive and push support to you within the confines of the resources provided by DA and TRADOC priorities.

ATZL-CT

SUBJECT: FY 04 TRADOC Command Training Guidance (CTG)

10. TRADOC--Where Tomorrow's Victories Begin!

9 Encls

1. Operating Environment Changes
2. CG Guidance on Priorities
3. Initial Entry Training
4. Institutional Leader Development
 - a. Leader Development Expectations
 - b. IMT (minus IET) and PME Transformation
5. Learning Organizations
6. Quality Assurance
7. Digital Training
8. TADSS, Land, and Ranges
9. Definitions

Signed

KEVIN P. BYRNES
General, U.S. Army
Commanding

DISTRIBUTION:

U.S. ARMY COMBINED ARMS CENTER (ATZL-CG)
U.S. ARMY ACCESSIONS COMMAND (ATAL)
U.S. ARMY COMBINED ARMS SUPPORT COMMAND (ATLG-CG)
U.S. ARMY ENGR SCHOOL AND MANEUVER SUPPORT CENTER (ATZT-CG)
U.S. ARMY CADET COMMAND (ATCC-ZA)
U.S. ARMY TRAINING CENTER, FORT JACKSON (ATZJ-CG)
U.S. ARMY JFKSWCS (AOJK-CG)
U.S. ARMY SIGNAL SCHOOL (ATZH-CG)
U.S. ARMY AVIATION SCHOOL (ATZQ-CG)
U.S. ARMY TRANSPORTATION SCHOOL (ATZF-CG)
U.S. ARMY INFANTRY SCHOOL (ATZB-CG)
U.S. ARMY QUARTERMASTER SCHOOL (ATSM-CG)
U.S. ARMY FIELD ARTILLERY SCHOOL (ATZR-C)
U.S. ARMY ORDNANCE SCHOOL (ATSL-CMT)
U.S. ARMY ARMOR SCHOOL (ATZK-CG)
U.S. ARMY CHAPLAIN SCHOOL (ATSC-CMT)
U.S. ARMY COMMAND AND GENERAL STAFF SCHOOL (ATZL-SWD)
U.S. ARMY MILITARY POLICE SCHOOL (ATSI-MP)
U.S. ARMY INTELLIGENCE SCHOOL (ATZS-CG)
U.S. ARMY CHEMICAL SCHOOL (ATSN-CM)
U.S. ARMY WARRANT OFFICER CAREER CENTER (ATZQ-WOCC)
U.S. ARMY SGM ACADEMY (ATSS)
(CONT)

ATZL-CT

SUBJECT: FY 04 TRADOC Command Training Guidance (CTG)

DISTRIBUTION: (CONT)

U.S. ARMY ORDDMCS (ATSK-CMT)

U.S. ARMY ADJUTANT GENERAL SCHOOL (ATSG-AG)

U.S. ARMY FINANCE SCHOOL (ATSG-FS)

U.S. ARMY AIR DEFENSE ARTILLERY SCHOOL (ATZC-CG)

U.S. ARMY NATIONAL TRAINING CENTER, COG (ATXY)

U.S. ARMY JOINT READINESS TRAINING CENTER, COG (ATZX-JR)

U.S. ARMY WAR COLLEGE (AWC)

U.S. ARMY MEDICAL DEPARTMENT CENTER AND SCHOOL (MCCS-Z)

U.S. ARMY TRAINING SUPPORT CENTER (ATIC-CO)

CF:

U.S. ARMY TRADOC (ATCG/ATCS/ATTG-ZA)

U.S. ARMY SPECIAL OPERATIONS COMMAND (AOCG)

U.S. ARMY NATIONAL TRAINING CENTER (AFZJ-CG)

U.S. ARMY JOINT READINESS TRAINING CENTER (AFZX-CG)

U.S. ARMY EUROPE AND SEVENTH ARMY (AETV-CG/AETTH-OPS)

U.S. ARMY FORCES COMMAND (AFCG)

U.S. ARMY SOUTH (SOCG)

EIGHTH US ARMY (EACG)

U.S. ARMY PACIFIC COMMAND (APCG)