

Enclosure 2 (CG Priorities Guidance) to TRADOC FY 04 Command Training Guidance.

The purpose of this enclosure is to expand and clarify the list of priorities listed in the base document. The guidance that follows is based on assessment and feedback of our IMT and PME programs over the last year and decisions made by senior Army leaders.

FY 04

1. Ensure training and education are experiential and provide the technical and tactical proficiency that soldiers, leaders, and units must know to enable them to accomplish their missions. Our Army's training doctrine says, "Institutions provide training on common tasks and a selected portion of occupation-related critical tasks." Too often, there is an incorrect perception among us, our staff and faculty, and other stakeholders that the institution is responsible for providing a "fully qualified" soldier by training soldiers and leaders in all critical tasks for a particular military occupational specialty (MOS).

a. Focus available resources on meeting the needs of your stakeholders. Work with the field to push lessons learned to you for inclusion in your curricula and for updating doctrine. Compliance training and nonmission activities are of lower priority—decide what you cannot do. When you are confident students have mastered the "science" of their trade, move to the graduate level—experiential learning—aimed at developing agile and adaptive leaders. Experiential learning helps develop adaptability in our leaders. Developing agile and adaptive leaders requires scenarios, opposing forces, and supporting training aids, devices, simulators, and simulations (TADSS) to fight realistically in a contemporary operational environment (COE) training environment. The only grade may be the results of the after-action review. If TADSS are not available, use your imagination and innovation to provide less resource-intensive experiential learning.

b. Ask yourself, should I be training a specific task in the institution? Do I have the equipment to train the task? Should I train it by distributed learning as a prerequisite to resident instruction, or is it better to provide the field the training support packages (TSPs) to train the soldier? Get out to units in the field, CTCs, and operational deployments to get first-hand assessment and feedback on their requirements of TRADOC.

c. Determine occupation-related critical task training in the institution and the operational Army. Work with stakeholders to update and conduct job and task analyses to determine occupational-related critical tasks describing job performance from which you will write learning objectives for our IMT and PME programs. Then reach agreement on which critical tasks and objectives the institution will train and which are the responsibility of the operational Army. Then provide the training support products for the operational Army to initially train those critical tasks not trained in the institution, to sustain proficiency in those that are trained in the institution and to support the institution in training the ones we signed up to do to standard.

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d. Overhaul our TRADOC common core task program. Our current common core program is not meeting the needs of our Army, institution, or leaders. Issues range from the validity of the task analysis, tasks not being sequential and progressive, and duplication from one course to the next, to the quality of the training support products we provide our staff and faculty and trainers in field units.

Rather than invest in wholesale updating of the existing common core, tie the work to update our common core to PME transformation. Focus common core tasks on the technical and tactical tasks our leaders must know to train and lead their soldiers and units. The Center for Army Leadership (CAL) will organize the effort for Officer Education System (OES), the Warrant Officer Career Center (WOCC) for Warrant Officer Education System (WOES), and USASMA for Noncommissioned Officer Education System (NCOES). Backbrief the CAC and Army Accessions Command (AAC) commanding generals CGs on your plans. For example, as we move to full implementation of Basic Officer Leader Course (BOLC) I, II, and III, synchronize the tasks taught in each phase to avoid duplication, ensure the tasks are progressive and sequential, and provide for the common small unit leader training needs. AAC is completing its task analysis and selection of tasks for training in BOLC I and II this year. When completed, Branch Proponents must synchronize their analysis and task selection for BOLC III with AAC's work. CAC coordinates the analysis and task selection for common leader tasks in the Combined Arms Staff Course (CASC) and the Combined Arms Battle Command Course (CABCC).

In the interim, look at our common core tasks you are currently teaching in your PME. Where it makes sense, make them part of your prerequisites (to be accomplished though distributed learning). This can free up time to provide more technical and tactical training. Participating in a media interview may be best embedded in your tactical training exercises. Implementing the Army's equal opportunity and sexual harassment policies in a platoon may be best done though advanced distributed learning (ADL) prior to the student's arrival. I expect Commandants to make the call until we get our common core right.

e. Improve assignment-oriented and assignment-specific training. Train students on organizations they will serve in and equipment they will operate and employ. Strengthen ties with Program and TRADOC Systems Managers (PMs and TSMs) to provide PME the simultaneous updates to equipment and program software that they provide to the field as part of spiral development. While we cannot train every student on the specific version of equipment they may encounter in their assignments, we can do better at assignment-oriented and assignment-specific training, especially in our IMT and junior leaders in PME. If we do not have the equipment students will operate within the field, consult with units to ensure they understand they are responsible for training those critical tasks. Ensure they understand we will help them by developing and providing the necessary training support products.

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f. Use a top-down, bottom-up approach to training management in your organizations. We centralize training planning and execution due to resource and time constraints. In his training guidance, the Chief of Staff of the Army (CSA) said, “Adhere to our training doctrine in which subordinates develop training programs in concert with your guidance.” To foster innovation and improve our ability to adapt, empower leaders, staff and faculty, and cadre to develop creative solutions and ideas and make changes in training and education quickly—based on the field’s requirements through decentralized execution. Find a way to reward the agile (creative) solution. One size does not fit all. Be more descriptive and less prescriptive. In the analysis, design, and development of our PME and IMT, Branch Proponents, CAC, and TRADOC must dialogue to get it right. Commanders provide training focus, direction, and resources. Staff and faculty provide feedback on student training proficiency, identify specific training needs, and execute training in accordance with approved plans. In BOLC III and the CABCC, Branch Proponents may have varying time requirements based on their analysis and design. I expect commandants to ensure rigor in your analysis and design. Synchronize your and the field’s responsibilities for training and education of leaders. Ensure your requirements are addressed in the planning, programming, budgeting and execution process. Be an advocate of your requirements to CGs CAC and AAC and to myself; set your successor up for success. The TRADOC staff has the task to present requirements to Department of the Army (DA).

g. Provide students a current doctrinal foundation when reporting to their assignments. The emphasis is on “current.” Teaching doctrine that is still approved but not relevant is neither effective nor efficient. Shorten the time to turn lessons learned and tactics, techniques, and procedures (TTP) into doctrine. Five to seven years between updates to our doctrine is too long. Speed up the doctrinal development process and complement it with TTP. This demonstrates the connection between TTP and doctrine and keeps our instruction current. Educating leaders on current doctrine as part of their PME trains the trainer. Leaders report to their units from your courses and begin teaching and applying the doctrine in their training. Too often, however, we develop and approve new doctrine with no associated TSPs or we do not develop them until well after the doctrine’s approval. Resources for developing TSPs that incorporate new doctrine into our PME programs must be included and synchronized with the doctrine approval timeline. In the [TRADOC Doctrinal Literature Program](#), I expect Deputy Chief of Staff for Doctrine, Concepts, and Strategies (DCSDCS), the DCSOPS&T, and Branch Proponents to resource these training support products.

h. Invest in ADL. Develop distributed learning products that are a:

- Means to deliver standardized non-resident quality training to soldiers and leaders any time, anywhere.
- Prerequisite for resident course attendance, enabling courses to start at a higher level of learning and proceed with greater velocity.

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- Means for resident students to perform homework or prepare for the next day's class.
- Provide practical exercises that give active distributed practice in required skills adequate to develop mastery of the mental skills trained in the DL product.
- Reference tool to use during class.
- Reach-back and reach-forward capability for the field's use.

When developing instructor workloads, consider the requirements associated with managing ADL courses and responding to student queries and projects.

2. Invest in Quality Staff, Faculty, Cadre, Observer-Controllers (OCs), and Project Warrior participants.

a. Accomplishment of this priority is essential to the accomplishment of the first priority.

b. Proactively recruit and select staff, faculty, cadre, and Combat Training Center (CTC) OCs and Project Warrior participants with relevant operational and institutional experiences and the requisite values, attributes, skills, and actions needed as role models for our younger leaders. Involve commanders in the field and senior OCs at the CTCs in determining who these potential trainers, educators, counselors, coaches, and mentors should be. Ensure they understand that serving as an instructor is part of the profession's responsibility to develop those who take our places and is a significant professional building block in an Army career.

c. Sustain certification programs while improving professional development. This is more than validating that an instructor or drill instructor knows the mechanics of being an instructor or drill sergeant; it also assesses their knowledge of the art and science of their profession. Our staff, faculty, and cadre have relevant operational experiences. To provide their students and trainees with a current Army doctrine, organization, and material foundation, they must be knowledgeable in those areas too. They can learn some on their own by self-directed reading and studying. Other foundation knowledge, such as the Army Vision and its associated Transformation Campaign Plan, requires senior leaders to teach it. Assess your instructor, faculty, cadre, and OC professional development needs and put programs and actions into place to meet them.

d. Ensure staff and faculty know how to tap into the knowledge at the Center for Army Lessons Learned (CALL) and the CTCs, as appropriate, to remain current. Taskings to serve as an observer controller at the CTCs or a member of a CALL Combined Arms Assessment Team (CAAT) are not distracters; they enable instructors to link to the field and maintain relevancy.

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e. Encourage staff, faculty, and OCs (and students) to publish in their professional branch journals, across proponents, and within the joint community, but not at the expense of planning, preparing, executing, and assessing instruction. Contributing to the profession's expert body of knowledge while simultaneously teaching, assessing, coaching, counseling, evaluating students, and developing curriculum is hard work. Recognize, acknowledge, and promote effective teaching, instruction, curriculum development, and professional writing in military periodicals.

f. Faculty operational experiences can increase the relevancy of our training and education and support their involvement in curriculum development and integrating technology and training aids, devices, simulators, and simulations in the classroom. United States Military Academy (USMA's) Center for [Teaching Excellence](#) is one source of ideas on [Teaching With Technology](#). Consider brown bag sessions designed as time for faculty from a variety of disciplines to discuss and learn about topics related to teaching and learning that are of interest to them.

g. Invest in their long-term professional development. Do not defer their attendance to schools required for professional development. When faculty, cadre, and OCs have completed a standard tour, ensure they move on to professionally developing assignments. With the exception of the Army War College's Professor Program, rotate officers, warrant officers (WOs), and noncommissioned officers (NCOs) serving as faculty, cadre, and OCs after no more than three years to other professionally developing assignments.

h. Invest in your training developers—training, courseware, and program of instruction. Allocate your resources, in accordance with priorities, to develop the right training products. The Systems Approach to Training (SAT) process developed by the Army and described in U.S. Army Training and Doctrine Command's (TRADOC's) Regulation 350-7, continues to guide institutions in the development of training courses and products. While the TRADOC training development staffs are not as robust as they once were, new automated tools that implement the SAT process will provide institutions with the ability to share training development efforts and to capitalize on the work of other institutional training developers (TDs). During FY04, the Army Training Support Center (ATSC) will establish a centralized, fully integrated database to increase our ability to reuse and share training products across TRADOC.

We should protect those positions currently coded as training developers and replace those lost through attrition with qualified training developers (1750s). Where it is necessary to use personnel in other codes to perform training development work, ensure that they receive required staff and faculty training supporting their job requirements and are encouraged to pursue the needed academic courses to attain full qualification.

(1) In the near term (FY 04 and 05), concentrate on how better to develop and use those TDs we have. Professional military education (PME) transformation increasingly relies on distributed learning and our TDs will shoulder much of the responsibility. Our Army's training doctrine defines the institution's role in providing

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reach-back capability for functional and duty position-related training or reference materials throughout a soldier's service. Developing experiential Web-Based Interactive Multimedia Instruction is a challenging process that requires a multi-disciplinary team, including training developers, subject matter experts, script writers, graphic artists, photographers and others. Establishing and enabling these teams from government and contractor resources and providing them the training and tools required is essential to the success of TADLP and to producing quality DL courseware that provides adequate experiential practice for mental skill development.

(2) A skill we must develop in our TDs is to function successfully as Contracting Officer's Technical Representatives (COTRs) on training development contracts because much of the training development workload in the future will be done by contract.

(a) During FY 04, expect Combined Arms Center (CAC) to take a greater role in the quality control and integration of Branch Proponent-developed combined arms training products. In first quarter FY04, the ATSC is scheduled to release the Training and Doctrine Development Configuration (TDDC) as a replacement for the Automated Systems Approach to Training (ASAT) software tool currently being used by TRADOC TDs.

(b) TDDC should reduce training development workload by providing the TD with a tool that will allow the easy exchange of information and training products among instructional TDs so that we can reduce redundancy, improve quality control, and better respond to requirements to modify training products of systems that are spirally developed.

(c) Deputy Chief of Staff for Operations and Training (DCSOPS&T) will work with ATSC to establish the date when institutions will transition to TDDC and provide training in the use of the new tools. As the functional proponent for TDDC, DCSOPS&T will supervise the development and fielding of these and other tools to help the system developers to progressively provide increasingly robust assistance to training developers until the TDDC delivers the promised functionality and improvements to the training development system.

(d) As this occurs, expect CAC to implement collective and individual task management to establish a fully integrated, combined arms foundation for our institution and collective training and training product development, to help reduce training development duplication, and to speed our integration with joint tasks. While individual institutions have a stand-alone ASAT database to store their tasks, during FY04 an integrated TRADOC database will be established and CAC will manage the collective and individual tasks to reduce redundancy and to reduce institutional training development workload on Mission Training Plans (MTP), Drills, and Soldier Training Programs (STP). Additionally, CAC will begin efforts to fully integrate digital training and to establish core digital training courses for use by all TRADOC institutions.

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(e) Sustain solid training development practices that provide the foundation of our institutional learning, distance learning products, and training products that support the field.

- Advantage the work of other institutions' TDs to sustain our integrated combined arms approach to training.
- Take time to provide quality input in the Systems Training Plans (STRAPS). They are crucial to the future funding of our institutions and the funding of training enablers to help both institutions and the field train and sustain operational readiness.
- When asked to review another Proponents' manuals, take the time to make sure your input is clear and synchronized with doctrine so that the soldiers understand combined arms operations and integration.
- Support CAC's initiative to manage collective and individual tasks to help all of us reduce redundancy and increase our integration and synchronization of training and training products.

(3) For FY 06 and beyond, as we get better at leveraging Planning, Programming, Budget and Execution System (PPBES) for PME and initial military training (IMT), we will better state and justify our requirements to convince the TT Program Evaluation Group (PEG) that training development is important and that it needs to be funded.

i. Increase advanced civil schooling opportunities. For our leaders, we must seek to provide relevant advanced civil schooling, particularly for our captains and majors in the Operations Career Field (OPCF). Develop partnerships with your local universities and colleges to develop and implement programs. Capitalize on our officer, WO, and NCO institutional and operational experiences. Combine these experiences with resident and nonresident civilian education to provide additional relevant civilian certification and educational opportunities for our leaders. Seek out those with experience with such programs, for example, U.S. Command and General Staff College (CGSC) and Maneuver Support Center (MANSCEN).

3. Divest ourselves of Cold War—doctrine, scenarios, threat, opposing force (OPFOR) and operational environment—and embrace the COE. The dramatic changes to the world since the end of the Cold War requires that we significantly change the conditions in which we train leaders and units. We no longer face a monolithic threat using well-understood doctrine. Today's world presents a wide variety of threats that may challenge U.S. interests and require intervention by the U.S. Army. To handle these challenges we must portray a wide range of opposing forces integrated with variables in the environment as well as the array of options available to handle dilemmas produced by the COE. Integrate the following into your programs of instruction (POIs).

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a. Full-Spectrum Operations (FM 3-0, [Operations](#)). Students must be able to demonstrate a sound knowledge of the complexities and related issues necessary to plan, prepare, execute, and assess missions—offense, defense, stability operations, and support operations (ODSS).

b. Jointness—joint, multinational, interagency, and intergovernmental operations, and integrated conventional-Special Operations Forces (SOF) operations. TRADOC HQ continues to foster a close bond with Joint Forces Command (JFCOM). The U.S. Army John F. Kennedy Special Warfare Center (USAJFKSWC) is subordinate to the U.S. Army Special Operations Command—as is the Special Forces Command and the U.S. Army Civil Affairs (CA) and Psychological Operations (PSYOP) Command—but it has a close relationship with TRADOC. Communicate with USAJFKSWC to develop a good working relationship to ensure we continue to break down barriers and increase understanding between the SOF and conventional communities. Operations in Afghanistan and now Iraq amply demonstrate the need for mutual understanding and cooperation.

c. The contemporary operational environment. The COE is the “composite of all conditions, circumstances, and influences which effect the employment of military forces and bear on decisions of the unit commander” (JP 1.02). Implementation of the COE in training is more than just the changing the opposing force (OPFOR). The TRADOC [Deputy Chief of Staff for Intelligence](#) (DCSINT) has identified 11 macro-variables in the operating environment (OE) that need to be considered.

- Physical Environment
- Nature and Stability of the state
- Military Capabilities
- Technology
- Information
- Economics
- External Organizations—PVOs/NGOs
- Social Demographics
- Regional Relationships
- National Will
- Time

The challenge to trainers and TDs is to translate these variables into meaningful elements in training events. For example, U.S. national will can be said to be embodied in rules of engagement that reflect U.S. values and U.S. commitment to a conflict. The TRADOC DCSINT will provide advice and assistance to faculty and curriculum developers to integrate these variables and describe the interrelationships and interaction to ensure that training scenarios and events are COE-representative.

d. Current Army OPFOR doctrine: FM 7-100, *OPFOR Doctrinal Framework and Strategy*; FM 7-100.1, *OPFOR Operations*; FM 7-100.2, *OPFOR Tactics* (Aug 01);

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FM 7-100.3, *OPFOR Paramilitary and Nonmilitary Organizations and Tactics* (4 Feb 02).

e. TRADOC (DCSINT) is conducting an OPFOR train the trainer seminar 29 April - 3 May 2002. This seminar focuses on providing trainers from TRADOC sufficient information and materials to enable them to return to their units and organizations to teach the new OPFOR. I want TRADOC DCSINT to transition this course to a distributed learning module in FY 04. Support to Commandants with DCSINT mobile training teams to assist their staff and faculty in implementing current OPFOR doctrine and COE variables in our PME will be on an as needed basis and funded by the proponent school. TRADOC proponent schools should capitalize on the Train the Trainer program to develop in-house subject matter experts (SMEs). The TRADOC DCSINT will review scenarios and curricula as required to ensure consistency in the integration of COE. TRADOC DCSINT will also supply periodic unclassified threat summaries of potential adversaries' adaptations that may challenge our doctrine or systems. TRADOC instructors should use these briefings to augment lessons and illustrate threat changes in response to our combat activities.

Develop a systematic feedback mechanism on the effects of COE on training to the DCSINT. This will assist in the continuing development of the COE to drive desired training outcomes while remaining linked to real world trends.

4. Transform IMT and PME. Detailed guidance on transforming our IMT and PME systems is in Enclosures 3 and 4.

a. We have made the most progress in transforming Officer Education System (OES). This is only because of the sequencing and timing of the Army Training and Leader Development Panel (ATLDP) final reports. Recommendations of the ATLDP Phase I (Officer) Study completed in May of 2001 have been adopted by the Army's leadership, worked by staffs through the Army G3 Training and Leader Development Council of Colonels and General Officer Steering Committees, developed through the TRADOC Leader Development Campaign Plan, and action taken by TRADOC HQ and the Proponents. The ATLDP completed its Phase II (NCO) Study in Apr 02, Phase III (WO) in Aug 02, and Phase IV (DAC) in Mar 03. We must apply the same organizational and direct leadership to implementing the recommendations in NCOES, WOES, and now Department of the Army Civilians (DAC) training and education as we did with OES. Commandants must invest in the upfront work—analysis, identification of resourcing requirements in the Program Objective Memorandum (POM), developing curricula—and then make decisions, set priorities, and allocate resources to carry out the recommendations of the ATLDP regarding NCOES, WOES, and DAC training and education. Only then will our Army begin to see the transformation of NCOES, WOES, and DAC training and education systems as we are beginning to see in OES.

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b. All four systems—officer, NCO, WO, and DAC—are interdependent and complementary. The systems must provide sequential and progressive training and education over the leader’s career (vertical integration). They must also be horizontally integrated to provide leaders the kind of leadership experiences necessary to train and lead soldiers and units after graduation.

5. Continue developing and implementing shared training. Synchronizing schedules and POIs is hard work. Seek out and share lessons learned from work already done—the [Armor School’s Gauntlet](#) is one example. The payoff is training adaptive leader skills in a realistic unit environment, building self-confidence during the educational experience, increasing knowledge of capabilities, and building teams.

6. Integrate digital training and education into the curricula. Detailed guidance on digital training and education is in Enclosure 7.

7. Review organizational and operational concepts. While DA will provide some resources to enable us to execute the transformation of PME based on the [ATLDP](#), it will not be enough. As TRADOC conducts its mission analysis and implements transformation over time, conduct a troops-to-task analysis of your organizations. Determine if your organization, systems, programs, and processes are efficient and effective, given your mission.

a. Conduct systematic and continuous quality assurance (QA). Conduct continuous assessment and feed the results back into our PME programs using internal and external evaluations, self-assessments, and CAC- and Army Accessions Command (AAC)-led assessments of our IMT and PME programs. Quality assurance provides us assessment and feedback on:

- The effectiveness of your existing programs.
- Phasing out of programs not meeting the needs of your stakeholders.
- Requirements to develop new programs, based on analysis of the requirements of your stakeholders.

Enclosure 6 contains further guidance on quality assurance for FY 04-06.

b. Develop processes and procure capabilities to achieve organizational learning, and rapidly share valuable information with all who can use it. Facilitate and manage change. Enclosure 5 describes how the Army’s G6 and I believe institutions can transform to become learning organizations.

8. Support concepts development for unit of employment (UE) and unit of action (UA). CAC’s [Futures Development and Integration Center](#) (FDIC) has worked the concepts for UE while Fort Knox’s [the Unit of Action Mounted Battle Lab](#) (UAMBL) has provided many UA concepts. Beginning in FY 04, I want CGSC and the Proponent

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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. CGSC should focus on the UE, while the proponent schools should examine company level organizations in the UA.

FY 05-06

Develop and implement a TADSS' strategy to support live, virtual, and constructive (LVC) training in the classrooms and the field. Work with your counterparts in the Installation Management Agency (IMA) to ensure your physical plant, training areas, and ranges, as well as TADSS simulate full-spectrum operations in the contemporary operational environment against asymmetrical threats on nonlinear and noncontiguous battlefields in LVC training environments. With the implementation of the Transformation of Installation Management (TIM) and the establishment of the IMA, we must synchronize our requirements with our supporting installations. I expect the NSC and TSM Combined Arms Tactical Trainer (CATT) to proactively provide assistance to the Branch Proponents and their Battlefield Simulations Centers (BSCs) in improving and sustaining their existing constructive and virtual simulations while developing their simulations strategy for the future. Likewise, the Army Training Support Center (ATSC) must provide similar assistance to the Branch Proponents with training ranges and land and other training aids and devices. Finally, Commandants must better involve themselves in ensuring training and combat developers are identifying training requirements in system and nonsystem TADSS' operational requirements documents and STRAPs.