

CHAIRMAN OF THE JOINT CHIEFS OF STAFF MANUAL

J-7

DISTRIBUTION: A, B, C, JS-LAN

CJCSM 3500.03C

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JOINT TRAINING MANUAL FOR THE ARMED FORCES OF THE UNITED STATES

References: See Enclosure P

1. Purpose. This manual provides guidance for implementing Chairman of the Joint Chiefs of Staff (CJCS) policy for developing Joint/Agency Mission Essential Task Lists (J/AMETLs), planning/conducting joint training, and assessing command readiness with regard to joint capabilities. Applicable organizations will use this manual when using the Joint Training System (JTS) as specified in references a and b.
2. Cancellation. CJCSM 3500.03B, 31 August 2007, "Joint Training Manual for the Armed Forces of the United States," is cancelled.
3. Applicability. This CJCSM applies to the combatant commands, Services, Reserve Components (to include the National Guard), combat support agencies (CSAs) (Defense Intelligence Agency, Defense Information Systems Agency, Defense Logistics Agency, Defense Threat Reduction Agency, National Geospatial-Intelligence Agency, National Security Agency, Defense Contract Management Agency), Joint Staff, and joint organizations. The required actions for those organizations participating in joint training events are contained in reference a. In combatant command or CSA sponsored events, the host organization determines all planning, execution, and post-event required actions.
4. Procedures. See Enclosures A through O.
5. Summary of Changes. The following changes provide details supporting process and procedural changes made in references a and b:
 - a. Updates Joint Individual Learning/Course Certification Process.

- b. Adds details on Joint Qualification System.
- c. Expands Individual and Staff Training Sections.
- d. Adds details on monthly Training Proficiency Assessment/Mission Training Assessment reporting requirement.
- e. Updates funding section – add Service Incremental Funding (SIF) and other new details on Combatant Commander Exercise Engagement (CE2).
- f. Adds details on Event Task Assessments (ETA).
- g. Adds details on Task Field Observations (TFOs).
- h. Provides additional clarity to Joint Training Plan (JTP), Tab B, Mission Capability Matrix narrative.
- i. Adds discussion of Guidance for Employment of the Force (GEF) connection to Theater Campaign Plans and the Theater Security Cooperation Management Information System (TSCMIS), exercise planning and Joint Training Information Management System (JTIMS).
- j. Updates High Interest Training Issues (HITI) and High Interest Training Requirements (HITR) narratives – provide more details, explain “nomination” in JTIMS.
- k. Updates Significant Military Exercise Briefing (SMEB) reporting section with new procedures.
- l. Clarifies and describes relationship between exercises and training events.
- m. Describes Joint Training Strategy concept and parts.
- n. Clarifies agency guidance for JTP and Agency Mission Essential Task List (AMETL) development.
- o. Describes process of information flow for JTIMS Business Rules for Exercise Force Requests and US Government Participation Requests.
- p. Reorganizes manual to better combine related material and eliminate unneeded information.

6. Releasability. This manual is approved for public release; distribution is unlimited. DOD components (to include the combatant commands), other

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Federal agencies, and the public may obtain copies of this manual through the Internet from the CJCS Directives Home Page--http://www.dtic.mil/cjcs_directives.

7. Effective Date. This manual is effective upon receipt.



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Enclosures:

- A - Introduction
- B - Joint Training System Overview
- C - Phase I (Requirements)
- D - Phase II (Plans)
- E - Phase III (Execution)
- F - Phase IV (Assessment)
- G - Individual, Staff, and Collective Joint Training
- H - Joint Individual Learning Content Certification Process
- I - Joint Exercise Guidance
- J - Transportation Planning
- K - National Exercise Program
- L - Significant Military Exercise Reporting
- M - Funding
- N - US Joint Forces Command Training Support Capabilities
- O - Global Command and Control System Support Capabilities
- P - References

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ENCLOSURE A

INTRODUCTION

1. Purpose. This Joint Training Manual (JTM) describes procedures for using the JTS to execute combatant command, Service, Reserve Component, CSA, Joint Staff, and other joint organization sponsored joint training programs, in accordance with (IAW) the policy and guidance promulgated in references a and b. This manual provides detailed guidance on how to implement all JTS phases for developing and implementing a mission-focused joint training program; commanders/directors at each successive level interpret mission focus across their span of control to prepare their forces and generate required capabilities to meet mission standards set by the supported combatant commander. The focus is on combatant command joint training programs and responsibilities; however, the training management practices detailed in this manual apply to any joint force commander (JFC) or CSA director, and their subordinate organizations.

2. Background. Combatant commanders ensure the readiness of forces assigned to their command. Combatant commanders provide authoritative direction over all aspects of military operations, joint training, and logistics within their commands; and coordination and approval of aspects of administration, support (including control of resources and equipment, internal organization, and training), and discipline necessary to perform missions assigned to the command.

a. DOD components shall use the processes of the JTS to develop joint training programs (references a and b); plan, execute, and assess training based on mission essential tasks (METs); and provide assessments (Training Proficiency Assessments and Mission Training Assessments) to the Defense Readiness Reporting System (DRRS) to determine training status input for readiness reporting IAW reference c.

b. DOD will use the JTS in supporting the President's National Exercise Program (NEP). The NEP consists of annual, operations-based exercises, either a functional command post exercise (CPX) or a full-scale exercise (FSE), involving department and agency principals and Presidential participation. These National Level Exercises (NLE) address United States Government (USG) strategic- and policy-level objectives and challenge the national response system (Enclosure K provides further detail). DOD participates in the NEP through the Chairman's Exercise Program (CEP).

c. CEP. The CEP is the only dedicated means for the CJCS, through the Joint Staff, to coordinate interagency and combatant command participation in

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strategic national-level joint exercises. The CEP currently consists of five named exercises sponsored by the CJCS, as well as a series of Crisis Management Exercises (reference a).

d. Joint Exercise Program (JEP). The JEP is a principal means for combatant commanders to maintain trained and ready forces, exercise their contingency plans, support their theater campaign plan, and achieve joint and multinational (combined) training. Combatant commander sponsored JEP events train to mission capability requirements described in the command joint mission essential task list (JMETL) as well as theater security cooperation requirements as directed in theater campaign plans. JEP events are further categorized in JTIMS as either CE2 funded JEP events, or Combatant Command JEP events. This distinction acknowledges that there are some JEP events that do not have CE2 funding associated with their planning and execution, but are still important to achieving the strategic objectives identified in the Theater Campaign Plan.

e. Combatant commanders must synchronize the command's joint training programs, security cooperation planning, Service component training programs, as well as external support from other combatant commands, CSAs, and supporting joint organizations. To ensure a seamless operating environment, command joint training plans must also include interagency actions with other USG agencies, multinational partners, non-governmental organizations (NGOs), and international organizations. (For example, commanders might exercise joint/coalition logistics concepts or tenets).

3. Training Organization. The combatant commanders are responsible for joint training of assigned forces IAW reference a. For those forces that are assigned and allocated to the combatant commanders, the JTS is key to their preparation and readiness within a common MET-based training and readiness system. All personnel and components shall train on their METs to established conditions and standards to provide the capabilities that support the combatant commanders and the concepts of operations across all phases of joint campaigns and throughout the spectrum of Service, joint, interagency, intergovernmental, and multinational operations.

a. USJFCOM, USSOCOM, and USTRANSCOM are the joint force providers and provide military forces and staffs to other combatant commands. USJFCOM serves as the primary joint conventional force provider and lead agent for joint force training in the Chairman's Joint Training Program. USJFCOM provides joint training support to assist combatant commands and Services with the execution of their respective joint training programs. USSOCOM serves as a joint force provider of assigned Special Operations Forces (SOF) providing trained and equipped forces for employment by combatant commanders through a Joint SOF theater staff attached to each regional combatant commander. These SOF forces are employed in support of

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combatant command missions as well as global operations. USTRANSCOM serves as the mobility joint force provider and provides transportation support to all combatant commanders.

b. The JTS supports training and education of individuals (military, civilian, and contractors) assigned to joint duty positions, staff elements, entire staffs, and units using self-study, seminars, exercises, and sequenced programs of pre- and post-exercise training support. The inclusive list of joint training responsibilities is found in reference a. It is the responsibility of combatant commanders and CSA Directors to:

(1) Assign an office of primary responsibility (OPR) for joint training within their organization and provide educational opportunities to their organizations to ensure the JTS is understood and used. This OPR should be the centralized joint training program manager for the organization and a point of coordination and integration of supporting/supported organization training events to focus supporting organization preparation and support on combatant command missions.

(2) Forward combatant command JMETL and CSA Agency Mission Essential Task List (AMETL) to appropriate training elements and supporting organizations.

(3) Provide guidance for promulgation of the JTP to appropriate organizations.

(4) Develop and approve JTPs in JTIMS.

(5) Sponsor and schedule joint training events in JTIMS, designate JTIMS user group leads for access and ease of data entry, enter pertinent training event planning data, consolidate and submit validated common-user lift requirements, and designate training audience participation.

(6) Designate themselves or a subordinate command as the organization conducting the event (OCE) to develop, manage, and execute an event within JTIMS. The combatant command that sponsors, schedules, and provides validated funding for the joint training events is known as the organization scheduling the event (OSE). The OSE will include the event as part of their JTP and is responsible as the supported combatant commander to perform movement planning responsibilities using the Joint Operation Planning and Execution System (JOPES) procedures specified in reference d.

(7) Request exercise participation and support through the JTIMS Force Management Module to document force participation in joint training events.

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(8) Consider joint training resource availability, and identify and report shortfalls in JTIMS, to include the impact of such shortfalls on the accomplishment of joint training programs and readiness.

(9) Add, delete, or change joint training events based on the dynamics of training proficiency, operations, resource availability, and new guidance. Submit proposals for new JEP events to Joint Staff J-7 IAW the process and procedures described in Enclosure I.

(10) Evaluate and assess joint training audience performance. Determine the effectiveness of specific joint training events. The JTIMS is designed to assist combatant commanders in capturing task performance observations (TPOs) and developing training proficiency evaluations (TPEs). TPEs, in turn, feed Training Proficiency Assessments (TPA) and Mission Training Assessments (MTA) which directly impact J/AMET readiness reporting within the DRRS. Learning Management Systems (LMS) can be used to manage individual training and education and capture individual performance.

(11) Provide feedback to Service assignment headquarters (HQ) on the adequacy of Service qualified personnel and to Service education and training commands on desired revisions/updates to curriculum for applicable joint capability areas.

4. Categories of Training. There are two categories of training: Service and joint. In each category, interagency, intergovernmental, and multinational training can take place.

a. Service Training. Service training (including USSOCOM for SOF) pertains to both the active component (AC) and reserve component (RC) and is based on Service policy and doctrine to prepare individuals and interoperable units. Service training includes basic, technical, operational, and interoperability training in response to operational requirements identified by the combatant commands to execute assigned missions.

b. Joint Training. Joint Training is training, including mission rehearsals, of individuals, units, and staffs using joint doctrine to prepare joint forces or joint staffs to respond to strategic, operational, or tactical requirements considered necessary by the combatant commanders to execute their assigned or anticipated missions.

5. Types of Joint Training. Joint training must be matched with the appropriate training methods, requirements, and audiences. These audiences include:

a. Individual Joint Training. Training that prepares individuals to perform duties in joint organizations (e.g., specific staff positions or functions)

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or to operate uniquely joint systems. Individual joint training ensures that individuals know, are proficient in, and have the joint competencies and skills to apply joint doctrine and procedures necessary to function as joint staff members. Individual joint training can be conducted by the Office of the Secretary of Defense (OSD), the Joint Staff, combatant commands, and activities and agencies responsive to the Chairman, Services (Active/Reserve), NGB, or CSAs. (Note: Enclosure G, Appendix A describes individual joint training).

b. Staff Joint Training. Training that prepares joint staffs or joint staff elements to respond to strategic and operational taskings deemed necessary by combatant commanders and subordinate joint force commanders to execute their assigned missions. (Note: Enclosure G, Appendix B describes staff joint training)

c. Collective Joint Training. Instruction and applied exercises that prepare joint organizational teams to integrate and synchronize owned and provided capabilities to execute assigned missions. (Note: Enclosure G, Appendix C describes collective joint training).

6. JTS Support. JTS processes are designed to assist the combatant commands, their sub-unified commands, the Service components, CSAs, and other joint organizations to more efficiently align their training with missions assigned to the combatant commanders, consistent with priorities and resources. The JTS includes training and education of individuals, staff elements, entire staffs, and units assigned to the command using self-study, seminars, exercises, and sequenced programs of pre- and post-exercise training support. Although use of the JTS is a responsibility of the combatant commands, their Service components, and supporting organizations, the following are available to provide assistance:

a. USJFCOM. As the primary joint force provider, USJFCOM provides trained and ready conventional military forces to other commands, as directed. Preparation of USJFCOM assigned forces is based on tasks they will perform for the combatant commander. When all reporting tools are fielded, combatant commanders will be able to review the preparation and readiness of their apportioned forces and will be in a position to better know gaps and voids in preparation and what additional preparation will be needed when apportioned forces are allocated for employment. A description of USJFCOM training capabilities can be found in Enclosure N.

b. JTIMS. JTIMS is designed to assist combatant commanders and Services in managing their joint training programs. The JTIMS is the Chairman's authoritative information management system supporting implementation and execution of the JTS and is used to source joint training and exercise event participants. JTIMS software automates management of

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data elements that support application of the four phases of the JTS, including training inputs to DRRS readiness reporting. JTIMS and DRRS reference the authoritative database of tasks defined in the universal joint task list (UJTL) which resides on the Joint Doctrine, Education, and Training Electronic Information System (JDEIS). It is available to all government users via secret internet protocol router network (SIPRNET), and on the non-secure internet protocol router network (NIPRNET).

c. Joint Training Support Network. Supporting the Chairman's full implementation of the JTS is a globally managed network of Joint Training System Specialists (JTSSs), Joint Lessons Learned Specialists (JLLSs), Joint Training Facilitator Specialists (JTFSs) and Joint Interagency Training Specialists (JIATs), and JNTC Support Element personnel. This integrated network of specialists supports the identification and exchange of relevant information between combatant commands, CSAs, Services, Department of Homeland Security, NGB, and the Joint Staff and provides direct support to their supported organization's training program.

ENCLOSURE B

JOINT TRAINING SYSTEM OVERVIEW

1. General. Training is a key element of readiness. Military readiness is defined in two parts, unit and joint. As defined in the DOD Dictionary of Military and Associated Terms, readiness is “The ability of US military forces to fight and meet the demands of the national military strategy. Readiness is the synthesis of two distinct but interrelated levels. a). *unit readiness* -- The ability to provide capabilities required by the combatant commanders to execute their assigned missions. This is derived from the ability of each unit to deliver the outputs for which it was designed. b). *joint readiness* --The combatant commander's ability to integrate and synchronize ready combat and support forces to execute his or her assigned missions.”

a. The JTS uses a four-phased methodology that aligns training strategy with assigned missions to produce trained and ready individuals, units, and staffs. The procedures described in this manual are designed to assist commanders at all echelons in: defining the required level of individual, collective, and staff performance; determining the current level(s) of performance; executing training programs to improve performance; and finally, assessing those levels of performance relative to the required level. The JTS assessment process considers training outcomes related to DOTMLPF, and provides the training inputs to readiness reporting.

b. OSD has developed and published the GEF to move the department toward strategy-driven planning. The GEF consolidates department strategic planning guidance documents to reflect both desired regional/functional security end-states as well as contingency planning guidance. The GEF and Joint Strategic Capabilities Plan (JSCP) are the principal sources of guidance for combatant command contingency, posture, and steady-state campaign planning efforts. Also contributing to this effort is the Defense Planning and Programming Guidance (DPPG). In combination, these three documents support the development of Theater Campaign Plans (TCPs) for Geographic Combatant Commands (GCC) and Campaign Support Plans (CSPs) for Functional Combatant Commands (FCC), Military Departments, and CSAs. The TCP becomes the mechanism for organizing, integrating, and prioritizing security cooperation activities. The GEF and JSCP, through the TCP/CSP, will provide exercise planners with clear guidance on objectives and priorities. Exercises frequently support both campaign and contingency plan objectives. As a result, exercises should reflect GEF regional or functional priorities.

c. Some commands may find that it is useful to develop a Joint Training Strategy. A Joint Training Strategy can be the link between TCPs/CSPs and the JTP. Considerations for a Joint Training Strategy are at Appendix B.

d. The JTS (Figure B-1) provides an integrated, requirements-based methodology for aligning joint training programs with assigned missions, consistent with command priorities and available resources. In Phase I (Requirements), the capabilities required of joint force organizations to accomplish their assigned missions are identified through the JMETL in

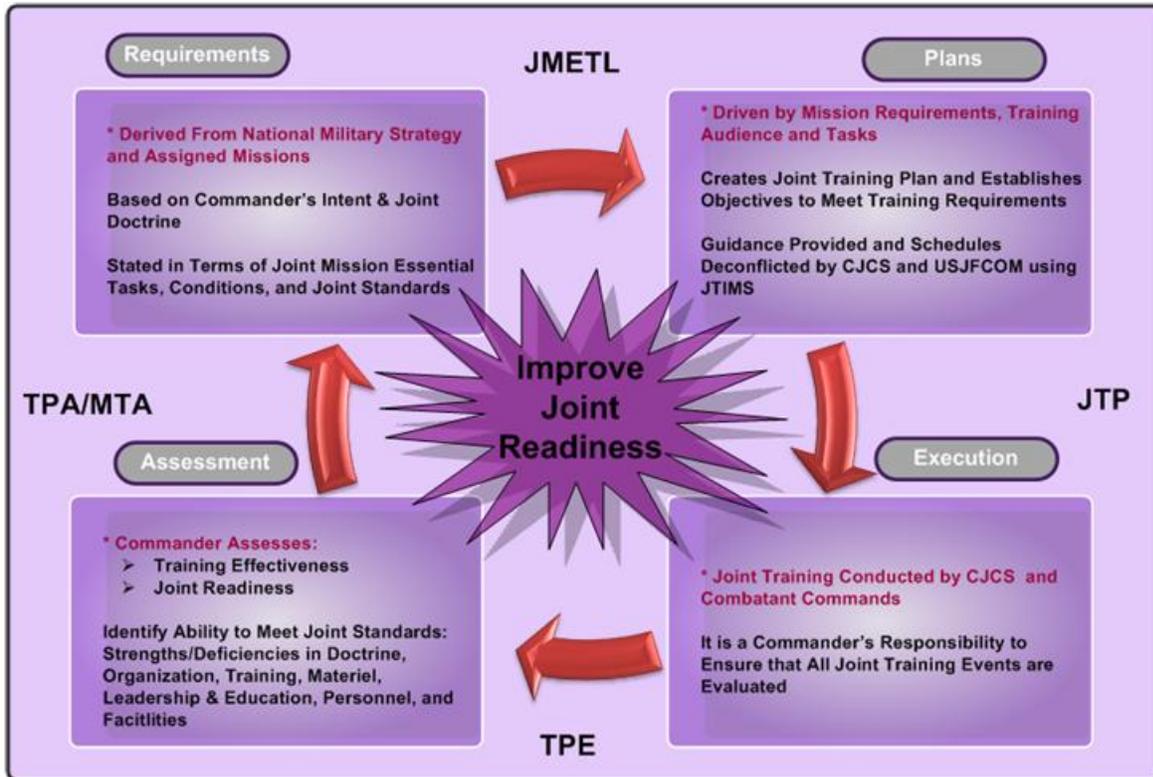


Figure B-1. Joint Training System

terms of tasks, conditions, standards, and organizations. In Phase II (Plans), commands and CSAs develop their JTPs, which define their training requirements, specify intentions regarding joint individual training and education development and implementation, and contain the preliminary development of joint staff and collective training event design, estimation, and scheduling of resources, to include units and individual augmentees/subject matter experts (SMEs), and general joint event life cycle (JELC) milestones. In Phase III (Execution), detailed event planning and resource scheduling are finalized using the JELC processes, and the planned events are executed, observed, evaluated, and the results reported. Finally, in Phase IV (Assessment), the commander/director reviews joint training performance relative to mission J/AMET requirements to produce both task and mission training assessments (TPAs and MTAs). This training assessment provides

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input to J/AMETL refinement, JTP adjustment, DRRS readiness assessments, and other data users as shown in Figure B-1.

e. DRRS is a web-based, collaborative, near real-time, capabilities-based, adaptive readiness system designed to measure and report on the readiness of military forces and the supporting infrastructure to meet assigned missions. DRRS assists the Secretary of Defense, Chairman of the Joint Chiefs of Staff, combatant commanders, Service Chiefs, and lower level commanders and leaders in making operational decisions. DRRS is also used to identify critical readiness capability gaps, deficiencies and/or issues, to inform the development of solutions, and ensure they are programmed in appropriate budgeting cycles.

f. The JTIMS and LMSs provide automated support for selected elements of each phase of the JTS.

(1) Requirements Phase. JTIMS is linked to the DRRS/Global Status of Resources and Training System (GSORTS) for synchronization of the J/AMETLs. Combatant commander, Service component commander, CSA, NGB, and subordinate joint force commander J/AMETLs are built in DRRS based on the organization's mission analysis and are seamlessly updated into the JTIMS. In Phase I of the JTS, organizations ensure that J/AMETs are accurately reflected in JTIMS.

(2) Plans Phase. JTIMS supports the preparation of an integrated JTP between joint force commander, supporting commanders, CSAs, and applicable members of the joint, interagency, and multinational community. It will also support the collaborative development/production of global and local joint training schedules to include an online scheduling and deconfliction capability. Finally, JTIMS automates the initial development of joint training events (to include joint exercises).

(3) Execution Phase. JTIMS supports training event planning, coordination, execution, review, and analysis, and supports the coordination of this information across subordinate and supporting organizations for refinements needed within the JELC that may occur for specific training events.

(4) Assessment Phase. JTIMS supports assessment of joint training events by automating combatant command, Service, supporting command, CSA, and the National Guard's ability to produce TPAs, derived from the TPEs from the execution phase. Once approved by the task OPR, JTIMS publishes the approved training assessment data (TPAs and MTAs) making it available for view in DRRS.

2. The JTS: Inputs, Processes, and Outputs. The JTS phases consist of an input – process – output (IPO) progression where the output, or product, from one phase provides input to the next phase(s) in the cycle. Table B-1 depicts the inputs, processes, and outputs associated with each JTS phase.

	Requirements	Plans	Execution	Assessment
I N P U T S	<ul style="list-style-type: none"> National Military Strategy (NMS) Defense Planning and Programming Guidance (DPPG) Guidance for Employment of the Force (GEF) Joint Strategic Capabilities Plans (JSCP) Presidential and SecDef Directives Treaty Obligations Unified Command Plan (UCP) Security Cooperation Plans DOD Directives Command Plans (OPLANs/CONPLANs) Higher HQs JMETL* Joint Doctrine Commander's Guidance* UJTL/Service Task Lists* 	<ul style="list-style-type: none"> J/AMETL (T/C/S/O)* CJCS High Interest Training Issues Combatant Command/CSA High Interest Training Requirements * Joint Doctrine Standard Operating Procedures (SOPs) Training Guides Relevant Lessons Learned (LL) Commander/Agency Director Training Guidance* TPA/MTA* 	<ul style="list-style-type: none"> Command, Component, and Agency Joint Training Plans* Joint Training Schedule* Relevant LL 	<ul style="list-style-type: none"> JTP* TPOs/TFOs/TPEs* Informal Results Actual Operations Relevant LL External Inputs Other Feedback
P R O C E S S E S	<ul style="list-style-type: none"> Conduct Mission Analysis to Identify Tasks Select Tasks from UJTL* Select/Apply essentiality Criteria Select J/AMETs* Select Responsible Organizations* Determine and select* relevant Conditions and Standards Supporting and Command-Linked Tasks* Commander/ Director Approves J/AMETL 	<ul style="list-style-type: none"> Revise Training Guidance* Analyze J/AMETs Review TPA of JMET - Organizations* Refine Training Audience based on TPA* Develop Training Objectives* (TO) Determine Training Methods* Design Training Event /Schedule Resources* Publish JTP * 	<ul style="list-style-type: none"> Execute JELC Develop*/ Conduct/ Evaluate Academic Training Events Develop*/ Conduct*/ Evaluate* Exercises Develop/Capture Task Field Observations (TFOs)* Develop/Capture* Task Performance Observations (TPOs)* Review TFOs and TPOs* Determine/ Document* TPE level Develop/forward AAR* 	<p>At each echelon within the command, and within each subordinate organization, Commanders /Directors:</p> <ul style="list-style-type: none"> Analyze TPEs* from Phase III Review Relevant Lessons Learned Prepare Staff/Unit Assessment Develop TPAs* Develop MTAs* Obtain Commander's Approval of Proposed TPAs and MTAs Document audience TPAs, and Mission MTAs, in JTIMS Determine/

	Requirements	Plans	Execution	Assessment
				forward Lessons • Identify/ forward Issues
O U T P U T S	<ul style="list-style-type: none"> • J/AMETL* • (T/C/S/O)* 	<ul style="list-style-type: none"> • Command JTP • Component Training Plans* • CSA JTP* 	<ul style="list-style-type: none"> • TPOs*/TFOs*/TPEs* 	<ul style="list-style-type: none"> • Training Guidance* • TPAs*, MTAs* • Validated LL • Defined Issues
* Supported by JTIMS			<i>Note: Acronyms and definitions are listed in Glossary.</i>	

Table B-1. JTS Inputs, Processes, and Outputs

3. Phase I: Requirements:

a. The purpose of Phase I (Requirements) (Figure B-2) is to define the most essential capabilities, through the construct of a JMETL, needed to

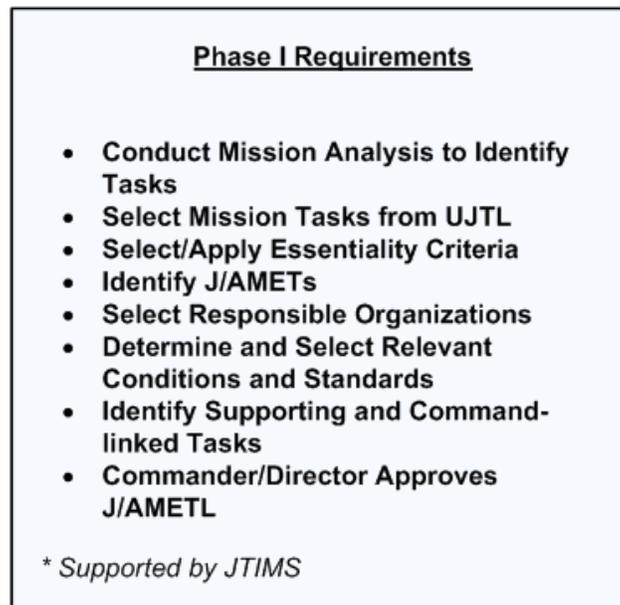


Figure B-2. Phase I Requirements Overview

accomplish the assigned missions of a command. The functional capabilities required to accomplish the missions assigned to the combatant commanders are those documented in the command JMETL. The JMETL defines the command's mission capability requirements in terms of tasks, conditions,

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standards, and responsible organizations and supporting and command-linked tasks. CSA AMETL, and Service component mission essential task lists (METL), are identified based on tasks required to support the combatant command JMETL and specific tasks assigned in the commander's guidance. CSAs and supporting commands may have other mission support areas they consider essential and include tasks in their METL to establish those mission capability requirements; the following discussion deals primarily with mission support from supporting elements for combatant commander missions.

b. The J/AMETL developed in the Phase I Requirements process establishes a direct connection between the National Military Strategy (NMS) and the combatant commander's strategy, assigned missions, operational plans, tasks inherent in those plans, and joint training responsibilities. The combatant command's JMETL provides the foundation, through assessment of current capability, for deriving joint training objectives to be incorporated in Phase II Plans. DRRS and JTIMS support the documentation of J/AMETLs, including tasks, conditions, standards, and organizations. The outputs of Phase I are combatant command JMETL, approved by the combatant commander, and CSA AMETL, approved by the CSA Director. The approved J/AMETLs are entered into the DRRS and dynamically pushed to JTIMS to support the development, management, and execution of other JTS products.

4. Phase II: Plans: The purpose of Phase II (Plans) (Figure B-3) is to produce a JTP. Inclusive in the JTP are the Commander's Training Guidance, Training Objectives, Training Events/Exercises, Milestones, Expenses, and High Interest Training Requirements (HITRs). JTPs, developed in Phase II, are based on capability requirements identified in the J/AMETL in Phase I (Requirements) and provide commander's guidance and a comprehensive plan of action to link assessment derived training requirements with training events to accomplish training audience objectives. The plans phase is initiated by conducting an assessment of current capability against the mission capability requirements resident in the J/AMETL. Joint training requirements are

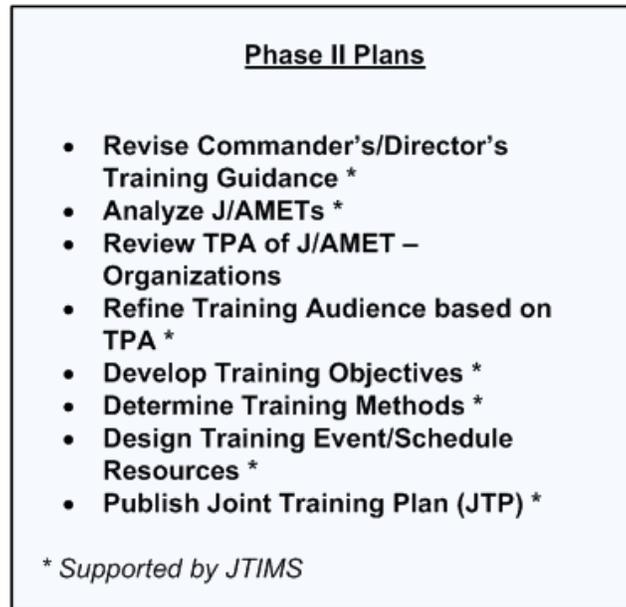


Figure B-3. Phase II Plans Overview

derived by analyzing assessed gaps between mission capability requirements and current capability proficiency. In a mature training program, a large portion of the assessment that leads to training requirements identification is obtained from TPAs and MTAs (Phase IV, Assessment). In Phase II, the Commander's/Director's Training Guidance and the command J/AMETL assessment Phase IV (Assessment) (including overall current capability assessment) drive the development of the JTP and Individual Learning Plans. The JTP identifies those individuals and organizations who need training, the training required (training objectives (TOs)), the training events needed to satisfy those objectives, and the estimated resources required to conduct the training events.

a. JTIMS is designed to assist combatant commands/CSAs in developing, managing and approving their JTPs. The JTP is tied to the combatant command/CSA J/AMETL through assessed training requirements and identified TOs. It identifies audiences requiring training and the events, with resources, needed to train them to accomplish the required tasks, under relevant conditions, to meet required standards.

b. As resources are identified, joint training events, either academic or exercise, are developed in JTIMS and scheduled in the JTP, using the JELC methodology. The JELC, an event planning process within the JTS Phase III (Execution), consists of five stages: design, planning, preparation, execution and evaluation, analysis, and reporting. The process can be performed in a matter of hours or days for individual or staff joint training events, but often is lengthy when applied to larger joint exercise events (Enclosure E and reference e).

Note: Joint Training Plans normally cover a four fiscal year (FY) joint training and exercise cycle, commencing in the execution year, a budget/programming year, and two planning years. A four year JTP view provides an adequate planning horizon to ensure that resources (forces, funding, and transportation) can be programmed and deconflicted.

5. Phase III: Execution:

a. The purpose of Phase III (Execution) (Figure B-4), is to conduct the events planned in the JTPs, and to evaluate the training audience performance in the events relative to specified TOs. In Phase III, the event planning started in Phase II is finalized with detailed and specific resources allocated to each event. The focus of the execution phase is preparing, executing, and evaluating each discreet joint training event in the combatant command's JTP. CSA JTPs may require stand-alone events, within the agency, or may be incorporated into the events conducted by the combatant commands.

b. Joint training events, either academic or exercise, are developed using the five stage JELC methodology. Task performance observations (TPOs) are captured and reviewed in JTIMS to assist in determining the TPE of the training audience. TPOs are a listing of observer reports that measure whether

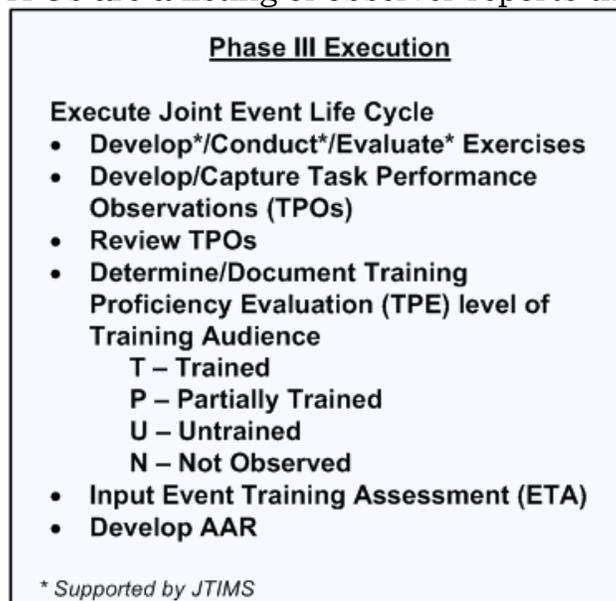


Figure B-4. Phase III Execution Overview

the training audience achieved the stated level of performance in the TO. The task field observations (TFO) are general observations that were witnessed during the event but are not tied to a particular TO.

c. Event observers can also create event training assessments (ETA). ETAs show whether the organization performed a MET during the exercise to the standards established in DRRS/JTIMS. Potential DOTMLPF issues and lessons learned initial observations are also identified and captured in JTIMS. Once approved, these lessons learned initial observations are published and made available for import to the Joint Lessons Learned Information System (JLLIS) for subsequent action and resolution. The outputs of Phase III are TPEs, Commander's Summary Report (CSR), Lessons Learned (LL) and ETAs, which provide event results that facilitate after action reviews (AARs) and highlight potential issues to support the assessments in Phase IV.

6. Phase IV: Assessment:

a. The purpose of Phase IV, (Assessment) (Figure B-5), is to determine which organizations within the command are able to perform at the level required to meet the task standard(s), and which missions the command is trained to accomplish. Assessment is a Commander/Director responsibility, and the monthly training assessments published from JTIMS to DRRS on training audience performance directly support the Commander/Director in determining overall command readiness to perform its missions. During Phase IV, the commander/director assesses the organization's training proficiency each month using the outputs from multiple training events, real-world operations, experimental events, and engagement activities. The assessments seek to answer the questions, "Is the organization capable of accomplishing specific tasks?" and, "Is the command capable of meeting the required performance standards for its assigned missions?"

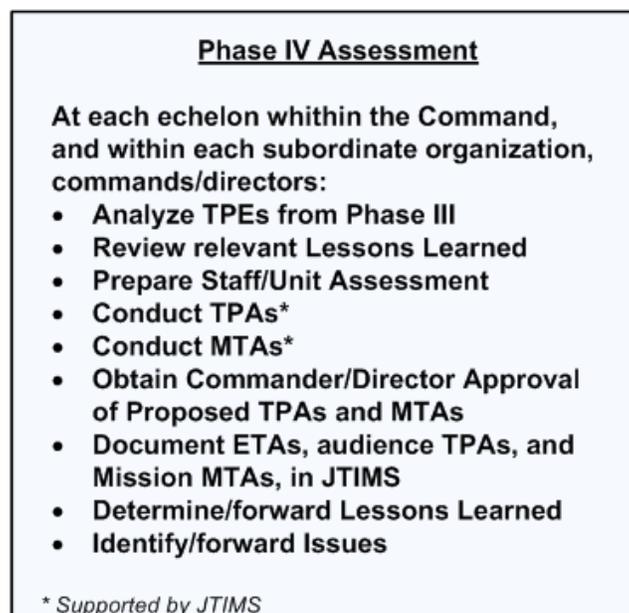


Figure B-5. Phase IV Assessment Overview

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b. TPAs. Within the combatant command, the staff directors, subordinate JFCs, and Service component commanders conduct an assessment of their specific organization. The same process is done in CSAs and other supporting organizations by staff directorate leads. The commander/director considers TPEs, LLs, and personal observations in determining the assessment. Assessments of less than fully trained on existing J/AMETs, combined with any new J/AMETs developed and commander/ director guidance, form the primary training requirements for the next training cycle.

Note: The combatant commander, who has combatant command authority over assigned forces, is ultimately responsible for the training assessment of those forces. Where the forces are assigned to a supporting commander or CSA director, the supported commander may provide a recommended TPA.

c. JTIMS supports the assessment of joint training by automating combatant command, Service, supporting command, CSA, and the National Guard's ability to produce TPAs, derived from the TPEs, ETAs, and LLs captured during the Execution Phase. Once the TPAs for each task are completed and approved in JTIMS, the TPA with all supporting issue and resolution data will be published to DRRS to support the commands' overall task readiness assessment. The TPAs and J/AMETs associated with specific missions are then analyzed to produce MTAs. Commander's judgment, supported by objective data input, forms the MTA for each mission. The commander/director should determine whether the command/CSA is trained to accomplish the mission. Once the MTAs are completed and approved in JTIMS, the MTA with supporting comments is published to DRRS to support the commands' overall mission readiness assessment.

d. The training assessment completes the joint training cycle and, with an annual J/AMETL review, forms the foundation for the next cycle. The assessment serves several purposes, both internally and externally. First, it identifies performance shortfalls that help define future training requirements. Second, it measures the command's ability to perform assigned missions, which translates into training inputs to readiness. Third, it documents LLs (techniques, procedures, or practical solutions) to assist other commands in accomplishing their missions. Finally, issues are identified that can be solved internally and potentially rechecked in the next cycle and those that may preclude command training to a desired standard in the future. These issues are part of the commander's/director's overall readiness assessment and should be reported to appropriate external command echelons, or through existing readiness processes. The outputs of Phase IV are the TPAs and MTAs which are then used in Phase I to review existing operational plans and J/AMETL; in Phase II to support development of future training requirements; and for lessons learned and issues beyond the capability of the combatant commander to resolve.

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7. Joint Training Analysis and Trends Development. JS J-7 will implement a process to assess the effectiveness of joint training; identify joint training trends through analysis; and provide guidance to allocate resources as necessary to mitigate unfavorable training trends.

a. Joint training trend development is an output of the JTS Phase IV. Joint training trend identification begins with analysis of joint training supporting the generation and sustainment of mission capabilities identified as requirements in the JMETL. Joint training analysis and trends can be developed from the following:

(1) JTIMS training input to DRRS Readiness Assessments. Input for this assessment comes from the JTS Phase IV JTIMS derived TPAs and MTAs. Once TPAs and MTAs are approved by the organization, JTIMS will publish the assessment data to DRRS.

(2) The JLLIS contains lessons that may be categorized by UJTL tasks. The integration of JLLIS and JTIMS will further support sharing of selected lessons learned across the joint community based on the UJTL and other metadata taxonomies.

(3) USJFCOM Joint Warfighting Center (JWFC) Exercise Support Team observations and JNTC Support Element observations.

(4) Combatant command, CSA, supporting organization joint training event training proficiency evaluations for non-JWFC supported events.

(5) Training and operational issues that can be sorted by task (J/AMET), category type (DOTMLPF), and organizational type (combatant command, agency, etc).

b. To the greatest extent possible, JTIMS will support the Joint Training analysis and trends process. Analysis of issues will identify training trends that need resolution in the form of policy guidance, doctrine, joint training requirements, development of joint or Service training courses, etc. Joint training trends may be described in the Chairman's Annual Joint Training Guidance and as Chairman's High Interest Training Issues. This process should capture both objective and subjective data points, but will ultimately result in a subjective analysis of trends, and recommendations to mitigate negative joint training trends through the application of resources, policy change or directed leadership focus. Once identified, additional specific data requirements needed to support the Joint Training analysis and trends process may be requested annually from the joint training community through the Joint Staff formal tasking process for submission no later than (NLT) 30 June.

8. The JTS Planning Cycle

a. A representative planning cycle for joint training is depicted in Figure B-6. With respect to a combatant command or CSA JTP, note that in any given year, there is a JTP in execution, and a JTP being finalized with planned and programmed resources for the next four fiscal year period. The objective JTP should be based on a four-year cycle that corresponds to the NEP plan and documents the execution year, a budget or programming year, and two planning years. The NEP actually documents five years, which include the current year, but JTP publication dates in the third quarter of the fiscal year facilitate documentation of the upcoming four fiscal years.

b. The JMETL review/revision is completed annually. This review should be continuous throughout the year, based on known changes to assigned missions, new Commanders being assigned, or LL being applied to improve operational plans. Within supported combatant commands, change recommendation inputs should be scheduled far enough in advance (1-2 months) to allow adequate staffing for Combatant Commander approval by September 30. Supporting commands/CSAs may take until December, if necessary, to complete their J/AMETL review due to the need to consider the supported command's final JMETL.

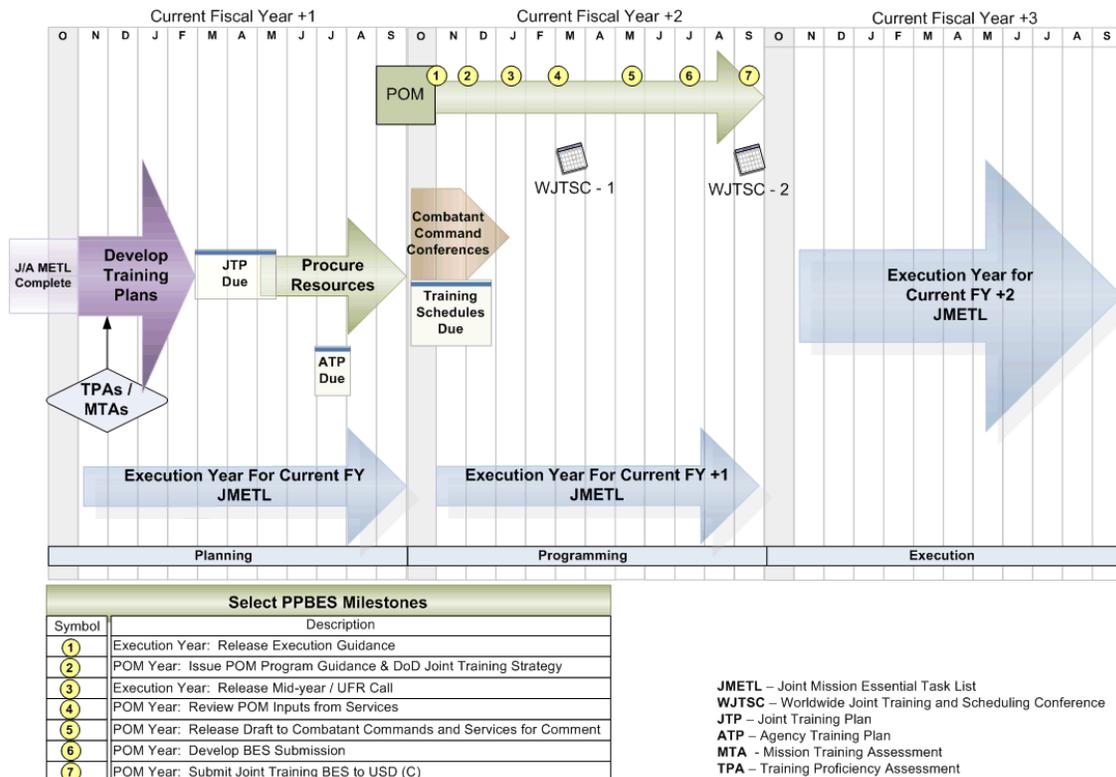


Figure B-6. Joint Training, Planning, and Programming Cycle

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c. Once the Commander/Director has approved the J/AMETL, an assessment of current capability must be accomplished. Joint training requirements are then identified and formalized as a result of this current capability assessment. Once the joint training requirements are coordinated and approved; the JTP is developed in JTIMS, in coordination with the entire staff. JTIMS pulls/synchronizes the approved J/AMETL from DRRS to support training requirement identification and JTP development.

d. The JTPs detail the combatant command/CSA training resource requirements. The staggered publication of JTPs facilitates the synchronization of resources to support joint training events. JTPs are published annually in March by the GCCs and NGB, May by the FCCs, and July by USJFCOM and the CSAs.

e. Following submission of the JTPs, and until the Worldwide Joint Training and Scheduling Conference (WJTSC), which meets in September/October, the commands, CSAs, Services, and Joint Staff attempt to align resources with their JTP submissions. At the WJTSC, the existing resources are updated by the Joint Staff and Services, thus providing the combatant commands the latest resource information for their fall theater scheduling conferences.

f. At the completion of the combatant command theater scheduling conferences, the commands enter their final resource-constrained schedules into JTIMS in preparation for the WJTSC held in February/March. Issues and conflicts related to the execution year are resolved at this conference.

g. After the February/March WJTSC, the combatant commands, Services, CSAs, and National Guard Bureau update their exercise information in JTIMS. Exercise data must be published by the data owner to provide full visibility across the joint training community. Data owners are able to coordinate and manage their draft data within their organizational user community in JTIMS prior to publication. Once all combatant commands and CSAs have published their events, JTIMS provides a comprehensive event calendar to support scheduling and deconfliction of employment and milestone dates.

h. The JTIMS User Advisory Group (UAG) meets at each WJTSC to resolve issues and discuss desired upgrades that enhance JTIMS support to the JTS process. The UJTL UAG (UUAG) also meets during each WJTSC to provide recommendations on UJTL policy and procedures; provide a forum to discuss future direction of the UJTL program; and resolve UJTL related issues.

9. JTS Summary. The purpose of the JTS is to enable combatant commanders, Services, CSAs, and the NGB to define their mission capability requirements, mitigate risk, make decisions, prioritize resources, and

effectively serve as advocates to their HQs and subordinate and supporting organizations while developing and conducting their Joint Training Programs under joint training policy and procedures established by the CJCS. Commanders at all echelons are responsible for their organization's training, and ultimately the readiness of the staffs and forces assigned to their command. The JTS embodies a systematic approach to assist commanders in ensuring readiness levels required in their command are met through effective joint training. The JTIMS supports the facilitation and execution of processes within all four JTS phases. JTIMS is the primary information support tool and system of record used to support joint training programs.

- Phase I (Requirements) results in the combatant command JMETL and the CSA AMETL.
- Phase II (Plans) results in the combatant command and CSA JTP.
- Phase III (Execution) results in the execution of training events, and identification of TPOs, TFOs, TPEs, and Lessons Learned Initial Observations.
- Phase IV (Assessments) results in development of TPAs and MTAs, LLs, and issues requiring resolution outside of the command or CSA.

APPENDIX A TO ENCLOSURE B

KEY SUSPENSE LIST

Date	OPR/OCR	Subject
September - October	Joint Staff	Conduct WJTSC XX-2; brief Annual Joint Training Trends
September	Joint Staff (OPR), Combatant Commands, CSAs, Services	Conduct UJTL User Advisory Group and the JTIMS User Advisory Group Meetings
September	Joint Staff (OPR), Combatant Commands, Services	Quarterly CE2 Stakeholder Leadership Team Meeting (Year-End Review)
September	Joint Staff	Chairman issue joint training guidance with updated High Interest Training Issues
September	Combatant Commands	Review JMETL
1 October	Joint Staff (OPR), Combatant Commands, Services	Publish CE2 Program Execution Plan (PEP)
October	Joint Staff (OPR), Combatant Commands, Services	CE2 Fiscal Year (FY) Certification (Prior FY) and Annual Report
October - December	Combatant Commands	Conduct combatant commander theater scheduling conferences
December	Joint Staff (OPR), Combatant Commands, Services	CE2 Program Requirements Documents (PRD) for Subsequent FY
September-December	CSAs	Review AMETL
December	Joint Staff (OPR), Combatant Commands, Services	Quarterly CE2 Stakeholder Leadership Team Meeting (Draft Program Goals and Objectives)
31 December	Combatant Commands	Publish event summaries in the JTIMS for the upcoming execution year, budget year, and following 4 years, incorporating changes from the WJTSC and the combatant commanders' exercise and training scheduling conferences
31 December	Combatant Commands	Submit summary report of annual DCCEP per CJCSM 3500.03 series
January - February	Joint Staff (OPR), Combatant Commands, Services	CEP/JEP Annual Schedule Review and Deconfliction Conference
February - March	Joint Staff	Conduct WJTSC XX-1

Date	OPR/OCR	Subject
February - March	Joint Staff (OPR), Combatant Commands, CSAs, Services	Conduct UJTL User Advisory Group and the JTIMS User Advisory Group Meetings
February	Joint Staff (OPR), Combatant Commands	Submit issues for Joint Doctrine Planning Conference
March	Joint Staff (OPR), Combatant Commands, Services	Quarterly CE2 Stakeholder Leadership Team Meeting (POM input and preliminary mid-year review)
15 March	Geographic Combatant Commands	Publish JTPs in the JTIMS
31 March	National Guard Bureau	Publish JTP in the JTIMS
31 March	Combatant Commands	Submit DCCEP Plans for next 2 fiscal years to the Joint Staff J-7; the first year for approval, the second year for planning
March - April	Combatant Commands	Update event summaries in the JTIMS, incorporating changes from WJTSC-1
April	Joint Staff (OPR), Combatant Commands, Services	CE2 Program Goals and Objectives (PG&O) published; submit Program Budget Requests (PBR); Mid-year Review
May	Joint Staff (OPR), Combatant Commands, Services	CE2 Program Plan Increment or POM input to OSD
15 May	Functional Combatant Commands	Publish JTPs in the JTIMS
June	Joint Staff (OPR), Combatant Commands, Services	Quarterly CE2 Stakeholder Leadership Team Meeting (Draft Program Execution Plan)
June	Joint Staff	Review of joint exercise program
30 June	Combatant Commands, CSAs	Submit joint training trends to Joint Staff J-7
July	Joint Staff (OPR), Combatant Commands	Submit issues for Joint Doctrine Planning Conference
15 July	USJFCOM	Publish JTP in the JTIMS
15 July	CSAs	Publish JTPs in the JTIMS
August	Joint Staff (OPR), Combatant Commands, Services	CE2 Budget Estimate Submission (BES) to OSD

Table B-2. Key Joint Training System Suspenses and Milestones

APPENDIX B TO ENCLOSURE B

JOINT TRAINING STRATEGY

1. The Joint Training Strategy. The Joint Training Strategy is a command-specific description and *intent* for that command's joint training program and joint training environment. It is a statement of *how* a command intends to generate and sustain required capabilities through training; the JTP is the refinement of that strategy given available resources. Identification of required operational capabilities is inherent in the mission analysis that takes place in application of Phase 1 of the JTS. The command's resultant plans (Operation Plans, Campaign Plans, Supporting Plans, etc.), *plus JMETS*, serve to document identification of those *required capabilities*. Simplistically, the JMETS represents the most essential mission capability requirements and defines *what* must be done and *who* is to do it.

2. Purpose. The purpose of the Joint Training Strategy is to describe the environment and elements of a joint training program that enhance, demonstrate, and certify the readiness of assigned forces to support all phases of joint campaigns and the full range of integrated operations.

a. The joint training strategy is a resource-informed description of the training environment necessary to support achievement of the commander's intermediate military objectives, and subsequently, long-term campaign end states.

b. The joint training strategy should address joint training requirements (operational and support) for the near term (out to two years) as well as long term (POM period). The joint training strategy should also address the prioritization of requirements to support resource (budgetary) decisions.

c. The elements of a joint training strategy might include the following:

- (1) Training Priorities and Guidance
 - JTF Training and Readiness
 - Individual and Staff Training
 - Component Command Joint Context
 - Incorporation of experimentation into training events
 - Functional training requirements (e.g., joint logistics)

(2) Security Cooperation Priorities and Intent; focus countries/regions and types of training activities in which to engage

(3) Resources

Ranges

Training Support Requirements

Modeling and Simulation Strategy

(4) Information and Strategic Communication

(5) Joint Training Architectures

ENCLOSURE C

PHASE I (REQUIREMENTS)

1. Introduction. The purpose of JTS Phase I (Requirements) is to identify the capabilities required to accomplish assigned missions and to document those capabilities in the form of JMETs. This process establishes the linkage between the NMS and combatant command missions, operational plans, and tasks inherent in those plans and joint training. The final product is a JMETL that reflects and consolidates the mission capability requirements of the combatant command into a single list of tasks, conditions, standards, responsible individuals and organizations. The JMETL forms the foundation for all joint training and provides the basis for deriving the command joint training requirements necessary for the development of JTPs in Phase II (Plans). Service Components and CSAs also develop supporting METLs and AMETLs, respectively, which provide the basis for deriving their training requirements.

a. It is important to note the distinction between a common use of the term “mission” and the use of the term in the JTS. Typically, the term “mission” is used to doctrinally describe “operational tasks,” such as “attack,” “defend,” “strike,” “raid,” etc. However, in executing the JTS, the term “mission” is used as follows:

(1) The terms roles, functions, and missions are often used interchangeably, but the distinctions between them are important. ‘Roles’ are the broad and enduring purposes for which the Services and USSOCOM were established in law. ‘Functions’ are the appropriate assigned duties, responsibilities, mission, or tasks of an individual, office, or organization. ‘Missions’ are the tasks assigned by the President through the Secretary of Defense to the combatant commanders. The Unified Command Plan (UCP) assigns combatant commanders with responsibility for a geographic area of responsibility (AOR) or a function. Functional combatant commanders can support (or be supported by) geographic combatant commanders or may conduct assigned missions in accordance with the UCP independently. In either case, unified action (including the synchronization of activities with other government agencies, intergovernmental organizations, and coordination with non-governmental organizations and the private sector) requires joint force leadership that understands the capabilities, limitations, and mandates of the operational environment and of those organizations involved to effectively communicate the mission and achieve unity of effort for mission success (reference f).

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(2) This distinction is crucial to the J/AMETL development process, especially when identifying conditions and standards. Roles lack the specificity to scope training. *For example, training to the role “defend” requires resources to cover all conditions to absolute standards in all scenarios – this would be nearly impossible.* Training to the mission, “defend Kuwait from military invasion” permits commanders to limit the scenarios, conditions, etc., and to more precisely plan required training for specific audiences. In short, it allows for the identification of specific conditions and standards.

b. In the context of the JTS, missions are assigned to the combatant commanders, who in turn pass guidance (missions and tasks) to their subordinate commanders. The joint force commanders at the appropriate levels of war, through their concept of operations (CONOPS), select a set of military operations to accomplish the mission. Operations can be described as a set of universal joint tasks (UJTs) and/or Service tasks, related through doctrine, which are conducted to accomplish the mission. Tasks are accomplished by both individual and collective performance of doctrine and tactics, techniques, and procedures (TTP).

c. Command missions are derived from external guidance to include the JSCP, UCP, DPPG, GEF, treaty obligations, and Presidential and SecDef directives. Plans developed using the Joint Operation Planning Process (JOPP) contained in the Adaptive Planning and Execution System (APEX) specify the missions and specify/imply the tasks the command must perform (reference g). These plans include contingency plans and crisis action plans and may include requirements for operating with CSAs and non-DOD organizations such as USG agencies, NGOs, and international organizations.

d. While the development of the command J/AMETL is not an inherent training function, the J/AMETL is fundamental to the joint training processes described and implemented through the joint training system. In most organizations, the J/AMETL development is a command-wide endeavor with all staff elements represented and contributing to a command process led by the J3 and/or J5.

2. Purpose. This enclosure describes the process for developing a J/AMETL. (Note: The METL build process is physically accomplished in DRRS; the combatant command process of mission analysis to MET selection is what is described herein; the CSA process is similar). Comprised of tasks, conditions, standards, and responsible organizations, the combatant command/CSA J/AMETL documents the capabilities required for the commander/director to accomplish the missions assigned; i.e., in order to accomplish [this mission], these organizations must accomplish [these tasks], under [these conditions], to meet [these standards]. When so stated, the J/AMETL helps answer the fundamental question of readiness: “Ready to do what?” It also provides the foundation for preparation of forces (units, commanders and staffs) to develop

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procedures (doctrine and TTP), organize, acquire equipment and materiel, prepare leaders, recruit people, and build facilities and infrastructure, as well as train.

3. Phase I Inputs, Processes, and Outputs. The specific inputs, process steps, and outputs associated with Phase I (Requirements) are depicted in Figure C-1. Inputs include strategic guidance documents, higher HQ orders, plans, assessment information, and reference material. The process steps identify the method for taking the inputs and producing the J/AMETL consisting of command tasks, conditions, standards, responsible organizations, and staff tasks, subordinate tasks and command-linked tasks. These will be further explained in the detailed steps of J/AMETL development in paragraph 5 below. The outputs are the J/AMETL associated with the appropriate supported and supporting commands of the organizations responsible for the execution of the mission.

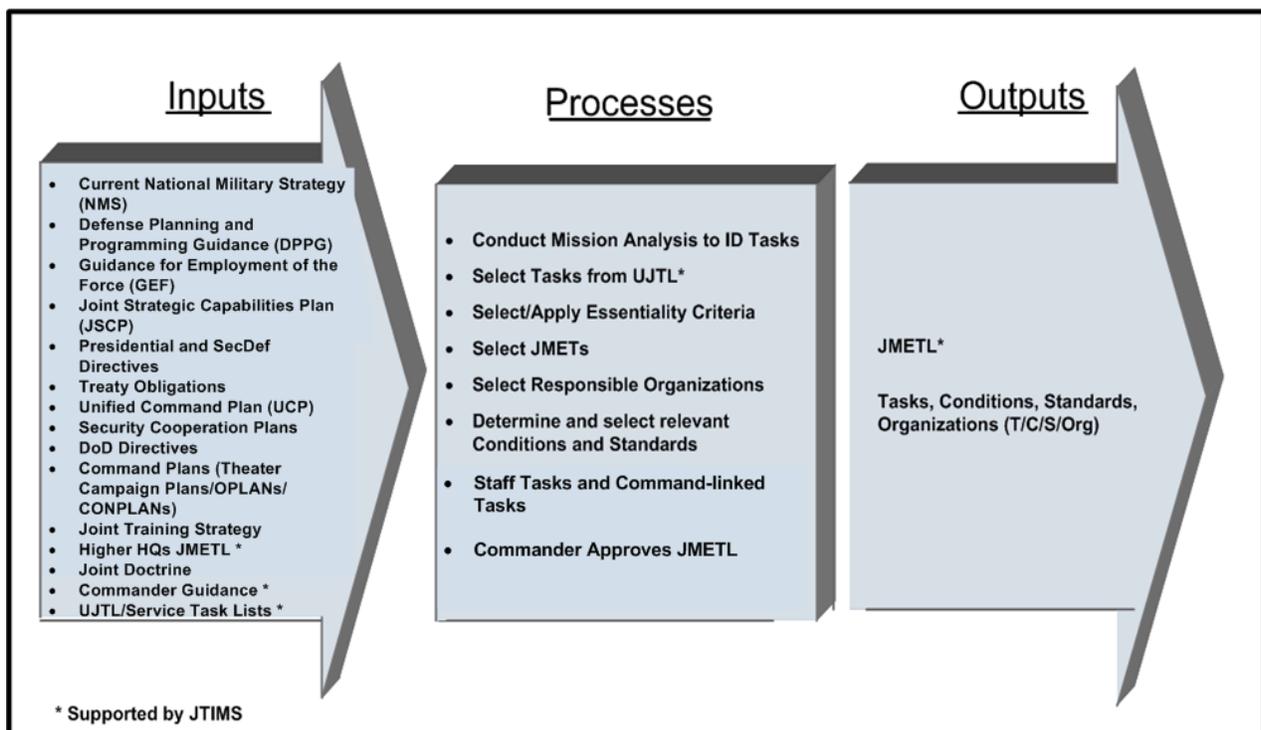


Figure C-1. Phase I, Requirements: Inputs, Processes, and Outputs

4. Phase I, the Military Decision Making and Operational Planning Processes, and DRRS. The inputs, processes, and outputs of Phase I are either very similar to or identical to those in the military decision making and operational planning processes. Indeed, J/AMETL development, with its inputs and outputs, is an integral part of each. In addition, DRRS supports the outputs of those processes through its Build METL functionality and database of task lists.

a. A key element in the Military Decision Making Process (Figure C-2) is the ability of the commander to visualize the situation and make sound and timely decisions. The J/AMETL construct, with its rigorous mission analysis of the operational environment, can both assist the commander and his staff in visualizing the situation, and, be a product of the estimate process and course of action development. It is also a methodology of describing the situation, and can be useful in directing or influencing resulting operations.

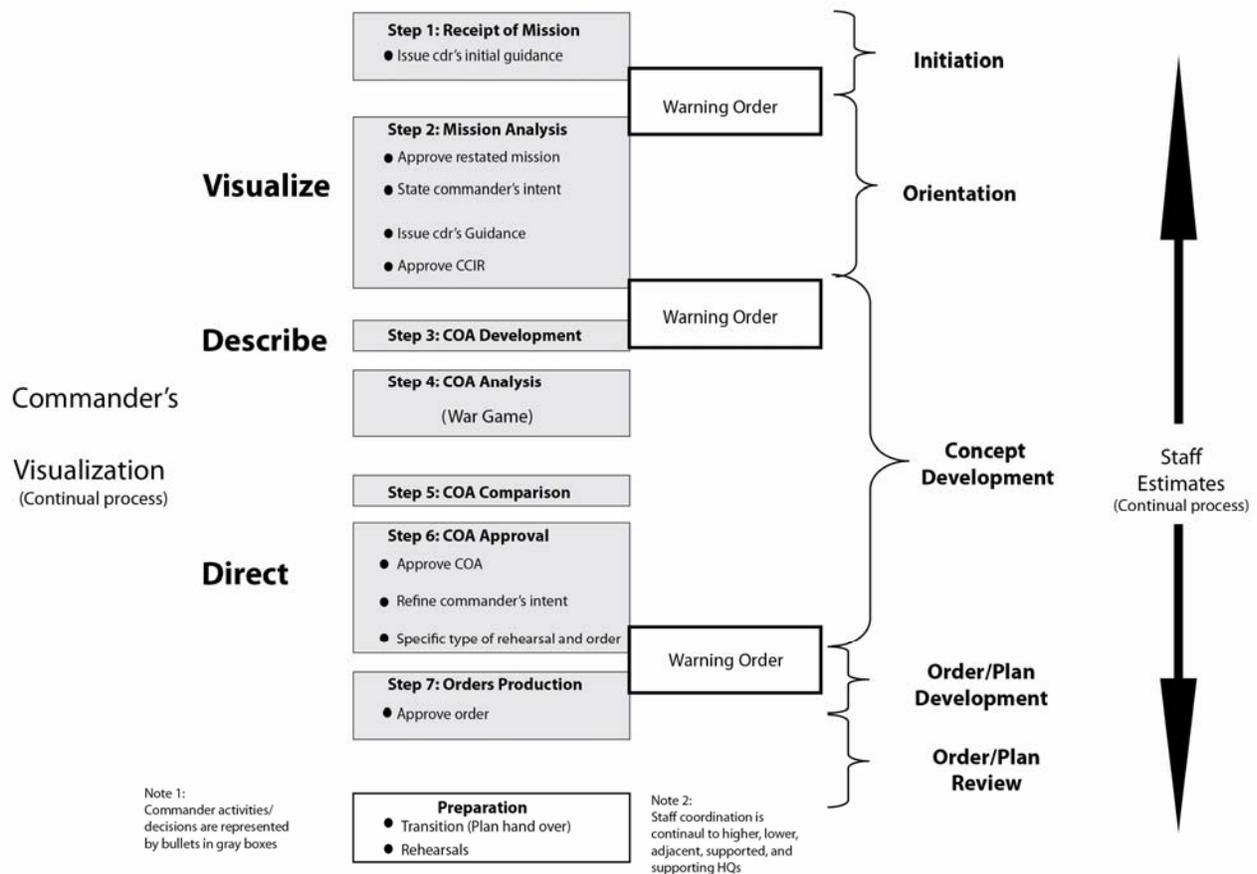


Figure C-2. Military Decision Making Process

b. The J/AMETL development process also aligns with the operational planning process. As shown in Figure C-3, the J/AMETL development process - when fully implemented with its sets of mission essential tasks, conditions, and standards for supported and supporting commands and units that will execute a particular mission - aligns with the operation planning process. Both processes require that the combatant command develop plans and its command JMETL with a focus on how their Components and Service units are going to execute the mission. The supported combatant commander must articulate his mission and his JMETL to his subordinate component commands, CSAs, and supporting commands, who, in turn, develop their own supporting plans and supporting JMETLs, AMETLs, or Service METLs.

Supporting J/AMETLs are then passed back up the chain for approval and incorporated into combatant command documents.

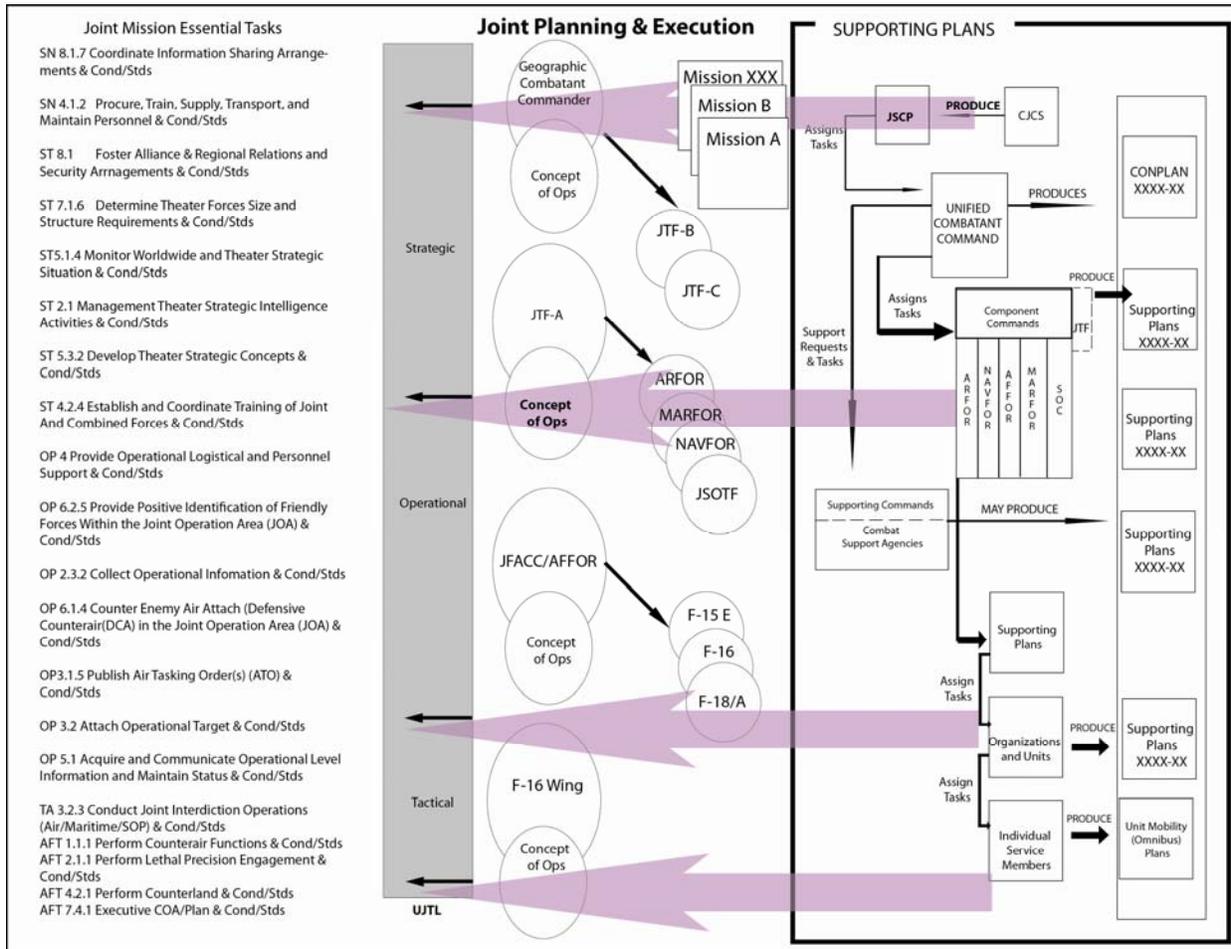


Figure C-3. JMETS Integrated with Supporting Operational Plans

c. The effective development of J/AMETLs is dependent upon command involvement at every level. As will be demonstrated, command guidance – to include the commander's intent and estimate – early in the mission analysis and development process is crucial to the selection of what is essential to the mission, and identifying the critical elements that define mission success.

d. The Build METL module in DRRS supports these processes. It allows users to create and enter their J/AMETL, based on the UJTL, agency and/or Service Task Lists data base, and associate that J/AMETL with multiple missions. In DRRS, the resulting mission METL are displayed, assessed, and reported for 'core' missions (those for which a unit is designed for); named operations, (such as Operation IRAQI FREEDOM and Operation ENDURING FREEDOM); and select JSCP directed top priority plans (level 4 OPLANS and level 3 CONPLANS w/Time-phased Force and Deployment Data (TPFDD)). The J/AMETL developed in DRRS is transmitted via web services to JTIMS to

implement joint training processes that support the development of JMETL-based TOs, the execution of joint training events, and the assessment of demonstrated capabilities in the form of TPAs and MTAs.

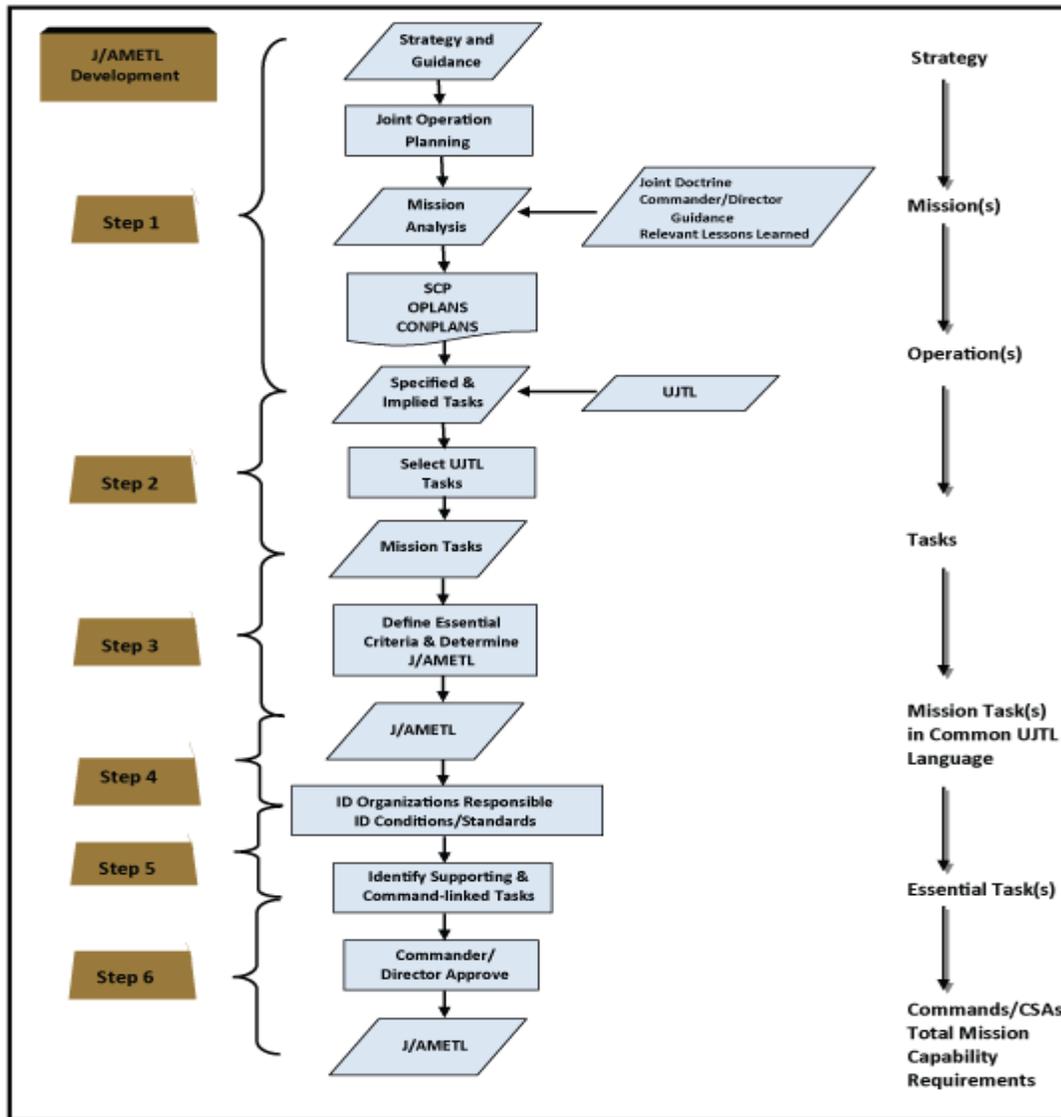


Figure C-4. J/AMETL Development Flowchart

5. J/AMETL Development Process. This section describes the overall process for J/AMETL development. This process establishes the linkage between the NMS and combatant command missions, operational plans and orders, and tasks inherent in them and training. The final product is a combatant commander JMETL, with its supporting tasks, that reflects and consolidates the mission capability requirements of the combatant command. The JMETL forms the foundation for all joint training and provides the basis for deriving the command joint training requirements in Phase II (Plans). Service Components, units, and CSAs also develop supporting METLs and AMETLs, respectively, which provide the basis for deriving their training requirements.

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The flowchart for J/AMETL development (Figure C-4) takes the inputs, process steps, and outputs and arranges activities in an orderly, sequential format. The process steps in this flowchart should be used if the combatant command/CSA has not identified its J/AMETL, if there has been a change in missions or strategy since the last training cycle, or if the combatant command/CSA wishes to revalidate its J/AMETL.

a. Step 1: Conduct mission analysis to determine specified and implied tasks. *The mission is the task or set of tasks, together with the purpose, that clearly indicates the action to be taken and the reason for doing so.* Just as in operations planning, the combatant commander and his joint staff review the overall operation, make their estimates, determine specified and implied tasks (Figure C-5), and develop a concise mission statement that contains the tasks

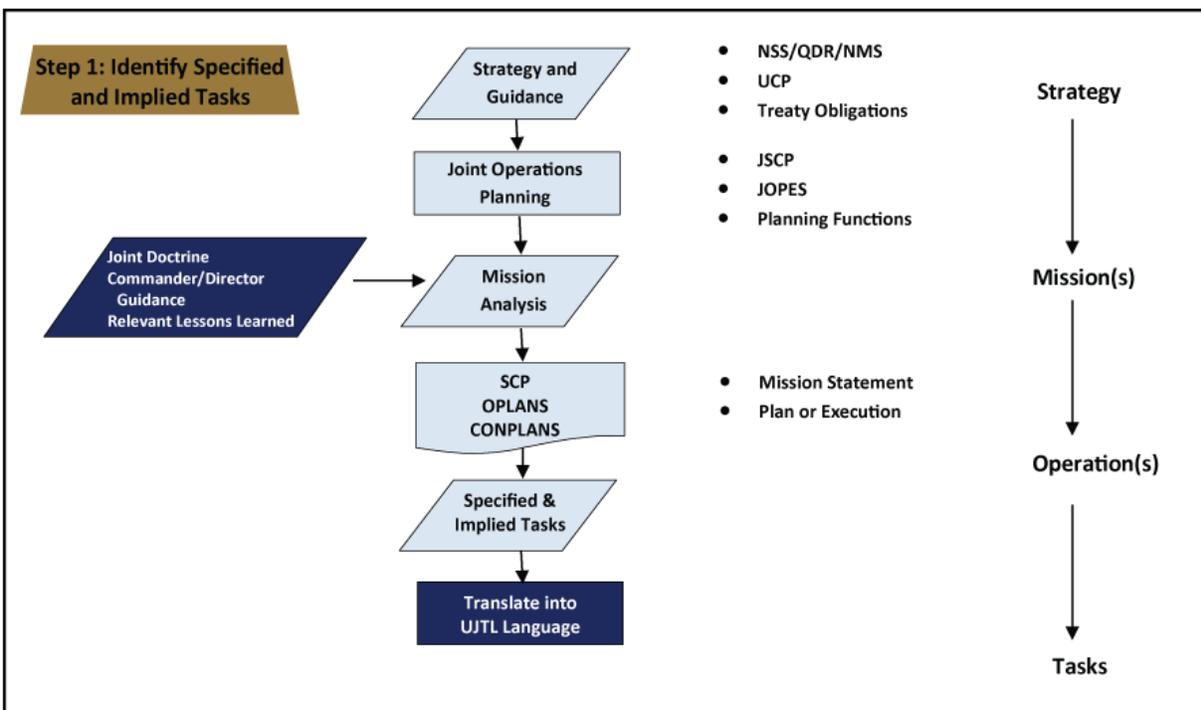


Figure C-5. Step 1 – Identify Specified and Implied Tasks

that are essential for the successful accomplishment of the assigned mission. In the CSA, the mission analysis is performed on all assignments for support from higher HQ, to include mission support required by supported combatant commanders. Once the specified and implied tasks are identified, combatant command and CSA planners find those tasks in the UJTL or Service task lists. For the combatant command planner more typically, mission tasks can be selected after the JOPP is complete using OPLANs, CONPLANs, or security cooperation plans (SCPs) as reference documents. In either case, the J/AMETL development process requires the commander/director to use tasks selected from the UJTL and/or Service task lists. If relevant tasks cannot be found in

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the UJTL, a candidate UJTL task may need to be established and approved using procedures in reference h. Participants in the mission analysis process should be those most familiar with the mission and the JOPP for combatant commanders and those CSA core subject matter experts that plan CSA support operations. JTS expertise in the combatant commands and supporting organizations should assist the planners in identifying appropriate UJTL or Service tasks and selecting them in DRRS/GSORTS.

(1) The following guidelines are common procedures and steps in the decision making and operational planning process as they relate to J/AMETL development:

(a) Mission Analysis. This initial, up-front analysis determines the higher command's purpose. For the joint commander it consists of analyzing national security and national military strategic direction as well as appropriate guidance in alliance and coalition directives, including long- and short-term objectives for conflict termination; integrated operations (interagency, intergovernmental, multinational, NGO, etc); Stability, Security, Transition and Reconstruction; and Critical Infrastructure Programs. For supporting components, agencies, or Service organizations, this initial analysis may consist of examining the higher or supported commands' mission statement, guidance, and subordinate- or command-linked tasks. In all cases, this analysis determines specified and implied tasks.

(b) Mission Statement. The mission statement is the impetus for the detailed planning that follows. It is the commander's expression of what the force must accomplish and why. Higher orders and plans provide both specified and implied tasks. *During mission analysis, commanders translate these tasks into missions for their commands and tasks for subordinates and supporting commands.* Commanders do so by analyzing the mission statement and CONOPS understanding the intent of senior commanders, assessing the current situation, and organizing all resources available to achieve the desired end. Clarity of the mission statement and its understanding by subordinates, before and during the operation, is vital to success. It is expressed in terms of who, what, when, where (task parameters), and why (purpose). It should be a clear, concise statement of the essential tasks to be accomplished and the purpose to be achieved (Figure C-6).

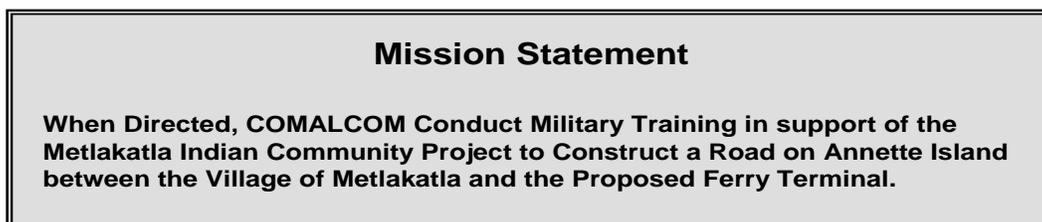


Figure C-6. Mission Statement Example

(2) The framework for mission analysis is based on the commander's guidance and joint doctrine. Commander's guidance provides a description of mission objectives (desired end state), the intermediate objectives leading to mission objectives, intended methods for accomplishing mission objectives, and any time constraints or additional requirements levied by the commander. The mission analysis consists of extracting specified and implied tasks from these sources.

(a) Specified tasks: tasks that are stated in planning directives or orders (e.g., "Concept plans must incorporate provisions for unilateral U.S. action as well as operations as part of a coalition of nations to achieve a common goal").

(b) Implied tasks: actions or activities not specifically stated in the task but must be accomplished to successfully complete the mission and/or the specified task (e.g., to defend nation XYZ implies the need for the United States to deploy forces and other resources to that nation).

(3) When operational plans are in place, the majority of the mission analysis may already be complete, and specified and implied tasks identified. In such cases, move to Step 2: the focus of effort will be on selecting appropriate tasks from the UJTL, or Service task lists in DRRS, to accurately describe those specified and implied tasks. In the case where no existing plan exists, however, it may be necessary to conduct the J/AMETL selection following the JOPP. In either case, the individuals possessing the functional expertise are ideally the same individuals involved in the J/AMETL development for the command.

(4) The output of Step 1 is a concise mission statement, expressed in terms of who, what, when, where (task parameters) and why (purpose). The mission statement should frame a clear, concise statement of the mission objectives to be accomplished and the purpose to be achieved, and provide planning guidance for the staff and subordinate commanders.

b. Step 2: Select Mission Tasks from UJTL. Once specified and implied tasks are identified from the mission statement, appropriate UJTL tasks are selected as mission tasks in DRRS. Selecting UJTL tasks descriptive of specified and implied tasks provides a common language to document required capabilities and identify required resources. The resultant list of mission tasks are capabilities associated with each assigned mission (Figure C-7).

(1) The UJTL contains a comprehensive, hierarchical listing of tasks, conditions, and measures that are used to describe the functional capabilities that JFCs, Service components, CSAs, or other joint organizations require in

executing potential missions. These task lists define tasks in a common language and organize the tasks by levels of war.

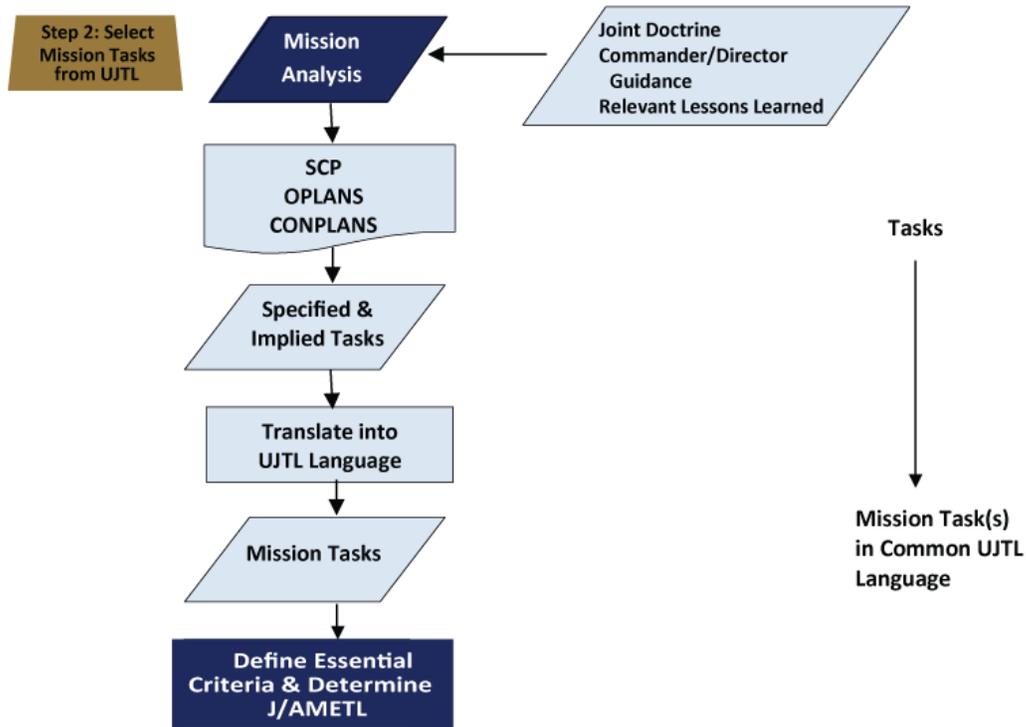


Figure C-7. Step 2 – Select Mission Tasks from UJTL

Note: UJTL tasks describe what must be done to accomplish the mission. How the tasks are performed is derived from joint doctrine, TTPs, standard operating procedures (SOPs), or commander’s guidance. Who performs the task is derived from the CONOPS in the JOPP. “Task” is defined as a discrete event or action, not specific to a single unit, weapon system, or individual, that enables a mission or function to be accomplished by individuals or organizations.

(2) The output of Step 2 is the mission task list. During selection of mission tasks, focus must remain on *what* must be done at the appropriate levels (i.e., deploy forces from one theater to another (SN tasks), disperse the forces in theater (ST tasks), and form the operational command (OP tasks) to execute the mission through the integration and synchronization of air, land, sea and special operations forces (TA tasks)). The end state of Step 2 is to capture the required functions, documented in mission tasks, of all echelons involved with accomplishing the mission: what must be done at each echelon of command, and in each functional area at each echelon of command, in order to accomplish the mission.

c. Step 3: Determine Essential Tasks from Mission Tasks. This step determines which tasks are essential by applying the commander-/director-

approved definition of essentiality for each mission (Figure C-8). This definition is then applied to each mission task identified during mission analysis.

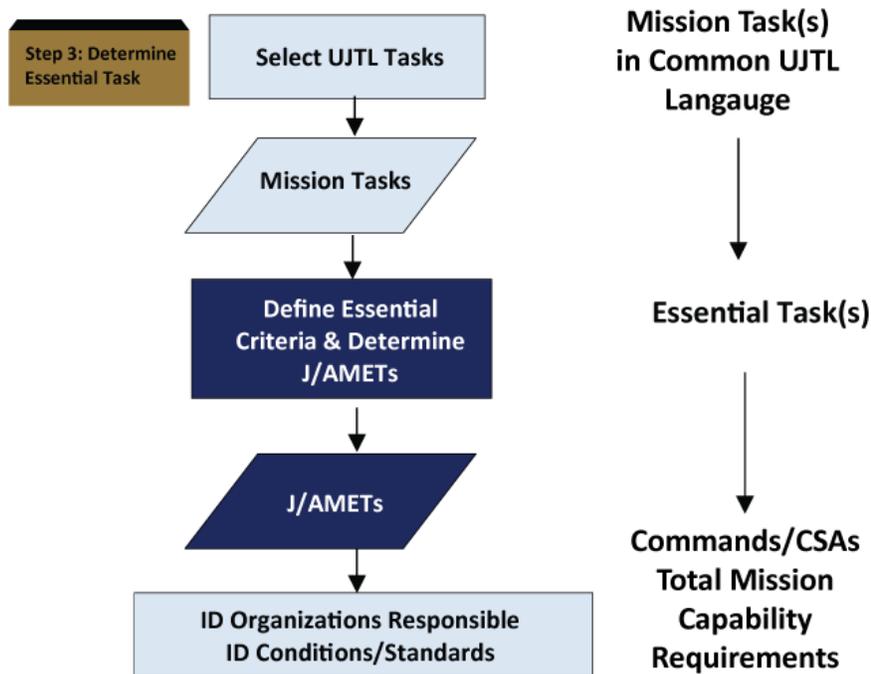


Figure C-8. Step 3 - Determine Essential Tasks

(1) The definition, or criteria, of what makes a task essential is specific to each mission. Further, since different commanders may accomplish the same mission differently, the definition of essential can be commander-specific. What is important in this process, however, is to carefully consider the “essence” of the mission *before* attempting to identify essential tasks to ensure the same consideration is applied to each task. The development of essentiality criteria requires close coordination between the staff planners and the organizational commander and must be approved by the commander prior to initiating the J/AMETL development process. The core criteria of essentiality are whether or not the objective can be attained and the mission accomplished without the task being performed to the standard. For example, deployment and redeployment will normally be “mission essential,” as will intelligence collection, command, control, and communication. Beyond these core criteria, the selection of essentiality criteria must be based on an analysis of the mission objective and the CONOPS defined by the commander. For example, OP 3.2.3, “Attack Aircraft and Missiles (Offensive Counterair),” may be identified as a *mission task* (a task that may be performed in the accomplishment of the mission) for a specific mission, but if the air threat capabilities possessed by the enemy are limited, the task may not be “essential” to accomplishing the mission.

(a) Considerations in designation of an essential task include:

1. Specified tasks directed in the mission directive and their associated UJTL or Service tasks directly associated with a specified task would normally be mission essential. UJTL or Service tasks associated with implied tasks may or may not be mission *essential*.

2. Tasks providing support to subordinate organizations or other commands may also be essential. One should ask: Can subordinates/supporting commands accomplish their tasks if [this task] is not accomplished? (SN 1.1.2, “Coordinate and Match Transportation Resources and Requirements,” a USTRANSCOM task, is a command-linked task requiring ST 7.1.2, “Determine Deployment Requirements,” to be accomplished by the supported command).

3. The effect of the task accomplishment on future or follow-on task accomplishment: Can tasks required later in this military operation be accomplished without first completing [this task]? (ST 1.1.2.3, “Provide Onward Movement in the Theater”)

4. Special guidance from the commander that contributes to or defines a successful mission end state: Does commander’s guidance require [this task] to be accomplished? (OP 5.8.1, “Manage Media Relations in the Joint Operations Area (JOA)”)

(b) The selection of a task as “mission essential” is NOT synonymous with selection of a “training requirement.” The training assessment of the organization responsible for accomplishing the task determines training requirements, i.e., are they trained? The mission essential task determination is purely contingent on the contribution of the task to meeting mission objectives and accomplishing the mission.

(c) The number of missions in which a task is selected can assist in the prioritization of resources to train, organize, and/or equip a task, but it should not be a criterion for essentiality. A task essential to accomplishing the objectives of a single mission is an essential task for the organization assigned that mission.

(2) Once the commander approves the essentiality criteria, it is applied to the mission tasks and the essential tasks are identified for each mission. The commander must determine the “essentiality standard” in deciding and identifying which tasks are essential (i.e., determine if the task must meet all criteria or a percentage of the criteria). Collectively, those tasks identified as mission essential to accomplishment of the command’s missions are the command’s J/AMETL.

d. Step 4: Identify Responsible Organizations, Describe Conditions and Establish Standards. Once the functional tasks have been identified, the planning staff must determine which organizations are responsible for task performance, the conditions affecting the performance of the organizations for each task, and the standards of task performance that will constitute successful mission accomplishment (Figure C-9). Once completed for all assigned missions, the list of JMETs with organization, conditions, and standards, plus supporting and command-linked tasks, constitutes a command's J/AMETL. The J/AMETL defines the command's mission-capability requirement and provides a focus for DOTMLPF feedback during Phase IV (Assessment). In the case of Service components, their JMETL and/or METL define their role and contribution to the higher HQ total mission-capability requirement.

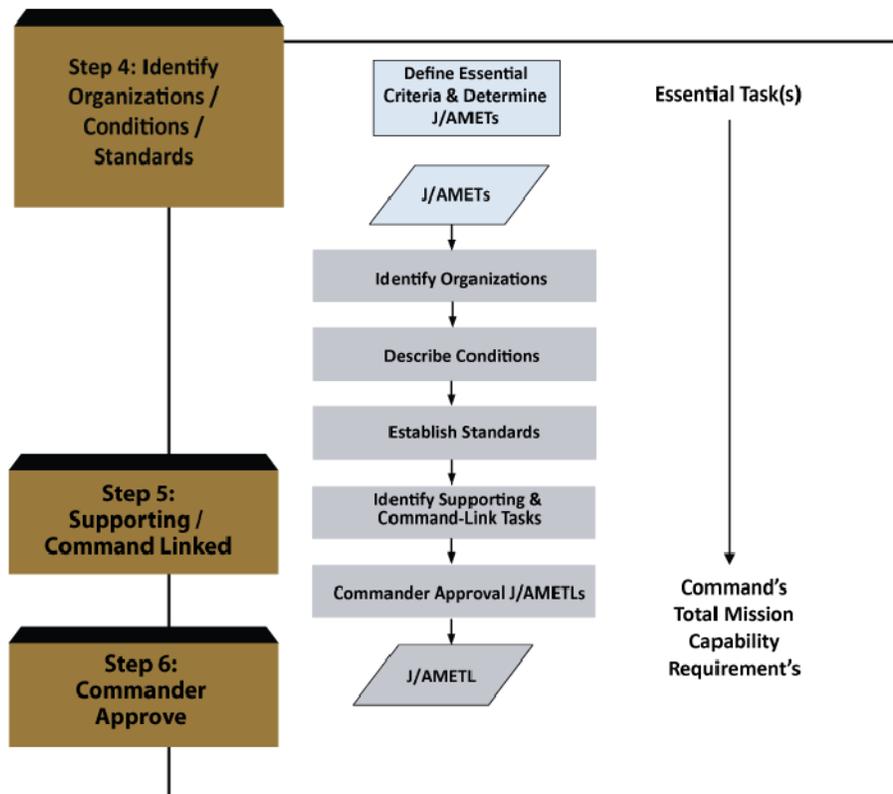


Figure C-9. Steps 4-6 – Identify Organizations, Conditions, Standards, Supporting and Command-Linked Tasks

(1) Once the J/AMETs have been identified the organizational responsibilities for each task need to be assigned. Responsibility for specific task accomplishment may be individual (a combatant commander), or collective (a unit, staff center, board, or center). While more than one organization normally supports achievement of each joint task, only one organization typically has overall responsibility. In those instances where the higher HQ cannot identify one organization to have overall responsibility, the task may be assigned to multiple organizations; however, the higher HQ serves

as the task integrator and assumes overall integration responsibility. Joint doctrine, training guides, OPLANs and SOPs provide guidance in determining the organization responsible for task execution. DRRS contains a UIC database supporting organizational assignment of task responsibility by OPR.

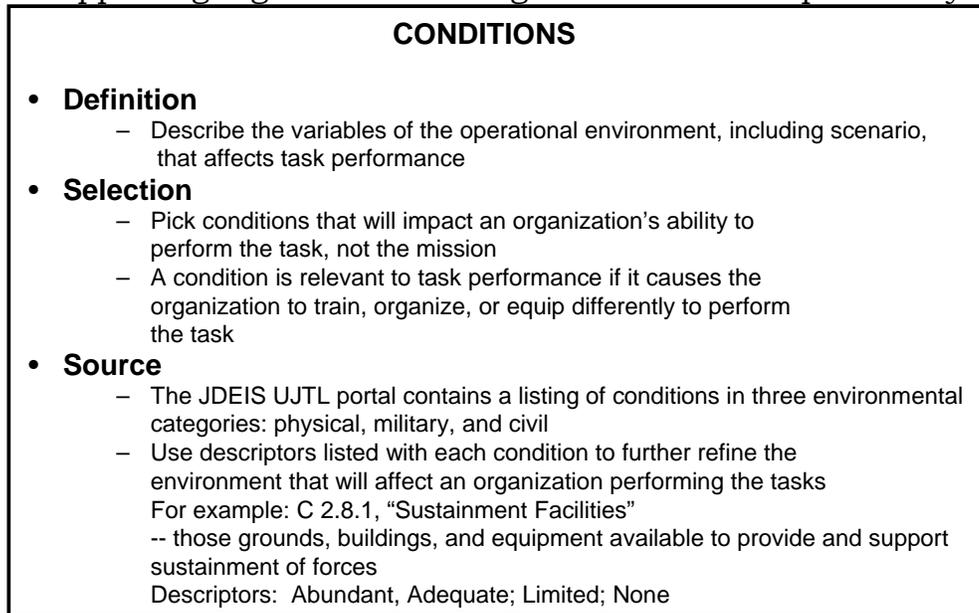


Figure C-10. Conditions

(2) Figure C-10 defines a condition and the criteria for selecting relevant conditions for each task. DRRS contains both the complete list of physical, military, and civil conditions and associated descriptions. In addition to the UJTL, SOPs and plans should provide assistance in selecting the appropriate conditions.

(a) When selecting conditions that describe physical, military, or civil environments, focus *must* remain on the specific task being analyzed, not on the mission the tasks support. While multiple conditions can be applied to task accomplishment, the focus of the analysis is to identify conditions relevant to the performance in accomplishing the task. Relevant conditions are those variables in the physical, military, or civil environment that affect the performance of an organization in accomplishing a specific task, (i.e., relevant conditions cause the individual or organization to perform, train, organize, or equip differently than if the condition did not exist for the specific task being analyzed). For example, physical conditions may have a significant impact on performance of a tactical unit performing Service-level TA tasks, (i.e., jungle versus arctic conditions would certainly cause a unit to train and equip differently for the two conditions). However, this condition may not be relevant to a JTF staff at the OP level, working in environmentally controlled enclosures.

(b) Conditions have descriptors associated with them to further define the situation affecting the responsible organization. For example, the physical condition designated “C 2.8.1, Sustainment Facilities - those grounds, buildings, and equipment available to provide and support sustainment of forces. Descriptors: Abundant; Adequate; Limited; None.” Any, or all, of these descriptors may be applied to a specific task, depending on the physical environment of the assigned mission scenario, since instances of each descriptor (Abundant; Adequate; Limited; None) may be encountered by the same organization in a single mission. DRRS supports the selection of conditions and the descriptors for each condition. It also provides a notional set of conditions linked to each task.

(3) Figure C-11 defines a standard, lists the criteria for a standard, and identifies who should set the standards. The UJTL describes two or more possible measures per task, but other sources should be used as well in selecting a measure (doctrine, SOPs, etc.). A standard is comprised of a selected measure plus the criterion, defined and approved by the commander/director. The standard should express how well a specific task must be accomplished to successfully achieve the defined objective(s) and accomplish the assigned mission. Focus during standard determination must remain on the specific task being analyzed, not the overall mission. A relevant standard should reflect how well the specific task must be performed (performance standards), or when it can be considered complete (process standards). In some cases, performance is the key to accomplishing a task to standard (how far, how fast, how much, etc). In other cases, the standard is to ensure the task is completed properly (a deployment order is issued with all required sections completed). In either case, the measure and criterion selected must reflect the accomplishment of a specific task. For example, a performance standard defining the number of messages transmitted in a certain amount of time may be a good measure of communications equipment, but would be totally irrelevant to the task of issuing plans and orders. For a more detailed discussion of developing standards, refer to reference h.

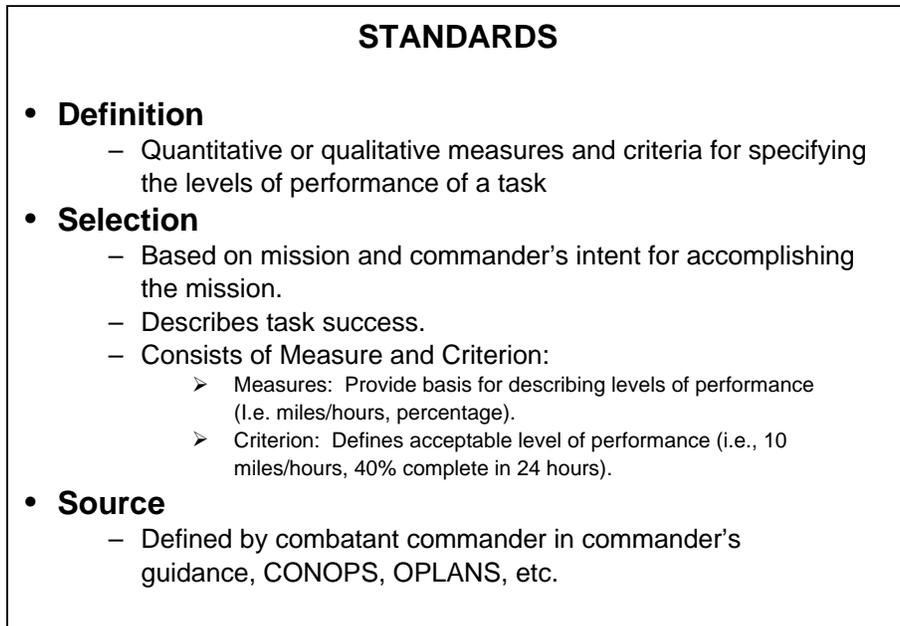


Figure C-11. Standards

(4) Training programs and plans should replicate the operational environmental conditions and desired standards as much as possible. The replication of operational conditions and standards in training ensures that forces training on their mission essential tasks are able to execute those tasks in the theater of employment whether in an anticipated operations plan or for an upcoming named operation. Assessment is continuous and derived from these conditions and standards. See Enclosure F for J/AMETL assessment.

e. Step 5: Identify Supporting Staff Tasks, Subordinate Tasks, and Command-Linked Tasks. The determination of which organizations' contributions are required to support the accomplishment of a MET establishes the staff task, subordinate task, and command-linked task relationships. The key question in making these linkages is, "To determine the readiness of this MET, what other task's readiness must be known, and who does that task for this organization?" JMETs required for accomplishment of the combatant command mission are identified by each subordinate commander at all echelons, both internal and external to the command (Figure C-12).

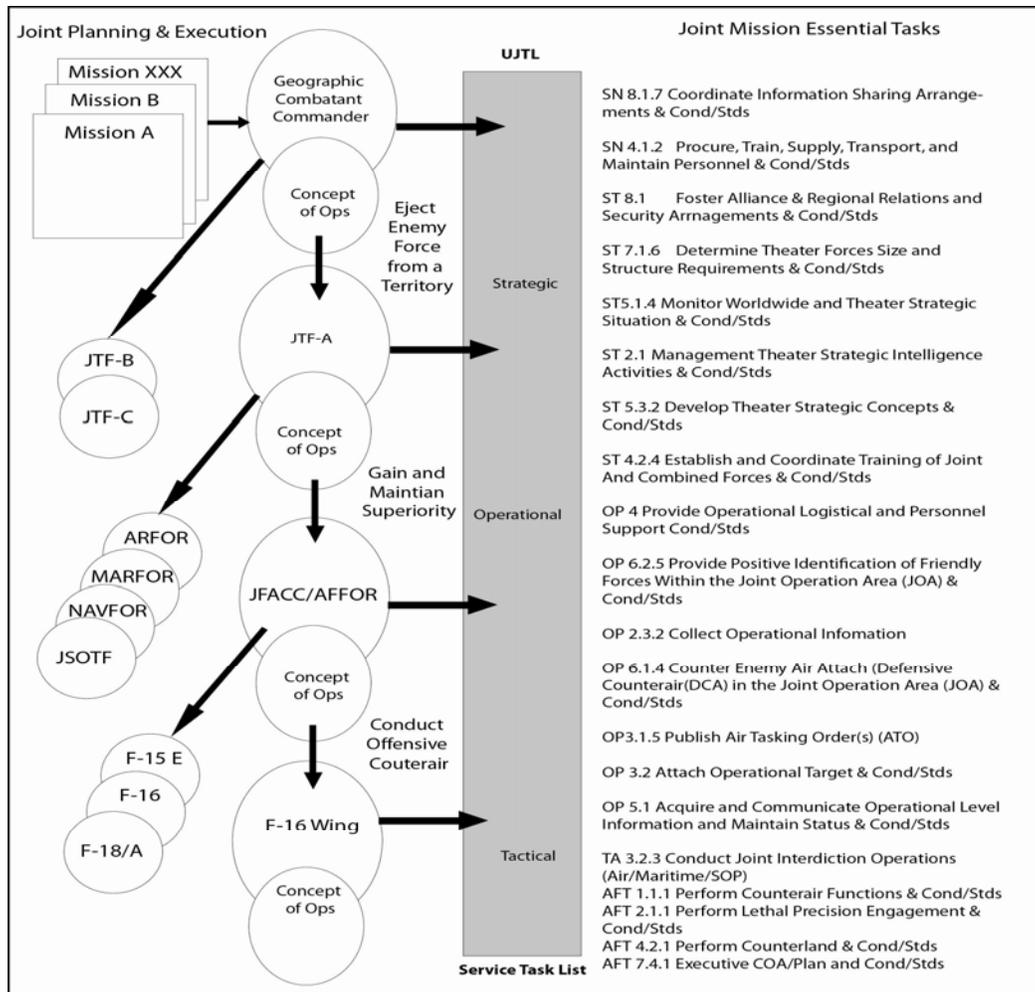


Figure C-12. Multi-Echelon Depiction of JMETL and METL

(1) A staff task is performed by the organization’s internal staff elements. MET OPRs coordinate with organizational staff elements when developing or refining the METL to determine appropriate tasks, conditions, and standards that allow the MET to be accomplished to standard. Staff task OPRs are also assigned. As with METs, these tasks should strongly connect to the mission – they should not be routine activities, such as keeping the facility clean, maintaining computers, conducting training (unless one of these is the organization’s mission), etc.

(2) A subordinate task is performed by organizations in the J/AMETL owner’s chain of command. For ongoing operations, these will be assigned forces, such as in place forces or existing JTFs or components. For planned or assigned named operations, these will be a mix of assigned or allocated, organizations and units, joint and/or Service.

(a) Commanders and their staffs in higher organizations assign these tasks based on their own mission analysis. They should attempt to first

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select these subordinate tasks from their subordinate unit's own existing J/AMETs, if they exist and relate to the mission under consideration. Special consideration should be given to Service core METs, which may be easily adjusted to meet the higher HQ needs. However, a subordinate unit or HQ may not have a METL or its METL may not offer the capabilities needed for that particular mission. In that case, new subordinate METs may need to be developed in coordination with the subordinate organization or unit. These subordinate tasks, along with a complete and clear higher mission statement and command guidance, provide direction and focus for subordinate mission preparations.

(b) Each subordinate joint organization creates its own J/AMETL in the same manner as the higher command. That is, it does its own mission analysis of the higher organization's mission statement, guidance, and the subordinate units assigned tasks. It then derives its J/AMETL in support of the higher J/AMETL. The subordinate J/AMETL may not exactly replicate all mission essential tasks, conditions, and standards of the higher command. However, their own essential tasks, and associated conditions and standards, must correlate with and support the J/AMETL of the higher HQ responsible for the overall mission execution.

(c) To assist commands, and ensure higher to lower linkages between METs, some UJT contain additional task detail (ATD). ATD includes supporting joint and Service tasks related to the overarching UJT accomplishment. The JDEIS UJTL portal also hosts individual listings of Service tasks. These ATDs can facilitate the assignment of tasks to subordinate units, and the development of subordinate METLs.

(3) A command-linked task is performed by organizations external to the J/AMETL owner's chain of command. Operational doctrine refers to these organizations as supporting commands. J/AMETL owners should select command-linked tasks directly from the linked unit's existing METL. As with subordinate tasks, if the appropriate task cannot be identified, the linking (supported) organization coordinates directly with the linked (supporting) unit to determine how to identify the required capabilities. As with subordinate units, supporting organizations will need to conduct their own mission analysis to determine their supporting J/AMETL with appropriate conditions and standards that support the supported command. The act of command-linking tasks in DRRS nests the identified tasks within the J/AMETL structure and informs the organization's assessment process. Command-linking is intended for information exchange and for assessment feedback, and can be used both by the supporting command to link to the supported command or by the supported command link to the supporting command.

f. Step 6: Combatant Commander/Director Approves J/AMETL. The combatant command/agency J/AMETL consists of the collective essential

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tasks, with conditions, standards, responsible organizations, and staff tasks, subordinate tasks, and command-linked tasks with conditions and standards, and the responsible subordinate command or Service component, required to accomplish the missions of the supported combatant command. Within the command there may be multiple JMETS associated with individual missions, and with specific organizations for each mission. However, the desired end state of JTS Phase I (Requirements) is a single, integrated combatant command J/AMETL that documents the required capabilities of the entire command, including CSAs and supporting commands when tasks are linked.

(1) JTIMS provides a number of reports and queries that will generate J/AMETL documentation, such as the Mission Capability Matrix or J/AMETL Report. These reports detail the association between the JMETS and MET for each mission, identify the OPR for each task, and display the conditions and standards for all tasks in the J/AMETL. The CSA Director AMETL, approved by the Director, and supporting component command METL are based upon mission support for specific combatant commanders as well as mission support to others. JTIMS reports and queries provide support for CSAs and component commands developing supporting and integrated joint/agency training plans.

(2) The JMETS OPR should integrate the J/AMETLs identified for their respective commands and present them for commander or director approval. Service components and subordinate units should have their JMETS approved via their respective component commander. These tasks, combined with the combatant command staff JMETS, are then consolidated and presented to the supported combatant commander for approval.

(3) Once the JMETS are entered in DRRS the combatant command JMETS is published and displayed in JTIMS making it available to the Joint Staff and the other members of the joint community. This JMETS serves as the foundation for development of the combatant command JTP. JMETS assessment is the next critical element in identifying joint training requirements that might be satisfied in the command JTP.

6. Products and Milestones. The output created in Phase I (Requirements) is the combatant command JMETS or CSA AMETL, which is used as input to Phase II (Plans) to develop a command's/supporting command's or CSA's JTPs. J/AMETL format is prescribed in this JTM. Hard copy reports of the combatant command J/AMETL may be printed from JTIMS as required. Once pulled into JTIMS the Joint Staff, supporting commands and CSAs can begin analysis of the requirements documented in the combatant command J/AMETL. The following milestones should be met IAW reference a, Enclosure C, Key Suspense List:

a. Supported command JMETS reviewed no later than (NLT) 30 September, with planning guidance issued to supporting commands and CSAs.

The 30 September deadline allows October through February to develop a command JTP.

b. Supporting command JMETL and CSA AMETL revisions should be completed NLT 31 December. The December deadline supports a January through April process to develop supporting command and CSA JTPs.

7. Summary. The purpose of Phase I (Requirements) in the JTS is to identify and document the required functions of all echelons involved with accomplishing the mission: what must be done at each echelon of command in order to accomplish the mission. Steps required are summarized in Figure C-13. This definition of requirements is accomplished by identifying combatant command-specific missions and tasks supporting the NMS, and deriving a J/AMETL. The J/AMETL defines the combatant command's mission capability requirements in terms of tasks, conditions, standards, and responsible organizations. The J/AMETL is the basis for deriving joint training requirements in Phase II (Plans). The methodology for constructing the J/AMETL, when properly conducted, ensures that joint training is requirements-based, trains the force the way they intend to operate, and is focused on essential tasks that accomplish theater missions. The output of Phase I (Requirements) is the approved combatant commander JMETL. The CSA AMETL documents the CSA Director approved mission capability requirements.

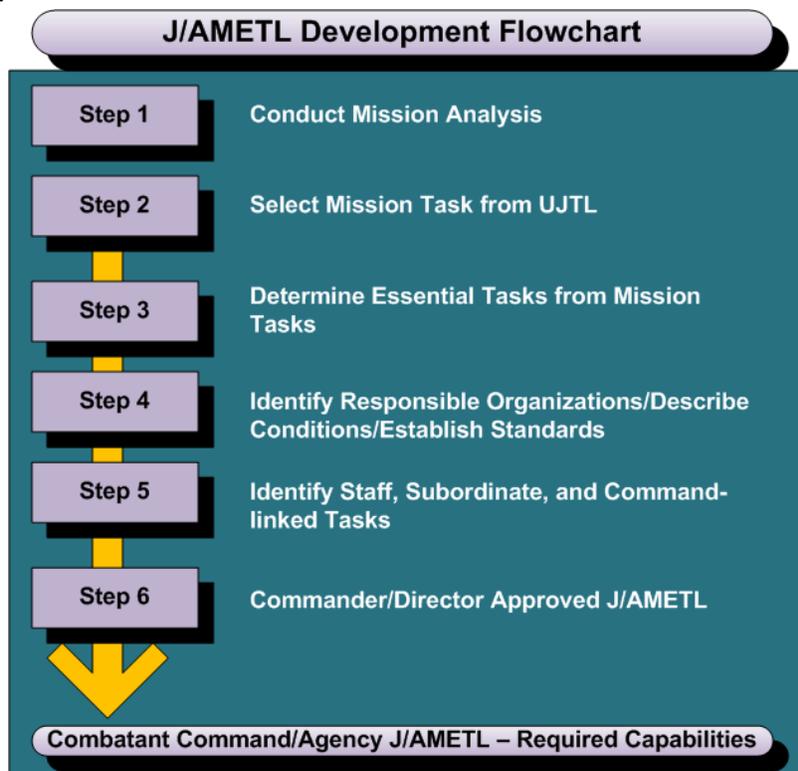


Figure C-13. J/AMETL Development Flowchart

ENCLOSURE D

PHASE II (PLANS)

1. Introduction. The purpose of Phase II (Plans) is to develop the combatant command JTPs describing the events and resources needed to train individuals and organizations responsible for accomplishing the command JMETL. Supporting organizations develop JTPs to support their command or organization JMETL. The purpose of the supporting organization JTPs is to improve readiness within that organization and be prepared to provide support to the higher HQ mission.

a. JTPs should cover a 4-year period – the upcoming execution year, a budget/programming year, and 2 planning years. For example, the JTP published in JTIMS in March 2012 will address the execution year FY 13, programming for FY 14, and anticipated joint training requirements for two planning years, FYs 15 and 16.

b. JTIMS facilitates JTP development. The combatant command JMETL and CSA AMETL are entered in DRRS and fed to JTIMS as the foundation for the JTP tabs B, C, and D. Together, the J/AMETL and output from the assessment phase provide the foundation of JTPs. Training requirements are based on an assessment of current capability to support the tasks documented in the command JMETL and CSA AMETL; joint training objectives are derived from JMETs, conditions, and standards and based on joint doctrine, commanders'/directors' guidance, and organizational SOPs. Training methods, modes, and media are determined based on the assessed level of performance, which determines the type of training events required. Finally, the initial design of training events, identification of required training resources, and preliminary schedules are done in Phase II. Joint training events, once developed, consolidated, and prioritized in JTIMS, are deconflicted with respect to time, personnel, financial, and transportation resources. Combatant command JTPs require supporting joint training plans from inside the command for assigned and apportioned forces and are linked through command-linked tasks for supporting plans from outside the command. The outputs of Phase II (Plans) are the JTPs that define the training audiences, the joint training objectives, the training events and required resources, and the preliminary schedule of events. Figure D-1 displays the table of contents and associated tabs in a fully developed JTP. The JTIMS JTP format is suitable for all supporting commands including CSAs and NGB; however, some JTP tabs may not be relevant to CSAs or NGB. These organizations will use the JTP tabs that are applicable, but at a minimum they will include the training guidance, J/AMETL, training objectives and training events.

Joint Training Plan Table of Contents	
Commander/Director Training Guidance.....	Tab A
Mission Capability Matrix.....	Tab B
Joint/Agency Mission Essential Task List.....	Tab C
J/AMETL / Training Audience Assessment Matrix.....	Tab D
Training Objectives.....	Tab E
Event Summaries.....	Tab F
Timeline.....	Tab G
High Interest Training Requirements.....	Tab H

Figure D-1. JTP Table of Contents

2. Purpose. This enclosure describes the methodology for developing the JTP. The processes incorporated in this methodology reinforce the basic tenets of joint training: use joint doctrine; the commander/director is the primary trainer; focus on mission; train the way you intend to operate; conduct centralized planning and decentralized execution; and training conducted without evaluation and/or assessment is incomplete. The specific inputs, process steps, and products associated with Phase II (Plans) are depicted in Figure D-2.

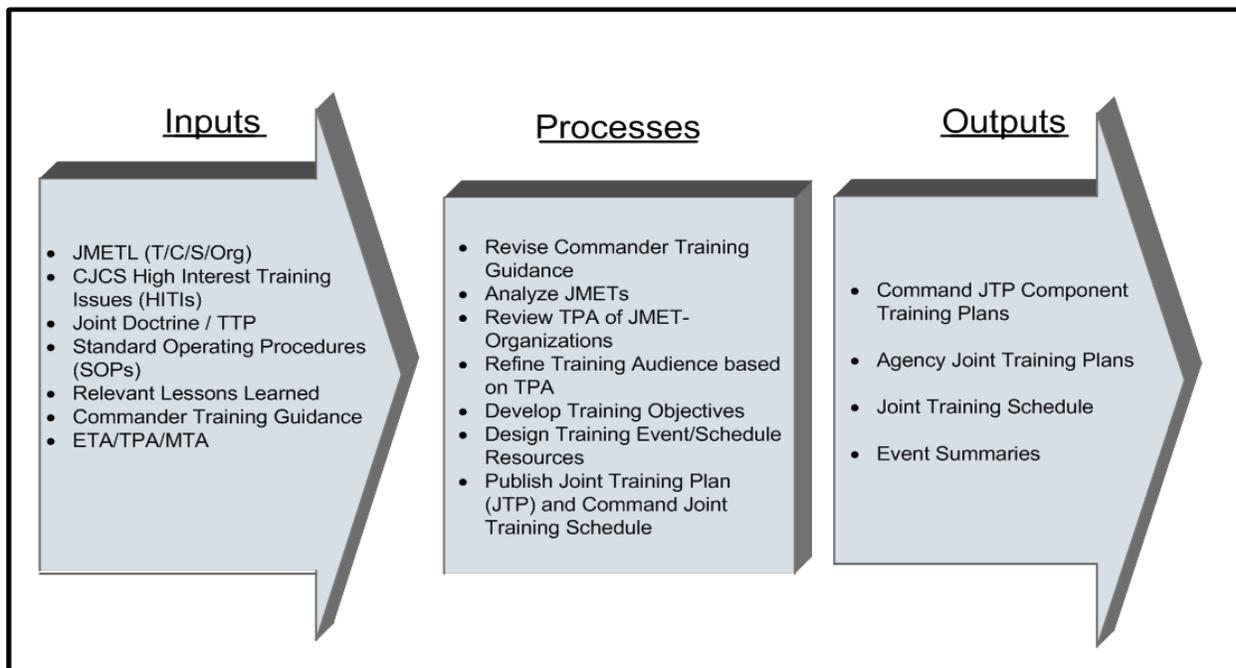


Figure D-2. Phase II, Plans: Inputs, Processes, and Outputs

3. JTP Development. The flowchart in Figure D-3 provides a disciplined approach to JTP development. The JTP is built incrementally, one tab at a time. Appendix A, “Joint Training Plan Format,” provides guidance on the formatting of the JTP and is generated in JTIMS. The JTIMS JTP page provides the training plan analyst the capability to add and edit JTPs, and, with the commander’s approval, to approve and add a new JTP. The METL is built, maintained, and briefed in DRRS. Joint readiness is assessed using DRRS; the training input to the readiness assessment process in the form of TPAs and MTAs are entered in JTIMS. Once approved, TPAs and MTAs are published in JTIMS and made available to view in DRRS to support the organization’s overall joint readiness assessment. The METL training assessment is briefed monthly to the commander/director. Mission or commander/director changes may cause the METL to be changed during the training cycle. The METL is a living document; therefore, the training mechanisms such as

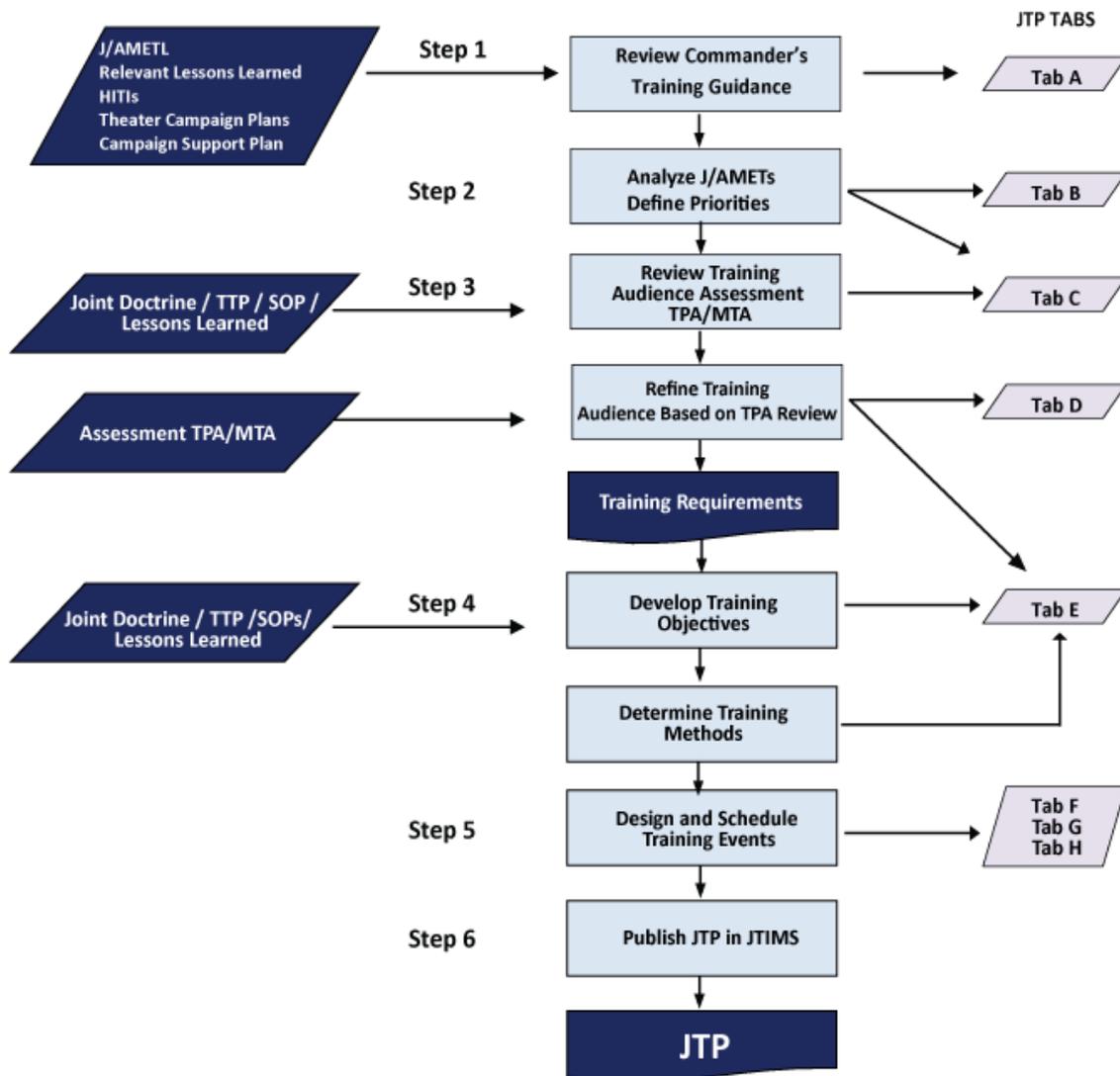


Figure D-3. JTP Development Flowchart

training objectives must support this dynamic nature. This changes the nature of the JTP from a static document published annually to a document that may be adjusted to meet commander/director requirements to keep events and training objectives current. The JTIMS JTP Home page is organized into the following three sections:

- In Staffing - The In Staffing JTP table displays the command/organization's working JTP (unapproved). This document is usually for a 4-year period of time.
- Last Approved - The Last Approved JTP table displays the command/organization's approved JTP, which covers the current execution year plus 3 years. The approved JTP includes the Tab A and Tab H attachments and a snapshot of the METL with assessments and training objectives.
- Archived - The Archived JTP table displays the command/organization's archived JTPs for historical purposes, to include the Tab A and Tab H attachments and METL snapshot with assessments and training objectives.

At the conclusion of input in the plans phase, JTIMS will display a fully developed JTP, with supporting Tabs A-H, reflecting the training requirements for missions designated in the commander's/director's guidance.

a. Step 1: Update Commander/Director Training Guidance. The JTP is a planning document. It is the commander's/director's plan for how staff and forces will be trained to conduct and support joint operations. As with any planning effort, it is imperative to start with a clear direction from the leadership before initiating JTP development. The existing training guidance must be revised and updated based on operational and training events over the previous year, current TPAs, MTAs, and LLs, commander/director guidance or directives to achieve in the coming year(s), and how training resources should be used to reach the desired end state. The J/AMETL, selected lessons learned, and Chairman's Annual Joint Training Guidance (CJTG) and updates to assigned missions or TCPs should be reviewed, along with other inputs at the commander's/director's discretion, to help shape the guidance and command/agency training objectives for the upcoming training cycle. The end result of Step 1 is the current commander/director training guidance that will be used to develop the commander's/director's JTP: a document posted in JTIMS that identifies commander's/director's intent, desired end state, area(s) of focus, desired assessments, and the contribution the training plan should make to the command's overall readiness (Figure D-4). A recommended template of the TAB A training guidance is found in Appendix A to this enclosure.

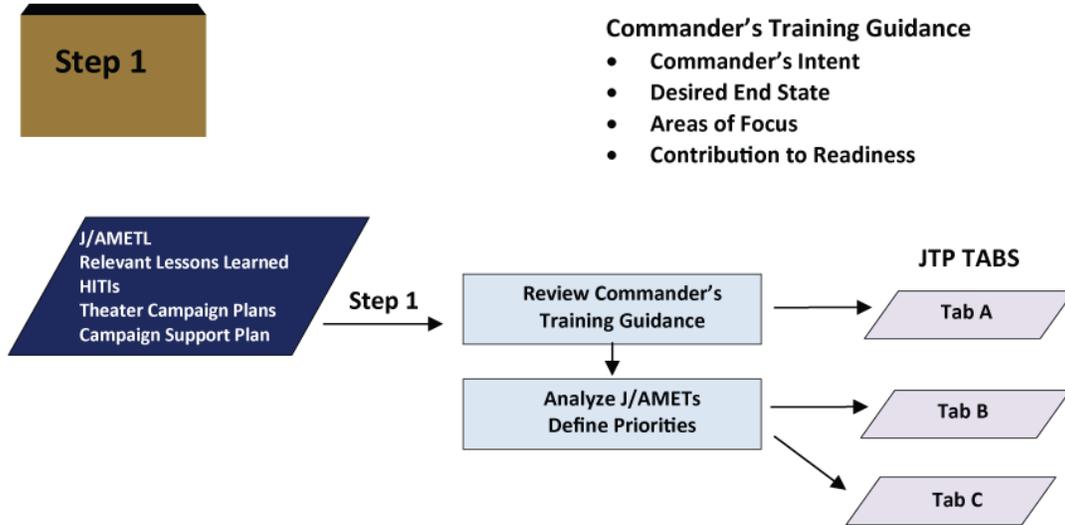


Figure D-4. Step 1 - Update Commander/Director Training Guidance

b. Step 2: Analyze JMETs and Define Procedures. In Phase I (Requirements), JMETs were identified based on assigned missions and the Combatant Commander's intent for accomplishing those missions. Service components, CSAs, and other supporting organizations build their AMETL/METL and training plans to provide required support to the combatant commanders; the commander's JMETL, mission guidance and intent are key elements needed for their AMETL/METL and training plan development. In Phase II (Plans), appropriate documents (JMETL, joint doctrine, SOPs of centers, boards, cells, Service doctrine and TTP, etc.) are used to determine what specific procedures will be employed to accomplish each J/AMET or MET, as well as reviewing the specific individuals and organizations executing the procedures to accomplish the task (see Figure D-5). These individuals and

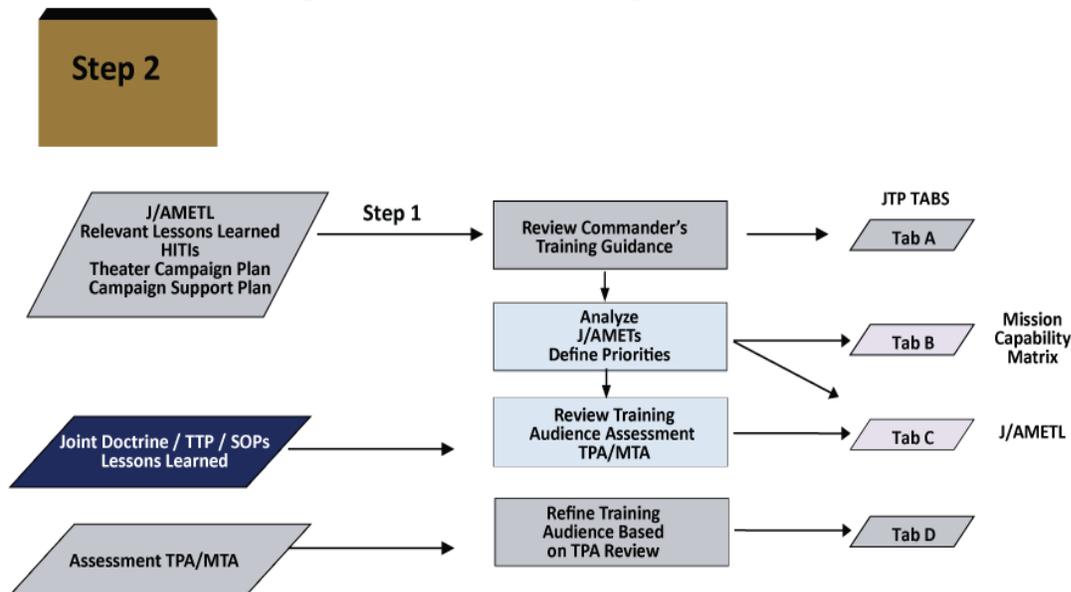


Figure D-5. Step 2 – Analyze J/AMETs and Define Procedures

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organizations comprise the training audience for each specific task. The procedures defined in, or derived from, joint doctrine, and command SOPs are the content of the training program: those are the procedures that the individuals and organizations will be trained to use to accomplish specific J/AMETs.

Note: The data comprising JTP Tabs B and C was derived in Phase I (Requirements) and Phase IV (Assessments) and input into JTIMS in those respective phases. (This data is then automatically displayed in the JTIMS Phase II (Plans) module).

(1) Phases I and IV are done by the operational planners, directorate leads, and ideally with the commander/director of the organization, in collaboration with the actual “operators” at each level who are responsible for accomplishing the JMETs. This current assessment of how well the organization can perform J/AMETs to standard is a critical part of determining training requirements prior to building a JTP. In Phase II, the “trainers” blend this current assessment data with the training guidance to define specifically who must be trained to do what. For example, if 8th Air Force Commander serves as the joint force air component commander (JFACC) in an operational plan, that commander must identify or define the procedures he or she intends to use to accomplish the assigned mission to “gain and maintain air superiority in the joint operating area.” An essential task (JMET) selected by the commander is OP 3.2.5.1, “Conduct Air Interdiction of Operational Forces/Targets.” JP 3-03, “Joint Interdiction,” and JP 3-30, “Command and Control for Joint Air Operations,” and SOPs provide the procedures the JFACC and Joint Air Operations Center (JAOC) will use to plan and execute joint air interdiction operations in the joint operations area. The procedures defined in these doctrinal publications form the basis for developing training objectives in the following steps.

(2) For each division, center, board, or cell resident on the JFACC staff in the JAOC organization (Figure D-6), a review is conducted of the functions required, the procedures to carry out the function, and an assessment of individual and organizational ability to execute the procedures. The director or chief (or his/her designated representative) of each division, center, board, or cell conducts an assessment of his/her organization in Phase IV (Assessment) in JTIMS, making the data available to the OPR for training and JTP entry. Individuals and organizations assessed as “trained” (T) may not be required as a primary training audience in the next training cycle; commands may choose to direct periodic training, however, even when the training audience has been assessed as trained.

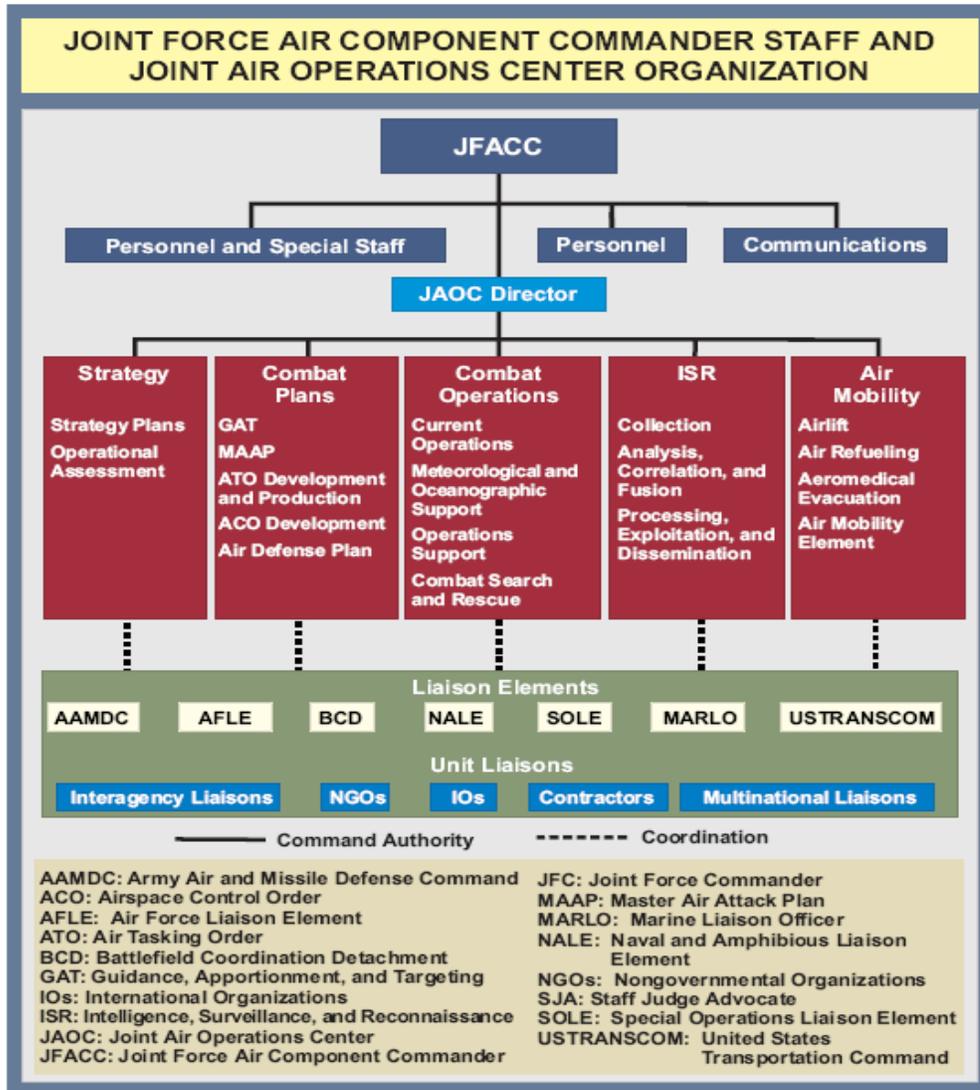


Figure II-4. Joint Force Air Component Commander Staff and Joint Air Operations Center Organization

Figure D-6. JFACC Staff and JAOC Organization

c. Step 3: Review Training Audience Assessment, Refine Training Audience, and Identify Joint Training Requirements. Training requirements are based on an assessment of the training audience’s current capability individually, as a staff element, or as a joint staff team to execute command missions and the commander’s training guidance. Gaps or shortfalls between current mission capability and the required mission capability identified in the J/AMETL may become training requirements that can be mitigated through training events in the next JTP. Assessments of training audience performance are done monthly in the form of TPAs and MTAs.

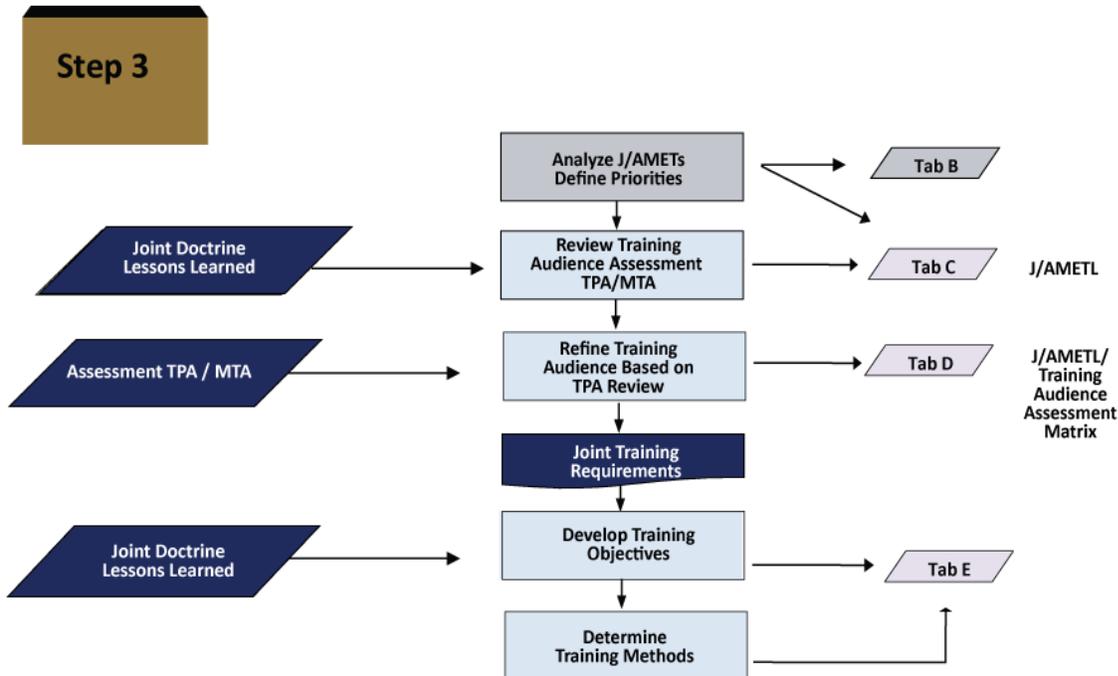


Figure D-7. Step 3 – Training Audience, Assessment, Refinement, and Identification of Joint Training Requirements

(1) In a mature system with no significant changes in mission, TPAs and MTAs are available from Phase IV (Assessment) of the last training cycle. A TPA is an assessment of the command's/agency's training status for each J/AMET relative to the task standards and associated conditions. A more cumulative assessment, an MTA is the commander/director assessment of the organization's training status for each mission based on TPAs and subordinate and supporting organizations' MTAs for the J/AMETs comprising that mission.

(2) When a new mission is established, a commander/director may conduct a preliminary TPA and MTA of the J/AMETs associated with it (i.e., an assessment with little or no supporting data from a training cycle). Where a new mission identifies J/AMETs selected in other missions, the TPAs for those J/AMETs, evaluated in the last training cycle for other missions, may support the "out-of-cycle" assessment.

(3) The current assessment data is formatted IAW Appendix A, "Joint Training Plan Format," Tab D and is generated in JTIMS as Tab D of the JTP. Training requirements are identified by comparing the current proficiency levels with the required levels defined in the J/AMET standard, or as stated in the commander's training guidance. Other training requirements may be identified in the commander's training guidance as well (Figure D-7). For example, the joint force staff may have demonstrated proficiency in the JMETs associated with humanitarian assistance missions, but has not conducted

training or exercised in that mission in over a year; thus training and evaluation may be required and directed on those JMETs.

d. Step 4: Develop Joint Training Objectives (TOs) for the Training Audience and Determine Training Methods. The joint training requirements (joint training audience or supporting organization assessed as requiring training on specific J/AMETs) are translated and consolidated into TOs. A TO is a statement that describes the desired outcome of a joint training activity in terms of performance, training situation, and level of performance. TOs are derived from joint mission essential tasks, conditions, and standards and based on joint doctrine, commander’s guidance, and organizational standing operating procedures. Supporting organizations such as components, CSAs, and NGB establish their own organizational TOs as directed by their commander/director to be prepared for the supported commander’s required level of performance in the joint training activity. A focused TO workshop related to a specific commander’s plan or joint training event may be required to develop more specific organizational training objectives if those in the combatant commander JTP do not provide enough fidelity. Figure D-8 shows the general methodology used to generate Tab E, “Training Objective/Audience/Methods Matrix,” of the JTP in JTIMS.

(1) Joint training objective properties. A joint training objective is based on a specific J/AMET, or set of J/AMETs, and consists of:

(a) A specific *performance objective* requirement (describes the processes and procedures the specific audience needs to accomplish to support the J/AMET in accordance with approved joint doctrine, such as the supporting and enabling tasks detailed in the JTF HQ Staff MTG).

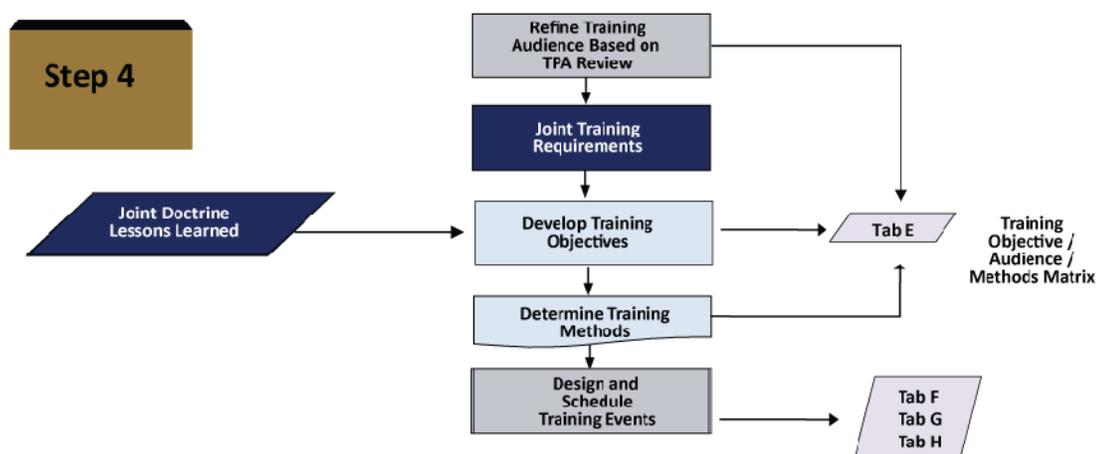


Figure D-8. Step 4 – Select Joint Training Objectives, Audience, and Method

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(b) The *training situation* (describes the operational environment based on conditions selected in Phase I (Requirements) and the training inputs (MSEL or MSEL inputs) provided to the training audience). The training situation describes both the constraints placed on the training audience by the J/AMET conditions (limited time, marginal communications, etc.) and the inputs to be provided to the training audience.

(c) The *level of performance* (describes how well the audience must perform in order to achieve the performance objective). The level of performance is determined relative to the J/AMET standard. A level of performance should answer the questions, who does what, to whom, when, and what is the product(s)?

(2) Sample Training Objective. JMETs ST 3.1 “Process Theater Strategic Targets/OP 3.1 “Conduct Joint Force Targeting,” are built around a template of performance objective, training situation, and level of performance as follows:

(a) Performance Objective. JTF executes Sensitive Target Approval and Review (STAR) targeting process with HQ USPACOM to support critical mission objectives.

(b) Training Situation. CONPLAN Phase II execution, rules of engagement (ROE) and strategic communication precursors not yet in place, political de-escalation is still the official National Security Council (NSC) position.

(c) Level of Performance. JTF assessment necessitates STAR target prosecution through higher HQ to achieve mission objectives. JTF initiates synchronization of JTF-USPACOM board, center, and cell actions to set conditions; prepares and transmits STAR package via secure means in proper SecDef format to USPACOM Joint Operations Center (JOC) no later than 72 hours prior to intended execution.

(3) Determining Training Methods. Selecting the most appropriate training method is a key element of the entire requirements-based joint training system. Training events focus on improving individual, staff, or collective ability to perform. Exercises are training events which include the added dimension of evaluating capability or elements of capability (such as a plan or policy). Historically, joint exercises have often been large-scale collective events that combined training with other purposes and objectives in an effort to maximize the efficient use of resources. These kinds of events will continue to be a major element in the commander’s joint training program along with increased emphasis on more, smaller scale, less resource intensive, individual and staff joint training events. The most appropriate training methods, modes and media, balanced against the “best possible” training

construct within resource availability constraints, are selected to achieve the training objectives. There are two fundamental training methods: academics and exercises. Each of the two major methods can be further divided into ways (modes) and specific training support tools (media) to conduct the training event. Additionally, joint training can be accomplished through execution of a combination of both academic and exercise methods in any specific training event. Figure D-9 below shows a representative number of options for joint training events starting with the category of joint training audience, training methods, modes, and finally media. Matching the training support tools available with the training required must be optimized to train efficiently and effectively. The appropriate training method(s), mode(s), and media should be selected based on several factors: the level of proficiency of the training audience, desired training outcome, perishability of the training, and resources (time, people, funding, etc.) available to enable the training.

Joint Training Methods/Modes/Media



Figure D-9. Joint Training Methods, Modes, and Media

(4) Academic Modes and Media Capabilities. There are a number of academic training modes that can be used to support the training of an identified training audience. Some of the commonly used academic modes are distributed learning, case study, computer-based instruction, seminar, platform instruction, tutorial, and workshop. Once the appropriate academic mode is selected, one or more of several media options for that mode is then selected. Before considering the media options, a determination of whether the training can be accomplished internally with available resources or if assistance is required should be made.

(a) The joint individual learning database (JILD) is a reference database of available certified joint training courseware. The database is available on the USJFCOM JWFC Training website portal.

(b) Joint training courses: This is a collective term for materials to support a joint course or joint training event such as individual study, lectures, seminars, practical exercises, and other related events. These materials include single courses or joint programs of instruction (JPOIs), interactive courseware, computer-based training, and non-JPOI materials such as videotapes, stand-alone handbooks, and other joint validated items.

(c) A JPOI is a detailed list of courseware required to support development of the level and breadth of knowledge, skills, abilities, and attitudes (KSAA) required to enable individuals and groups to perform tasks. The JPOI identifies courseware that is already in existence as well as any required changes and new courseware to be developed. The joint training curriculum-working group will prioritize and identify a lead development agent (LDA) for the proposed JPOI-supported courseware based on the suggestion of the JPOI LDA.

(5) Event, Exercise Mode, and Media Types. There are four basic types or modes of exercise commonly used for joint training: the practical exercise (PE), staff exercise (STAFFEX), CPX, and field training exercise (FTX). Each has distinct advantages and disadvantages. Prior to exercise mode selection, joint trainers need to determine the primary training audience and required training outcome. Once the exercise mode is selected, the appropriate media to support accomplishment of the training objectives must be determined. Joint trainers manage the combination of selected training mode(s) and media and use injects within the training scenario to guide the training audience toward the accomplishment of the training objectives.

(6) Event Design. Training events are conducted to accomplish identified training requirements and the commander's training objectives. While resource limitations often dictate that training events are combined with other activities (e.g., theater security cooperation events) the design of an effective training event can only be accomplished by remaining focused on the underlying training requirements and commander's training objectives. Following the processes of the JTS, training event designers focus on what occurs before, during, and after the training event as well as the training content. This systematic approach to training event design helps to ensure that:

- planned training events meet specific training requirements,
- the training events are well-designed,

- quality training materials are developed,
- training events are implemented using appropriate strategies or approaches, and
- training audience performance is evaluated to ensure that learning has taken place.

To achieve effective training event design, training developers and managers combine with other subject matter and training support experts in a team approach to instructional/training event design which has proven to be most productive in efficiently meeting the training requirements of the organization and as well as the training/performance objectives for the specific training audiences.

(a) Develop Training Strategy. Training strategies, such as integrated mission area training, detail the effective and efficient matching of training methods, modes, and media with the training audience, training objectives, and available resources into training events scheduled and executed over time to achieve and sustain required performance proficiency. Development and refinement of an effective training strategy positively impacts method(s), mode(s), and media selection as well as event design and scheduling.

(b) Group Similar Training Methods. A suggested initial step in designing training events is to group the related training methods. Listing the training objectives with the associated method allows the designer to incorporate related objectives into the event by applying appropriate instructional guidelines.

(c) Link Related TOs. Appropriately linking related TOs from the JTP's Training Objective Tab is crucial in maintaining the training focus throughout an event. For example, TOs that are accomplished by academic method and mode(s) should not be combined with TOs requiring a CPX. Likewise, TOs focused on building initial knowledge foundations within a minimally proficient training audience should not be combined with TOs requiring skillful interaction with other fully proficient organizations in an exercise event. In such cases, only related TOs (and resultant training methods and modes) should be planned for a single event; multiple events are then linked in a building block approach in the overall training strategy to reach the desired end state. This building block approach is often the case for Service components and supporting organizations preparing for a joint training event. (Note: For detailed procedures to determine joint training method(s), mode(s), and media, refer to Appendix B)

e. Step 5: Design and Schedule Training Events. In Step 5 (Figure 10), specific training events are identified and initial design begins, to include

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funding, personnel, and timing of each event required to achieve the training objective. The forecast of resource requirements identified during initial event design provides supporting organizations a first look at the overall resources required.

(1) Significant Military Exercise Briefing (SMEB) Determination.

The JTIMS SMEB module is designed to allow combatant commands to identify events that require submission of a SMEB. The module will guide AOs through the SMEB determination process by asking specific questions related to information including location, freedom of navigation assertions, and major force and equipment movements.

(2) Strategic Lift (Stratlift) Requirements. If the training event requires the movement of forces or equipment, the JTIMS Stratlift Module provides the capability for combatant commands and Services to identify their stratlift requirements in terms of passengers and cargo, and the costs associated with their movement. These are rough order of magnitude (ROM) estimates.

(a) The stratlift requirements are refined during the Estimated Actual process, often conducted with the combatant command's scheduling conference.

(b) Stratlift requirements are reviewed and validated at the WJTSC, normally conducted in the second quarter of the fiscal year.

(c) Based upon the validation, JS J7 can determine and publish validated funding levels and instructions for combatant commands and Services.

(d) Based on validated funding levels, combatant commands can determine how to best budget stratlift funding to their exercises.

(e) The supported combatant command scheduling the exercise (OSE) will determine the estimated cost of the TPFDD when the TPFDD is ready for validation with the assistance of USTRANSCOM.

(f) When the validated TPFDD allocated lift requirement is altered and the effect is increased or decreased cost by 10 percent, the change will be examined to determine the severity of impact on the Stratlift budget.

(g) When valid invoices are received, they are entered and published. The validated funding level sets the level each combatant command is funded for stratlift during a given year. The stratlift manager can view the current or previously published validated funding levels by selecting the FY from the Filter Years drop down menu. The system displays a table of

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combatant command funding levels and may also include additional comments, such as amounts provided for Strategic Air Drop (SAD) or Maritime Preposition Force (MPF). The validated funding level is authored and published by JS J-7.

(3) Force Requests. JTIMS provides the ability to identify U.S. DOD Force Requirements and USG interagency, coalition, and NGO/private voluntary organizations/international organizations exercise participants. JS J-7 will post JTIMS force sourcing and exercise participation business rules on the JTIMS Information Center to provide guidance and business rules for requesting, sourcing, and tracking exercise force or non-DOD USG exercise participants in JTIMS.

(a) U.S. DOD Force Requirements. JTIMS provides the capability to request U.S. DOD exercise force requirements, as well as individual exercise subject matter experts. An exercise force request is a request from a combatant command for units or capabilities to address exercise requirements that cannot be sourced by the requesting HQ. The request is generated because the unit or capability is either not resident in existing assigned or allocated forces or the unit or capability is not available due to current force commitments with other ongoing requirements. Exercise force requirements are entered in JTIMS and sent to the identified force provider for sourcing. When identified, force providers will review force requests for accuracy and clarity and determine feasibility of support. Force providers will exhaust all sourcing options before returning the requirement as not available in JTIMS. NOTE: Request For Forces (RFFs) are not used to request forces for exercises or individual requirements.

(b) Assigned Force Requirements. JTIMS provides the capability to identify and allocate U.S. DOD force requirements that are assigned to the requesting command. Organizations should select their combatant command/organization from the force provider drop down list to identify and source organic force requirements. All organic force requirements (with the exception of those in a draft status) will be published to the Joint Capabilities Requirements Manager (JCRM), when the event is published, to support visibility of assigned forces.

(c) USG Participation Requirements. JTIMS provides the capability to enter USG participation requests that require JS/J-7 sourcing assistance. These are command participation requests that are submitted to JS/J-7 for sourcing from non-DOD USG federal department and agency HQ in the Washington, D.C. area (example: DOS, Bureau of Near Eastern Affairs). If a command requires sourcing assistance from the JS/J-7, they should enter a Federal (Headquarter) USG Participation request in the Events Module-Force/Participation Tab. Once the event is published, the event team lead (ETL) can send the USG participation request to the JS/J-7, via JTIMS, to

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begin the coordination process. In addition, JTIMS provides the capability to document non-federal (within AOR) USG participation requirements. These are requirements that are coordinated directly by the command with organizations internal to their AOR (example: U.S. Embassy).

(4) GEF Prioritization. Global Force Management (GFM) categorization via GEF must be applied in JTIMS to JEP, CEP, Theater Security Cooperation (TSC), and exercises requiring stratlift and published to the JCRM.

(a) The GEF provides authoritative guidance needed for prioritization. Exercise GEF categorization is a decision-making aid when faced with competing requirements for a limited force pool.

(b) JTIMS provides the capability to identify a recommended GEF category for events that require stratlift or are designated as CEP, JEP, or TSC events.

(c) If the event has a *Recommended GEF Category* assigned, the event is submitted to the JS/J-7 to validate when the user group publishes the event. The event will reflect a "Pending Publish" status until JS/J-7 completes the review.

(d) The JS/J-7 GEF administrator will review and process the recommended categories. The administrator can take one of two actions:

- Concur – Concur with the recommended GEF category and publish the event, allowing further coordination of forces, etc.
- Edit – Open the GEF Category field for modification
 - Modify the category, with comments, and publish
 - Remove the category, with comments, and publish

(e) When complete, JTIMS will publish the event data making it available to public view, additional coordination, and export to JCRM. The automated migration of JTIMS exercise force requirements to JCRM provides the GFM process with required real-time visibility and capability to monitor exercise demands on the force.

f. Step 6: Publish JTP. Output from Step 5 includes the event summaries (JTP Tab F), event time lines (Tab G), and Service mission support guidance and combatant command high interest training requirements (Tab H) (Figure D-10). The specific format for Tabs F, G, and H is described in Appendix A, "Joint Training Plan Format." These tabs, when combined with tabs A-E, constitute the combatant command's JTP. Once the commander has approved the JTP, the JTIMS training plan analyst can publish the JTP, making it

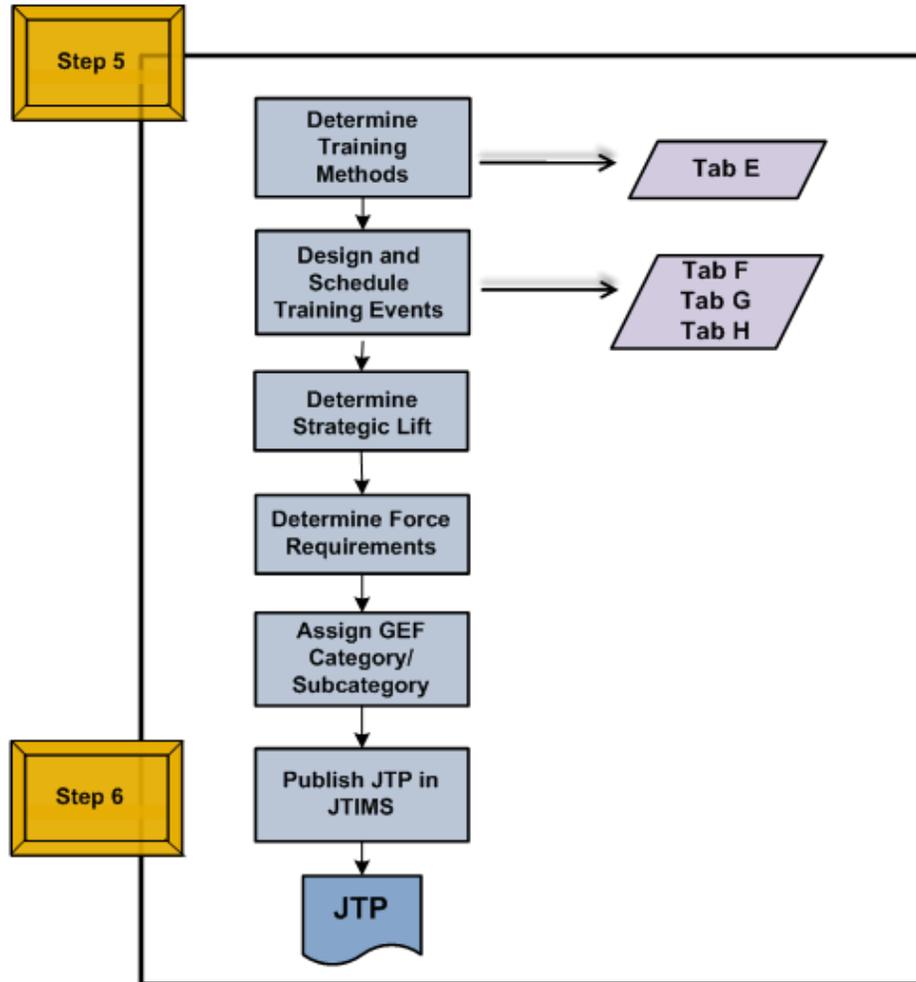


Figure D-10. Steps 5 and 6 - Design and Schedule Training Events and Publish JTP

available to the joint training community. Service components, CSAs, NGB, and other supporting organizations that are training audiences in the JTP can now further integrate their training and preparation plans by linking their preparation timelines to meet supported combatant command joint training event timelines. Joint force providers can also review supported combatant command JTPs for combatant command high interest training requirements linked to key capabilities needed to support missions in each respective AOR. JTIMS also provides the ability to post and produce formatted reports for tabs A-H. Training events should outline a building block approach, where each training event builds on previous training and prepares the forces and/or staffs (training audience) for the next training event. The desired combatant command JTP lays out the required joint training events, with estimated joint training resource requirements, that take all training audiences from their assessed current levels of performance to the level of performance required to accomplish the organization's JMETs.

4. The JTS Planning Continuum

a. WJTSC XX-2, held annually in September/October, includes representatives from the Joint Staff, combatant commands, Service components, CSAs, coalition partners, and other appropriate government agencies, and sets the stage for planning joint training for the follow-on fiscal year (13 months hence). The JS J-7 sponsors the conference, updates training guidance and resource allocation, resolves training issues, and identifies potential scheduling problems.

b. The annual combatant command exercise and training scheduling conferences, normally held in the October to December timeframe, are the coordination forums used to schedule the JTP that is to be published in March and to finalize the schedule in the JTP that was published the previous March. Representatives from the component commands, supporting combatant commands, the Joint Staff, Services, and other agencies participate in these conferences. Topics include the overall direction of training programs, Service force requirements, deconfliction, and resource planning.

c. After the combatant command exercise and training scheduling conferences, the current JTP is updated in JTIMS as the foundation for deconfliction across the combatant commands at WJTSC XX-1.

d. WJTSC XX-1 is held annually in February/March and includes representatives from the Joint Staff, combatant commands, Service components, and other appropriate government agencies. The JS J-7 sponsors the conference. The conference goals include: evaluation of the previous year's program, resolution of resource conflicts and distribution of exercises throughout each planning year, assessment of funding levels and program objectives, and briefing of the proposed CJCS exercise evaluation program for the following fiscal year.

e. After this conference, combatant commands and Services once again update their event schedules in JTIMS. These schedules form the basis for the events tab of the JTP.

5. Reporting. Geographic combatant commands are required to publish their JTPs in JTIMS by 15 March annually. The NGB will publish their JTP by 31 March. Functional combatant commands will publish the same information by 15 May annually and USJFCOM and CSAs will publish the same information in JTIMS by 15 July annually. Geographic commands will share appropriate information contained in their JTPs with their components and functional commands via JTIMS and IAW their distribution policy. Once JTPs are published in JTIMS, they are accessible to the joint training community and may be reviewed via the JTIMS home page.

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6. Cycle. The JTP addresses the joint training requirements within a four-year cycle. For example, the JTP published in JTIMS in March 2012 will address the execution year FY 13, programming for FY 14 and joint training requirements for two planning years, 2015 and 2016.

Note: Training requirements not identified within the JTP will not be CE2-funded. The JTP lists required forces in detail for at least the first year of the four year planning cycle. Adjustments on a case-by-case basis are addressed through change requests by the supported command.

7. Summary. The outputs of Phase II (Plans) are the combatant commanders' and CSA JTPs published in JTIMS. The planning phase of the JTS identifies the training audiences and objectives, selects training methods, and begins the design and scheduling of the training program. TOs are determined based on specific training audience needs. Training methods are selected based on the training objectives, and specific training events are designed and documented in the JTP. (See Figure D-11) Once resourced, events are documented in the combatant command JTP, which provides the transition point from Phase II (Plans) to Phase III (Execution).

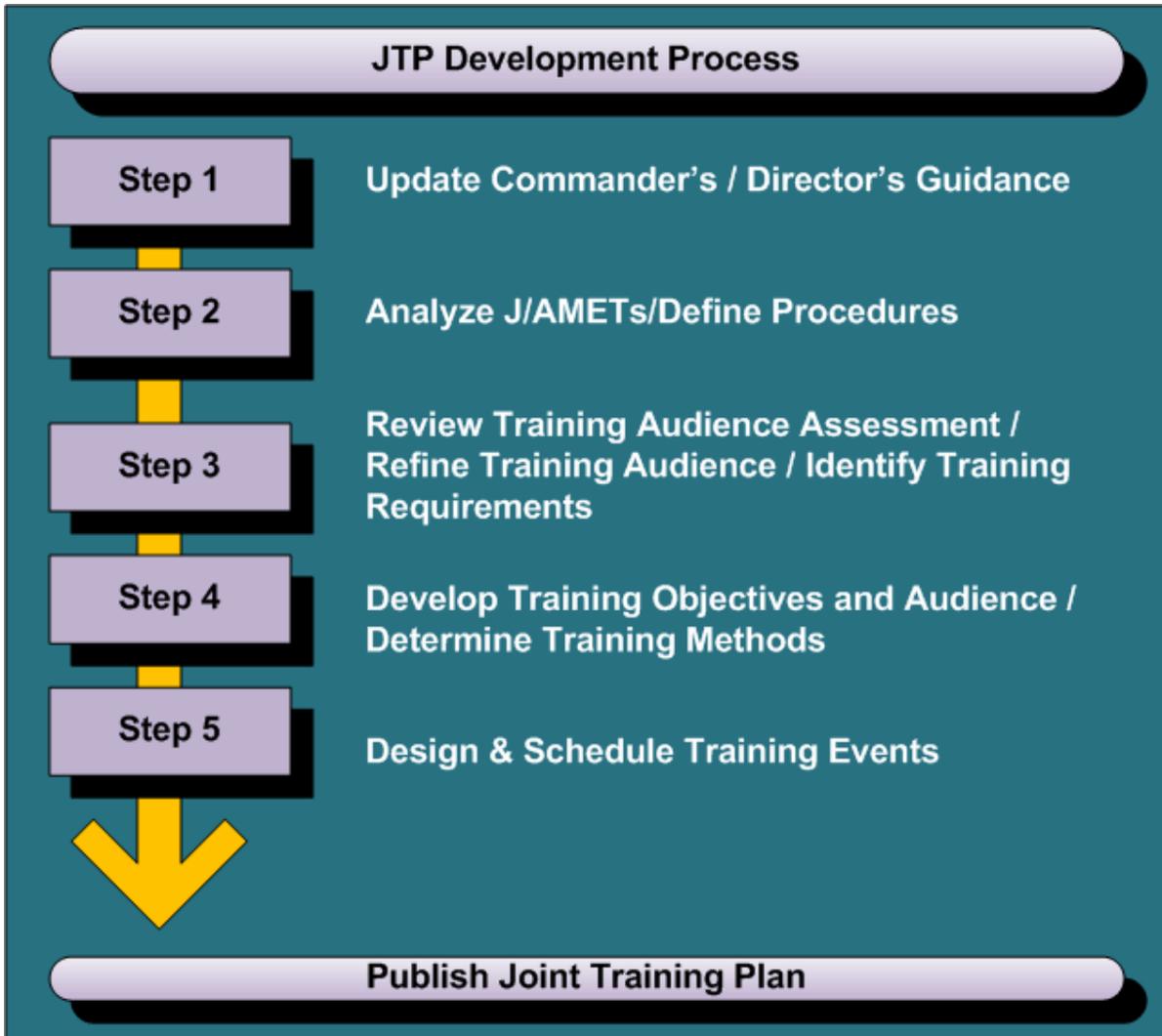


Figure D-11. Joint Training Plan Development Process

APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN FORMAT

1. Purpose. During Phase II, Plans, of the JTS, combatant commands identify the training requirements for the assigned forces and staffs, the command training goals, and the plans for achieving those goals. The information is incorporated in the combatant command JTP. This appendix provides a suggested written format for and a description of the contents that are included in JTP development using the roadmap described in Enclosure D. Other than the written Commander's Training Guidance, all other products of the JTP are input into JTIMS.

2. Format. The basis for joint training is the command's JMETL developed using the processes of the requirements phase of the JTS and input through the Build METL development tool in DRRS. JTP products include joint training requirements, the combatant commander's/director's training guidance, a matrix of the refined JMETL versus missions (or mission-capability matrix), an approved JMETL training assessment matrix updated monthly ICW the readiness reporting cycle, a training objectives versus training audience report, a summary of events required to support the training, and a time line of these events by training audience. These products are consolidated and documented in the combatant command/CSA JTP.

3. JTIMS. Once the JMETL is identified and an assessment of current capability is made, specific products related to training are developed during the next phase, the plans phase of the JTS, in JTIMS. Additional training tasks can also be input directly into JTIMS to support additional desired training. The JTIMS view of Tabs B, C, and D is currently a combined view, but future enhancements to JTIMS will separate these Tabs into individual reports as described in this appendix. Future releases of JTIMS will depict all JTP tab snapshots separately as shown in this appendix. The "what and why" for each tab will remain consistent regardless of JTIMS snapshot view modifications unless documented as a change to joint training program process in a future update to this manual.

4. Summary. The combatant command/CSA JTP documents joint training requirements, commander/director training guidance, joint training events, and schedules, identifies and prioritizes training resource requirements. It also provides the Service components guidance on developing their supporting training plans for supported combatant commander missions.

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ANNEX A TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN TAB A - COMMANDER'S TRAINING GUIDANCE

The commander's/director's training guidance is a concise narrative describing the focus and objectives of the plan. It outlines the combatant command/CSA plan for training the individuals, staffs and components to execute assigned missions and assessing the results in order to attain and maintain a high state of joint readiness. An example outline is depicted below. Other topics may be included as deemed appropriate by the commander/director. The Commander's Training Guidance, Tab A to the JTP, is attached in JTIMS as a word document or PDF file.

1. Purpose. State the purpose of this training guidance and the intended audience to which it applies. (Example: This training guidance for FY XX-XX provides goals, priorities, methods, and responsibilities for the training of USXXXXCOM and its subordinate components).
2. Mission. Insert the command's mission statement. It can be found in the command briefing, Theater Strategy, etc.
3. Intent. The intent for training is the commander's vision on how training will support the command/agency mission. It should contain a purpose statement, a description of methods to be used and the desired end state to be achieved by the training. (Example: Use contingency operations, joint, and combined exercises to train to J/AMET standards, guaranteeing the capability to execute command missions).
4. JMETL Assessment
 - a. Goals. (Example: All J/AMETs trained to standard, maximum participation from key players in target audience during exercises, lessons learned incorporated into SOPs and training programs for new personnel).
 - b. Priorities. (Priority of all training 1 – n) Examples:
 - (1) Maximum preparedness for real-world contingency operations; focus on integrated planning with interagency partners and theater country teams.
 - (2) Support to SCP Plans.

(3) Individual and staff joint training for integrated operations.

(4) Chairman's High Interest Training Issues (HITI). Assess the prescribed HITIs in relation to theater conditions as a key joint training readiness indicator and input to joint training requirements.

5. Training Philosophy

a. Explains how joint training will be planned and executed.

b. Defines how assessment results from last cycle will be integrated into the next training cycle.

c. Stresses the importance of identifying and correcting critical deficiencies in the current training cycle.

d. Promotes considerations to reduce operating tempo (OPTEMPO) and personnel tempo (PERSTEMPO).

e. Highlights training strategies for using academic or exercise training events or both to achieve training objectives within resource constraints.

f. Provides training guidance to Service components on mission support required in their component and unit training programs.

g. Provides theater guidance to joint force providers for training supporting staff and forces.

6. Training Principles. Explains the basic principles that will be followed. (Example: All real-world operations and training events will be conducted to meet training objectives, maximize resources, focus on requirements-based training, coordinate with the SCP, etc.).

7. Training Responsibilities and Procedures. Outlines who is responsible for what in executing the plan, including:

a. Subordinate commanders.

b. Principle staff responsibilities.

c. Primary staff proponent and supporting players for training, evaluation, and assessment.

8. Assessment Plan. Defines the monthly/annual cycle (frequency), what role real-world operations will play in determining proficiency levels, how audiences will be grouped and rated before making overall TPAs for each JMET, criteria to be used in supporting subjective judgments, thresholds for identifying critical deficiencies, and what organizations should receive the products of this phase (mission training assessments, TPAs, refined lessons learned, refined issues beyond combatant command's/CSA's capability to resolve, etc.).

9. Summary. Summarizes and emphasizes adherence to the commander's/director's purpose and intent in the planning of joint training, and the importance of realistic training, evaluation and performance feedback, and training inputs to readiness assessment in preparing for mission execution.

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ANNEX B TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN TAB B - MISSION CAPABILITY MATRIX

1. Purpose. This tab provides a correlation between each mission and the tasks (task description of capability requirements) that will lead to mission success. It identifies relationships with subordinate commands and other commands/agencies through the identification of supporting and command-linked tasks. This correlation provides a direct relationship upon which to assess training.

(U) PACOM_JTP_FY09-FY12

I. Tab B - Mission Capability Matrix

Task Number	Task Title	OPR	Support Type	CORE	MOTW	MTW	SSC
ST 1.2	Assemble Forces	J3	CMD	X			
ST 1.6	Control or Dominate Strategically Significant Area(s)	J33	CMD	X		X	X
ST 1.6.2	Gain and Maintain Air Superiority in Theater	J33	Staff	X			
ST 1.6.3	Gain and Maintain Maritime Superiority in Theater	J33	Staff	X			
SN 1.2	Conduct Deployment and Redeployment	TCJ3/TRANS NSCOM	CL	X			
ST 2.1	Manage Theater Strategic Intelligence Activities	J22	CMD	X		X	X
ST 2.1.3	Prepare Theater Strategic Collection Plan	J22	Staff	X		X	X
ST 2.4.2	Prepare Intelligence for Theater Strategic Use	J22	Staff	X		X	X
SN 2.2.2	Support Combatant Commander's Surveillance and Reconnaissance Requirements	J2/JFCOM	CL	X			
ST 4.2	Coordinate Support for Forces in Theater	J4	CMD	X	X		
ST 5.3	Determine Strategic Direction	J3	CMD	X			
ST 6.2	Coordinate Protection for Theater Forces and Means	J34	CMD	X	X	X	X
ST 9.3	Coordinate Active CBRNE Defense in Theater	J34	Staff	X	X	X	X
ST 9.4	Establish Passive CBRNE Defense in Theater	J34	Staff	X	X	X	X
ST 7	Establish Theater Force Requirements and Readiness	J3	CMD	X		X	X

Table D-1. Mission Capability Matrix

2. Description. This matrix (Table D-1) lists all combatant command/CSA J/AMETs. The list also includes staff, subordinate, and command-linked tasks required to accomplish each of the MET owner's assigned missions. Enclosure C provides additional detail on the four types of tasks that may be listed in the matrix:

Annex B
Appendix A
Enclosure D

- a. J/AMETS: A mission task selected by the commander/director that is essential to mission accomplishment.
- b. Staff tasks: Tasks performed by an organization's internal staff elements that are strongly connected to the accomplishment of the MET owner's mission tasks.
- c. Subordinate tasks: Tasks performed by organizations in the MET owner's chain of command that are essential to the accomplishment of the MET owner's mission tasks.
- d. Command-linked tasks: Tasks performed by organizations external to the MET owner's chain of command that are essential to the accomplishment of the MET owner's mission tasks. Command-linking is intended for information exchange and for assessment feedback, and can be used both by the supporting command to link to the supported command or by the supported command to link to the supporting command

ANNEX C TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN TAB C - JMET LIST

1. **Purpose.** To identify the list of joint tasks the combatant commander/CSA director consider essential to accomplish assigned missions. The JMETL provides users an immediate source for data required to understand the command joint training plan. It also reinforces the philosophy that training is capability-based. The JMETL is the foundation upon which the JTP is built. After the commander/director determines the mission essential capability requirement expressed in the J/AMETL, a current assessment is conducted to determine current mission capability. Gaps and shortfalls are identified and those that can be reduced or eliminated through training will be the training requirements the JTP is built to satisfy. Supporting organizations build their AMETL/METL and training plans based on the combatant commander's JMETL, commander's intent and mission guidance.

Sample Entry:

JMET: Conduct Information Operations (IO) (ST 5.5) (J3)

UJTL Description: To conduct information operations in support of national military strategy, policy, objectives, and operations.

Responsible Organization: J-3

Condition(s):

- C 2.3.2.3 Flexibility of warfare style (flexible)
- C 2.4.4 Theater intelligence organization (mature)

Standard(s):

- 90 percent of subordinate plans have integrated command and control warfare (C2W) efforts
- Ten days to achieve information superiority

Supporting Task: Determine Enemy's Operational Capabilities (OP 2.4.1.2)

Responsible Organization: Air Component

Condition(s): C 2.3.2 Military style (predictable)

Standard(s): 10 hours or less required to identify enemy strategic centers of gravity

Command-Linked Task: Support National and JTF Surveillance Reconnaissance Requirements (ST 2.2.2)

Responsible Organization: USSTRATCOM

Condition(s):

- C 1.3.2 Visibility (high)
- C 2.7.3.2 Space platforms availability (high)

Standard(s): 90 percent of Joint Operating Area has surveillance coverage

2. Description. The J/AMETL is the list of joint tasks the commander/director consider essential in accomplishing assigned missions using assigned forces. This list identifies the combatant command/CSA mission capability requirements and forms the basis for the joint training program (capabilities-based training). The J/AMETL includes the JMETs (J/AMETs), responsible organizations, conditions, and standards. All supporting and command-linked tasks are listed under the appropriate J/AMET.

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(U) USNORTHCOM_JTP_FY11-FY12 (In Staffing)

I. Tab C - Mission Essential Task List

Command MET: ST 1.6 Control or Dominate Strategically Significant Area(s)

Description: To control or dominate the theater physical and information environments whose possession or command provides either side a strategic advantage. To control is to deny the area to the enemy by either occupation of the strategically key area or by limiting use or access to the environment or combat area by the enemy. For an environment to be strategically key, its control must achieve strategic results or deny same to the enemy. In military operations other than war (MOOTW), this activity pertains to a friendly country conducting populace and resources control.

Missions: CORE

OPR: NC/J33

OCR(s):

Lead POC: Fey, Daniel A

POC(s):

Conditions:

Condition	Descriptor	Mission
C 2.1.5.2	Mission Duration	Short (30 to 90 days)
		•CORE

Standards:

Criterion	Scale	Measure	Mission
Every 6 hrs	Hours/Day	N2C2 monitors theater situation and maintains COP	•CORE

08-Sep-2009 TAB C - MISSION ESSENTIAL TASK LIST Page 1 of 7

Table D-2. Mission Essential Task List

ANNEX D TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN TAB D - JMETL ASSESSMENT MATRIX

1. Purpose. The JMETL Assessment Matrix (Example Table D-3; view in JTIMS is from “last approved” JTP) provides the linkages across Tabs A, B, and C. It should reflect the commander’s/director’s monthly training assessments of J/AMETs that should be consistent with the training philosophy and guidance in Tab A, the mission capability matrix in Tab B, the responsible organizations in Tab C and audiences identified in Tab E. This assessment can be refined further by each of the responsible staff chiefs, functional chiefs, or JTF commander to identify joint training objectives that support each J/AMET.

(U) PACOM_JTP_FY09-FY12

I. Tab D - JMETL Assessment Matrix

				CORE	MOTW	MTW	SSC
MISSION TRAINING ASSESSMENT (MTA)				T		T	T
Task Number	Task Title	OPR	Support Type				
ST 1.2	Assemble Forces	J3	CMD	P			
ST 1.6	Control or Dominate Strategically Significant Area(s)	J33	CMD	T		T	
ST 1.6.2	Gain and Maintain Air Superiority in Theater	J33	Staff	T			
ST 1.6.3	Gain and Maintain Maritime Superiority in Theater	J33	Staff	U			
SN 1.2	Conduct Deployment and Redeployment	TCJ3/TRANSCOM	CL				
ST 2.1	Manage Theater Strategic Intelligence Activities	J22	CMD	T		P	T
ST 2.1.3	Prepare Theater Strategic Collection Plan	J22	Staff	T		T	
ST 2.4.2	Prepare Intelligence for Theater Strategic Use	J22	Staff	P		T	
SN 2.2.2	Support Combatant Commander's Surveillance and Reconnaissance Requirements	J2/JFCOM	CL	U			
ST 4.2	Coordinate Support for Forces in Theater	J4	CMD	T			
ST 5.3	Determine Strategic Direction	J3	CMD	U			
ST 6.2	Coordinate Protection for Theater Forces and Means	J34	CMD	T	T	T	T
ST 9.3	Coordinate Active CBRNE Defense in Theater	J34	Staff			T	
ST 9.4	Establish Passive CBRNE Defense in Theater	J34	Staff			T	
ST 7	Establish Theater Force Requirements and Readiness	J3	CMD	T		U	

KEY					
Trained		Partially Trained		Untrained	
		Pending Assessment		Not Applicable	

Table D-3. JMETL Assessment Matrix

2. Description. Table D-3 depicts the commander's/director's assessment of the command's training proficiency using the outputs from multiple training events, real-world operations, experimental events, and engagement activities. The training data in JTIMS is an important supporting element to the overall mission readiness assessment resident in DRRS, and future software development will continue to support linking JTIMS training assessments to readiness reporting capability in DRRS.

During the JTS Phase III, the commander/director evaluates a specific training audience's performance in relation to a specific task, under specified training conditions, and a designated level of performance during a particular event.

During the JTS Phase IV assessment phase, the commander/director assesses the command's/agency's ability to accomplish its J/AMETL and perform its missions based on the totality of numerous TPEs, informal results, actual operations, assessment of J/AMET standards, and any other pertinent feedback available.

The results of this annual training cycle assessment and monthly updates, in conjunction with the commander/director training guidance, and/or mission changes that result in MET changes are used to determine training requirements for the upcoming training cycle this JTP supports.

ANNEX E TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN TAB E - TRAINING OBJECTIVES

1. Purpose. This tab associates training objectives with J/AMETs and the training method. This is a tool for staff chiefs, functional chiefs, JTF commanders, and other supporting element directors to organize their preparation, involvement, and integration in the supported combatant command joint training plan. This tool can also be used internally to organize training events within supporting organizations (components, CSAs, and NGB for example).

(UNCLASSIFIED)										
U) USNORTHCOM_JTP_FY12-FY13 [NIPR]										
JTP - Training Objectives										
Task Number	Source	Mission	Task Title	OPR	Training Audience	TO Class	Functional Area	Performance	Training Situation	Level of Performance
SN 3.6	NIPR	CORE	Conduct Survivable Mobile Command Center (SMCC) Operations and Planning	NC/J 38	NC/J38	(U)	Command and Control	Test COMMS backup systems TEST	1-Primary COMMS disabled TEST 2-Full MCCC functional and deployed TEST	1- Backup systems in place <15 min 2- N-NC HQ and subordinate elements notified within 5 min of
ST 9.9	NIPR	CORE	Conduct Consequence Management (CM) in Theater	NC/J 35	NC/J35	(U)	Command and Control	NC J35/FOC coordinates with appropriate headquarters for consequence management in the JOA.	1- Standing JFHQ-N, JFHQ/States, JTFs, NGOs, and others are reacting to natural disasters 2- N-NC HQ activated	1- FOC issues a WARNORD to subordinate and supporting commands within 2 hrs 2- FOC releases OPORD IAW established timelines upon Commander's approval to subordinate and supporting commands
ST 8.4.5	NIPR	3591	Coordinate Civil Support in the United States	NC/J 35	JTF-AK J08/PA	(U)	Other Activities & Capabilities	Coordinate effectively with N-NC PA, J07/Med, and SG Staff to ensure proper PI messaging to internal audiences	1-PI exists 2-JTF AK activated	1- Comms and messaging systems operational 24/7 2- PI products developed and distributed within
ST 8.4.5	NIPR	3591	Coordinate Civil Support in the United States	NC/J 35	JTF-AK J3	(U)	Other Activities & Capabilities	Provide support to DoD and other government agencies (OP 4.7.3)	1. PI exists. 2. JTF-AK activated for PI response operations	1. Provides commander's assessment identifying the likely primary agency and expected request for assistance within 4 hours of an incident. 2. JTF-AK is able to respond to a civil agency request for

Table D-4. JTIMS Training Objective/Training Audience/Methods Matrix

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2. Description. Training requirements for the upcoming cycles are based on known deficiencies identified in the last training cycle and skill perishability (Example Table D-4 by J/AMET and training audience). Specific joint training objectives, derived from the JMET, are identified for each training audience. A joint training objective is a statement that describes the desired outcome of a joint training activity in terms of performance, training situation, and level of performance. Joint training objectives are derived from joint mission essential tasks, conditions, and standards and based on joint doctrine, commander's guidance, and organizational SOPs. The complete list of joint training objectives, training audience, and method compiled in this matrix defines the combatant command's training requirements.

Note: Supporting organizations such as components, CSAs, and NGB establish their own organizational training objectives as directed by their commander/director to be prepared for the supported commander's required mission capability and level of performance.

ANNEX F TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN TAB F - EVENTS

1. Purpose. This tab provides the user the ability to view an event calendar, event summary, or event details; create, edit, or delete an event; view event attachments; and publish/delete, reinstate, or cancel an event.

2. General. The combatant command's joint training event schedule is refined and updated each year during the Exercise and Training Scheduling Conference. The combatant commands' refined, updated schedule is published in JTIMS (NLT 15 December) and becomes the foundation for deconfliction at the WJTSC held in February/March. The event summaries include:
 - a. Section 1: Previously Approved Exercises and Training Events. These are training events for the upcoming (execution) fiscal year that are published and updated as required to reflect their latest status.

 - b. Section 2: Exercises and Training Events in the First Fiscal Year following the Execution Year. This section contains summaries of exercises occurring in the first fiscal year after the execution year. These exercise summaries are submitted for CJCS approval, subject to funding and other necessary approval. Specific forces will be identified for these training events. The JTIMS Stratlift Module provides the capability for combatant commands to identify their Stratlift requirements in terms of passengers and cargo, and the costs associated with their movement. This is the ROM. Transportation requirements will be approved for planning purposes only. Service component coordination of the document indicates agreement to provide resources required to support the training event in this section, subject to available funding and operational constraints.

 - c. Section 3: Exercises and Training Events in the Second and Third Fiscal Year following the Execution Year. Specific forces and transportation requirements will be tentatively identified. After CJCS review, this section will be approved for further refinement, coordination, and submission of budget estimates. These exercises are now initially approved for continued planning and coordination and for the submission of budget estimates. JTPs typically cover four years and no requirement currently exists to plan beyond four years, but JTIMS is capable of adding additional years for planning purposes if necessary (an additional two years currently).

d. Section 4: Exercises and Training Events in the fourth and Fifth Fiscal Years following the Execution Year. Specific forces will be identified where possible, and transportation requirements will be tentatively identified. After CJCS review, this section will be approved for further refinement, planning, and programming.

3. Event Summaries Format

a. This is the format for displaying academic/exercise key data for each training event in the combatant commander/CSA director JTP. Initially, data is gathered and entered into the format during the supported combatant command exercise and training scheduling conference. Note: JTIMS provides two options for event information – an event summary report and an event details report.

Note: Supporting organizations such as components, CSAs, and NGB establish their own organizational training plans as directed by their commander/director to be prepared for the supported commanders operational plans they support. Combatant command JMETS should link to supporting tasks of organizations that perform the support mission; the supporting organization training plans should prepare them to perform the support mission for which they have been tasked.

(1) ID Number: combatant command code JTP + FY + sequential number (Ex. PACOM JTP FY09 - FY11).

(2) Training Audience: The training audience is described to the level of detail known, i.e., CJTF (6th FLT), combatant commander staff, J-5.

(3) Type of Training: Academic instruction (seminar, practical exercise, programmed text, etc.) or exercise (scripted/computer assisted/command post/field).

(4) Resources Required:

- Funding.....\$
- Transportation...AIRLIFT, SEALIFT and CTP Estimates
- Force Requirements
- Personnel..... #
- Equipment.....Description
- Facilities... Description (Warrior Preparation Center, etc.)
- Transportation...__hours __ sea days
- Modeling & Simulation Support Yes/No (If yes, what type)
- Supporting Organizations..... Organization/Services Required

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(5) Shortfalls: (Optional) List shortfalls that will have an adverse impact on training (lack of doctrine/TTP, lack of facilities, etc.).

(6) Training Objectives: List the training objectives associated with the event derived from the appropriate UJTL tasks.

(7) Anticipated Scheduling: Desired timing (Ex. 2nd Qtr/FY11).

(8) SecDef and CJCS HITIs: List the HITIs and how they will be incorporated in the training event derived from the appropriate UJTL tasks.

(9) Component Interoperability Requirements: This list identifies specific tactical-level joint and component interoperability requirements that must be satisfied prior to this joint training event. It provides the necessary input supporting organizations, particularly the Services, USJFCOM, and USSOCOM, require to ensure resources are available to achieve proficiency in those interoperability tasks before the event (also listed in part one of Tab H).

b. The event summaries describe the events required to train the combatant command's targeted joint training audience (Example Table D-5). This is the combatant command's initial, unconstrained request that gives providers and supporting components/agencies their first look at resource requirements for each command.

(UNCLASSIFIED)

(U) USNORTHCOM_JTP_FY12-FY13

Tab F - Event Summary

Chronological Index of Events:

Overall Event Class	Event Name	Status	Employment Dates
(U)	(U) (NEBRASKA) JSTC FACE TO FACE (1) 12	Published	(U) 01-Oct-2011 - 02-Oct-2011
(U)	(U) (NEBRASKA) JSTC FACE TO FACE (2) 12	Published	(U) 05-Nov-2011 - 06-Nov-2011
(U)	(U) ANNUAL EXERCISE AND TRAINING CONFERENCE-WORKSHOP (N-NC) 12	Published	(U) 12-Oct-2011 - 14-Oct-2011
(U)	(U) DOD DSCA PHASE II 12-01 SAN FRANCISCO CA (NC) 12	Published	(U) 03-Oct-2011 - 07-Oct-2011
(U)	(U) DOD DSCA PHASE II 12-02 COLORADO SPRINGS CO (NC) 12	Published	(U) 24-Oct-2011 - 28-Oct-2011
(U)	(U) DOD DSCA PHASE II 12-03 EMMITSBURG MD (NC) 12	Published	(U) 14-Nov-2011 - 18-Nov-2011
(U)	(U) DOD DSCA PHASE II 12-04 SAN ANTONIO TX (NC) 12	Published	(U) 05-Dec-2011 - 09-Dec-2011
(U)	(U) DOD DSCA PHASE II 12-05 NEWPORT NEWS VA (NC) 12	Published	(U) 09-Jan-2012 - 13-Jan-2012
(U)	(U) DOD DSCA PHASE II 12-06 PANAMA CITY FL (NC) 12	Published	(U) 30-Jan-2012 - 03-Feb-2012
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29-Oct-2010

TAB F - EVENT SUMMARY

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Table D-5. Event Summary

ANNEX G TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN TAB G - TIMELINE

1. Purpose. The time line tab depicted in Table D-6 can be used as a deconfliction tool within the command and at the annual WJTSC. It can be used to show the chronological building of training events, to include individual and staff joint training events that may support preparations for larger scale training events and exercises.

2. Description. This is the final tie-in that can show which staff chiefs, functional chiefs, and JTF commanders are involved in training events and show OPTEMPO/PERSTEMPO conflicts with training.

(UNCLASSIFIED)													
(U) USEUCOM_JTP_FY09-FY11													
I. Tab G - Timeline Report													
FY09													
Event	Employment Dates	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
(U) FLEXIBLE RESPONSE 09	(U) 13-Apr-2009 - 24-Apr-2009												
(U) FLEXIBLE RESPONSE 09	(U) 13-Apr-2009 - 24-Apr-2009												
FY10													
Event	Employment Dates	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
(U) FLEXIBLE RESPONSE 10	(U) 13-Apr-2010 - 24-Apr-2010												
(U) TEST EVENT A 09													
(U) AUSTERE CLIMBER 10	(U) 07-Dec-2009 - 18-Dec-2009												
(U) JTP 2020 09	(U) 09-Dec-2009 - 19-Dec-2009												
(U) JUNIPER EXERCISE 09	(U) 09-Dec-2009 - 19-Dec-2009												
(U) ROCKY MOUNTAIN HIGH 09	(U) 14-Dec-2009 - 18-Dec-2009												
(U) AGILE ROCKER 10	(U) 06-Mar-2010 - 07-Mar-2010												
(U) DLA TEST EXERCISE 10	(U) 01-Jul-2010 - 16-Jul-2010												
FY11													
Event	Employment Dates	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
(U) FLEXIBLE RESPONSE 11	(U) 15-Dec-2010 - 22-Dec-2010												
(U) MAX OPPORTUNITY 11	(U) 02-Mar-2011 - 31-Mar-2011												
(U) FLEX STABLE 11	(U) 11-Sep-2011 - 12-Nov-2011												

Table D-6. Training Events Time Line

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ANNEX H TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN TAB H - HIGH INTEREST TRAINING REQUIREMENTS

1. Purpose. This tab provides a listing of combatant command and CSA high interest training requirements (HITR), linked to key mission capability requirements, that require joint resources and training focus. Service component commanders use these HITRs to ensure component and unit training programs are developed to support combatant command mission capability requirements. Combatant commanders nominate HITRs to joint force providers to ensure they maintain the desired readiness to support combatant command mission capability requirements.

2. Discussion. Fundamentally, joint forces require high levels of interoperability, to include systems that are conceptualized and designed with joint architectures and acquisition strategies to ensure technical, doctrinal, and cultural barriers do not limit the ability of joint force commanders to achieve objectives (reference f). Services and USSOCOM organize, train, and equip interoperable forces and staffs to be employed by the supported commander; the interoperability of those Service and USSOCOM component capabilities is a pre-requisite for being employed by a joint commander. The joint force commander mission, the execution guidance and direction provided by the joint force commander to synchronize and integrate available Service and SOF capabilities, and the success of the joint operation plan that is developed by the joint commander and staff is largely dependent upon Service provided interoperability and joint preparedness prior to employment. In today's environment, joint force providers play a major role in preparing staffs for joint operations and overseeing tactical unit and formation preparation prior to employment. The supported command JTP establishes the joint training events visualized to jointly prepare Service and USSOCOM-provided capabilities during specific time periods based upon their availability and level of preparedness. The JTP Tab H has been designed to assist combatant commanders in providing guidance to assigned Service components and joint force providers to better prepare provided joint capabilities.

3. Guidance. Combatant commanders provide guidance to their Service components in the form of missions to be prepared to perform. In many cases, combatant commands will prioritize this preparation based on available forces and readiness and availability of HQ/standing joint force HQ (SJFHQ)/JTF staffs assigned. Planning, preparation, and training of Service forces and staffs assigned for priority missions requires written and verbal mission guidance provided directly by the combatant commander. The joint staff supporting the

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commander will know through their planning effort what supporting actions will be required at the component level, but collaboration with Service component commanders and staffs will provide guidance to Service components on which supporting tasks are most important.

4. HITRs. Combatant command HITRs are documented in Tab H of the JTP to help supporting elements and joint force providers perform necessary training prior to arrival for duty or assignment. These HITRs should be linked to key capability requirements needed to support command METs. Combatant commands with minimal assigned forces or lacking operational assigned component staffs in their AOR are to nominate HITRs to joint force providers to assist in the development of training programs that will build combatant command required capabilities.

a. Combatant commands are requested to rank order their HITRs by sequentially numbering them. Since joint force providers will be receiving and merging these nominated HITRs from combatant commands worldwide, it is suggested that submissions be limited to those training requirements having the greatest joint and Service training significance.

b. Joint force provider Tab H HITRs that are linked to key capabilities requirements from each combatant command will be prioritized weighing three factors; importance to the submitting combatant command based on sequential numbering, number of combatant commands submitting the same issue as a training issue (indication that a consensus exists across multiple combatant commands that this is a significant issue), and the commander's mission support prioritization, which should be in line with higher-level directives.

c. Within the joint force provider JTP Tab H, Service force provider training priorities and training requirements should not be grouped with the combatant commander prioritized key capabilities required.

5. Service Force Providers. Service force providers get their inputs from each theater Service component commander and go through much the same process in prioritizing preparations across theaters of operations. Service force providers should receive guidance from joint force providers that is based on combatant commander key capabilities required and most likely missions that will be encountered by SOF and Service forces/staffs preparing to deploy. Combatant commander key capabilities required and identified in the Joint Force Provider JTP Tab H should serve as guidance to major Service force providers to help them further develop Service training programs that meet current combatant command mission capability requirements.

Annex H
Appendix A
Enclosure D

6. Submission. Once tabulated in JTIMS, commands will nominate HITRs to the applicable joint force providers using JTIMS. Supported commander JTPs approved on timelines established in reference a will enable joint force providers to include applicable HITRs in their JTPs.

7. Example. An example of a HITR in JTIMS is in Table D-7.

HITR Worksheet

* Required

* Classification: (U)

* Submitting Command/Activity: USEUCOM [Modify](#)

* Training Fiscal Year: FY11

* Submitting POC: Ward, Jane [Search JTIMS Users](#)

Command/Activity Sequential Prioritization Number: 2

Training Requirement (TR) #: 003

* Training Requirement Short Title (Unclassified Only): Integrated Operations to support Stability, Humanitarian Assistance

* Combatant Command: Capability Requirement JMET [Modify](#)

JMET Details

JMET: ST 5.4 Provide Strategic Direction to Theater Forces

Description: 2-45. As part of a defensive operation, move tactical forces into positions to prepare for further action. A battle position is a defensive location oriented on a likely enemy avenue of approach. There are five kinds of battle positions: primary, alternate, supplementary, subsequent, and strongpoint. The positions may be located on any type of land and terrain, such as urban, natural, mountainous, piedmont, steppe, delta, desert, jungle, and arctic. (See UJTL condition C 1.0 for factors that describe the physical environment.) (FM 3-90) (USACAC) Note: ART 7.4 (Plan Tactical Operations Using the MDMP/TLP) addresses defensive planning.

Mission: CORE

DPR: JR01

Lead POC: Ward, Jane [Search JTIMS Users](#)

UJTL Supporting Tasks (with Condition, Descriptor, and Standards):

Note: Maximum of two Supporting Tasks with at least 1 condition and no more than four standards. [Add Task](#)

Supporting Task	S/C		Action
OP 5.7	S/C	Coordinate and Integrate Joint/Multinational and Interagency Support	Delete Task
		Conditions	Select Conditions
		C 2.3.1.2 Multinational Integration	Delete
		C 2.1.3 Mission Preparation	Delete
		C 2.1.1.7 Military Commitments from Other Nations	Delete
		Standards	Add Standard
		M1: Integrate coalition force doctrinal differences within 7 days.	Edit Delete
		M2: Establish coordination process with AMEMBASSY and coalition partners within 48 hours.	Edit Delete
		M3: Develop C4 architecture to support civil/military requirements.	Edit Delete
		M4: Identify and utilize LNO elements during the planning process for better understanding of mission and tactics, facilitation of transfer of vital information enhancing mutual trust and teamwork.	Edit Delete

* **Training Objective Performance Statement:**
Train in and analyze JTF commander staff and supporting forces capability to plan and execute Integrated Operations to support Stability Operations, Humanitarian Assistance/Disaster Relief and Migrant Operations

* **Training Objective Audience:**
JTF Commander and staff and component staffs

* **Training Objective Training Situation:**
The JTF Commander has received a planning directive for an operation.

* **Training Objective Level(s) of Performance:**
- Harmonize actions of partner nations (PNs), host nations (HNs), Interagency, international organizations (IOs), non-governmental organizations (NGOs), and other stakeholders in all areas including medical.
- Coordinate planning of PNs, HNs, Interagency, IOs, NGOs, and other stakeholders to include medical.

Training Objective General Comments:

File Name	Description	Uploaded By	Uploaded Date
There are no attachments currently uploaded.			
File Description		* File Location	Browse... Upload File

[Save HITR](#) [Save HITR and Create JTP TO](#) [Cancel](#)

Table D-7. High Interest Training Requirement Worksheet

(INTENTIONALLY BLANK)

APPENDIX B TO ENCLOSURE D

METHODS, MODES, AND MEDIA

1. Purpose. This appendix describes a logical process to select appropriate training methodologies and training support tools in order to train to a task given the training audience, the expected outcome, and the resources available. Reference i provides guidance on the management of existing interactive courseware, and the development of additional interactive courseware to meet training requirements and strategies.

2. General. The selection of the most appropriate training method is important to the entire requirements-based JTS. The JTS promotes two primary training methods – academic and exercise. Additionally, a combination of the two methods often is used to satisfy the training objectives of any single joint training event. Each of the two primary methods can be further divided into ways (modes) and specific tools (media) to conduct the training event (Figure D-12).

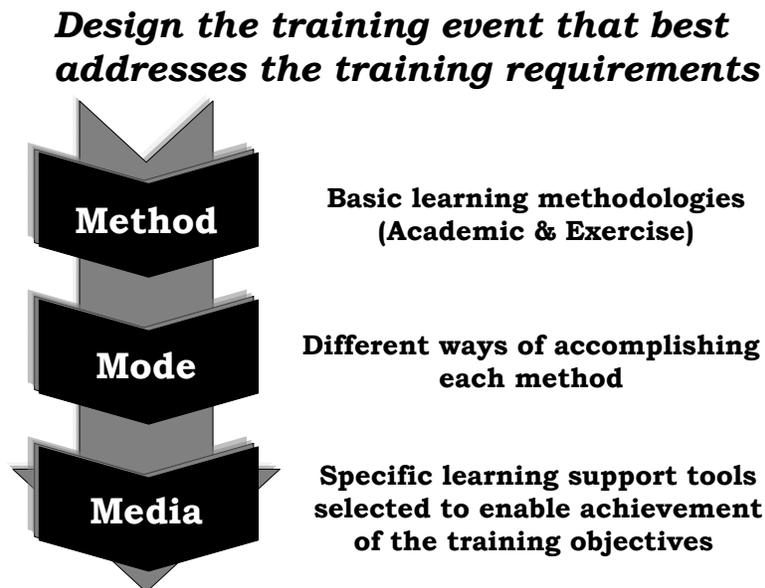


Figure D-12. Hierarchy of Joint Training Tools

a. At the highest level of the hierarchy of joint training are methods or the basic learning approach methodology used to conduct training. Methods are broken down into modes, or different ways in which each method can be accomplished. Media refers to the specific training implementation tools available to conduct or support each mode of training for each method.

b. Matching the appropriate training strategy and training support tools (training methods, modes, and media) with the training required is critical to training efficiently and effectively. Which mode or media is best for a particular training application depends on the training objective(s), training audience, and available resources. While a specific mode or media may be absolutely the best theoretical choice to match the training objective(s), training audience, and selected training method, it may not always be the practical choice and other modes or media may represent the most appropriate choice. The relationship of joint training methods, modes, and media to the categories of the joint training audiences is depicted in Figure D-13.



Figure D-13. Joint Training Methods/Modes/Media

3. Methodology. The process of identifying an effective training strategy to meet training requirements is critical to the successful application of the JTS. Identification and refinement of the training audience and development of training objectives are key to the development of an effective training strategy. Simplistically, training requirements can be characterized as who must be trained to do what. Joint training requirement identification begins with an assessment of the command's most critical mission capability requirements documented in the command JMETL. Simplistically, in this assessment the commander is asking: if these are my most essential mission capability requirements, how well can we meet those requirements now? The results of this assessment can identify shortfalls in overall capability related to any number of elements of capability or readiness construct such as materiel, organization, doctrine, facilities, leadership, personnel and training, etc. Those identified deficiencies in capability that can be obviated or eliminated through training of the personnel, staff elements and/or organizations responsible for providing the deficient areas of capability may become joint training requirements.

a. Training requirements, then, are based on an assessment of the training audience's current capability individually, as a staff element, or as a joint staff team to execute command missions and the commander's training guidance. Training requirements consist of those individuals, staffs, and organizations assessed as requiring training on specific tasks and training specified in the commander's training guidance. The appropriate training methodology can be selected from an analysis of the training requirements, the refined training audience, and training objectives. The process for selecting a training methodology is depicted in Figure D-14. It provides a flow diagram of the method(s), mode(s), and media selection process. Once a method (academic or exercise) or combination of both methods is selected, further decision trees will assist in defining the specific mode(s) and media to support that selection.

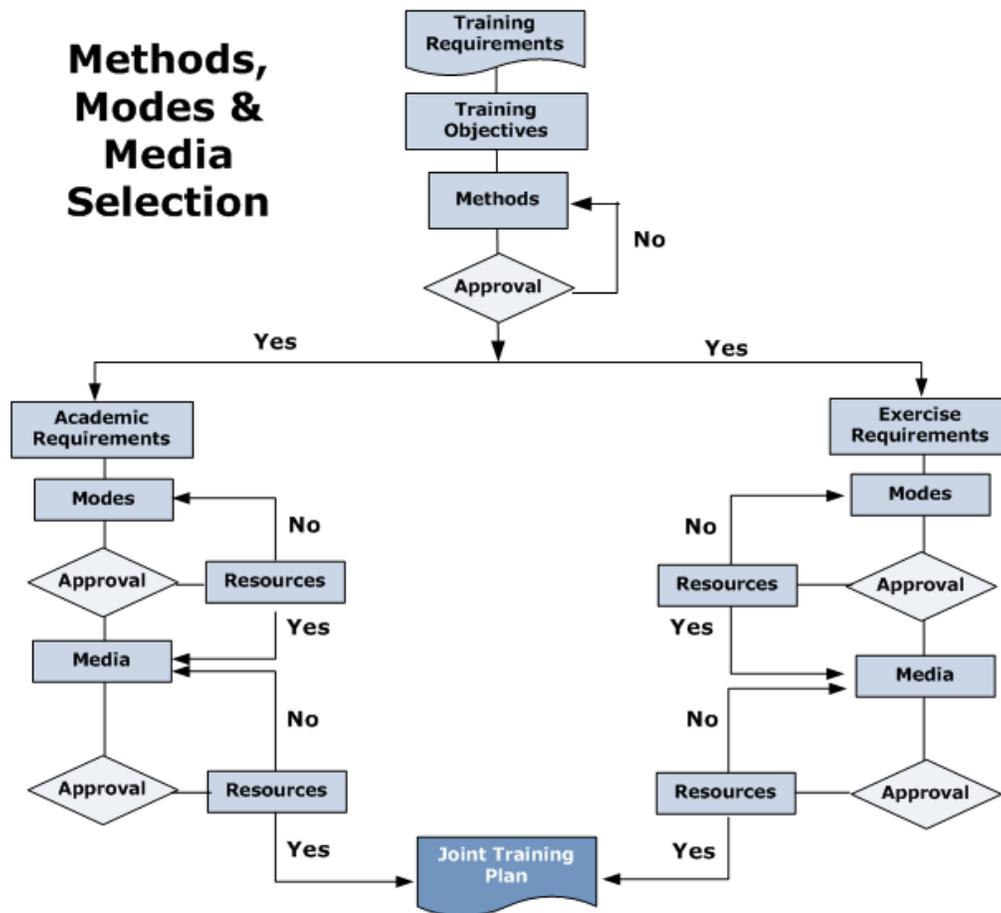


Figure D-14. Methods, Modes, and Media Selection

b. The selection of the training method begins with determining the purpose of the training event. In other words, who is the training audience and what is the training intent, derived from analysis of the training requirements and commander's training guidance? Selection of the appropriate methodology starts with identification of the training objective(s). Identification of the

training objective(s) will lead to determination of whether the training method should be an academic or exercise training event or a combination of both methodologies.

c. Academic and exercise events are different in nature and consequently are suited to different purposes. Academic events are best suited for cognitive development, involving either new information or building on knowledge already attained in order to gain a higher level of understanding. Individuals must also learn the appropriate skills and attitudes needed to perform specified task(s) well and demonstrate the ability to perform the task(s) to the required standard of performance under the relevant conditions that may affect task performance.

d. Exercises are often characterized as collective task training designed to develop proficiency and teamwork in performing tasks to specified standards. Exercises also enable practice and development of proficiency in supporting individual skills and tasks. Thus, exercises are best suited for practice, assessment, and validation of specific skills. Figure D-15 lists the expected outcome of the training event.

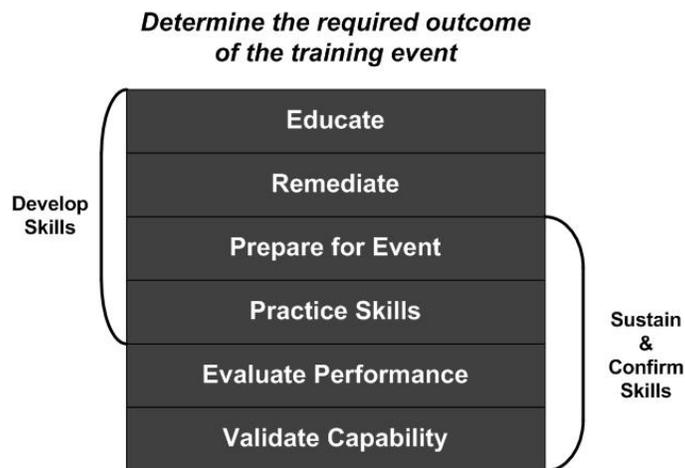


Figure D-15. Required Outcomes of Training Events

e. There are also situations that may lend themselves to a combination of both academic and exercise methods. Examples might include noncombatant evacuation operation or Joint Logistics Over the Shore exercises that incorporate the academic method, selected modes, and media to build knowledge and understanding of doctrine, the operational environment, processes, and procedures within the training audience prior to their practicing specific skills through a scenario-based exercise.

f. Required outcomes of training events can be defined as follows:

- (1) Educate. The movement from a current level of knowledge and understanding to a higher level.
- (2) Remediate. Filling in identified gaps in knowledge and understanding.
- (3) Prepare for Event. Joint training up to the application level of learning in preparation for participation in a follow-on training event as part of the training audience. Example: exercise precursor training in preparation for a joint exercise. Focus is on specific mission or capability.
- (4) Practice. Application of skills acquired in training.
- (5) Evaluate. Appraisal of training audience performance within a specific set of mission tasks (tasks, conditions, and standards) or capability.
- (6) Validate. Confirm training audience abilities in terms of mission capability requirements (tasks, conditions, and standards). Confirm new or revised doctrine and TTP, or concepts, or strategies.

g. Depending on the analysis of the above training outcomes, the best method for training for a specific training requirement will become apparent. Figure D-16 depicts this concept and demonstrates the best methodology for training is either through the academic or exercise method, or a combination of both methods in a single training event or series of related events.

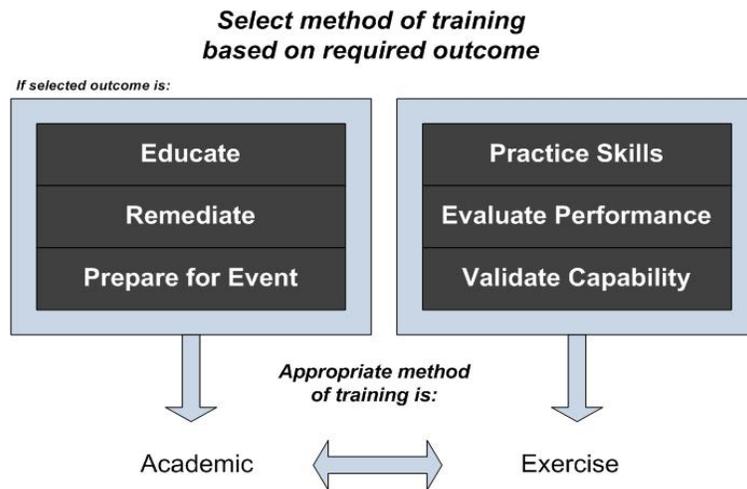


Figure D-16. Selection Criteria

4. Mode Selection. Modes represent the varied ways that training can be accomplished utilizing a specific training method. In selecting the proper training mode(s), the trainer must consider that different areas of knowledge and skills require different attention and treatment in the design of training/

instructional activities. Here, the translation of training objectives into the applicable KSAA is essential to effective training development. Specifically:

- a. Concept learning requires information gathering and organization.
- b. Cognitive development requires problem solving and critical thinking.
- c. Psychomotor skills require practice and hands-on experience.
- d. Attitudinal changes require role play and situational practice.

A menu and description of training modes and their attributes is in Annex A.

5. Modes (Academic). Once the method (academic or exercise) is selected, the next step is to determine the mode(s) of training, then the media to be used to accomplish the training objectives. Figure D-17 highlights the academic portion of the decision tree. The figure assumes the selection of the academic method. The shaded area shows the process for selection of academic mode(s) and media.

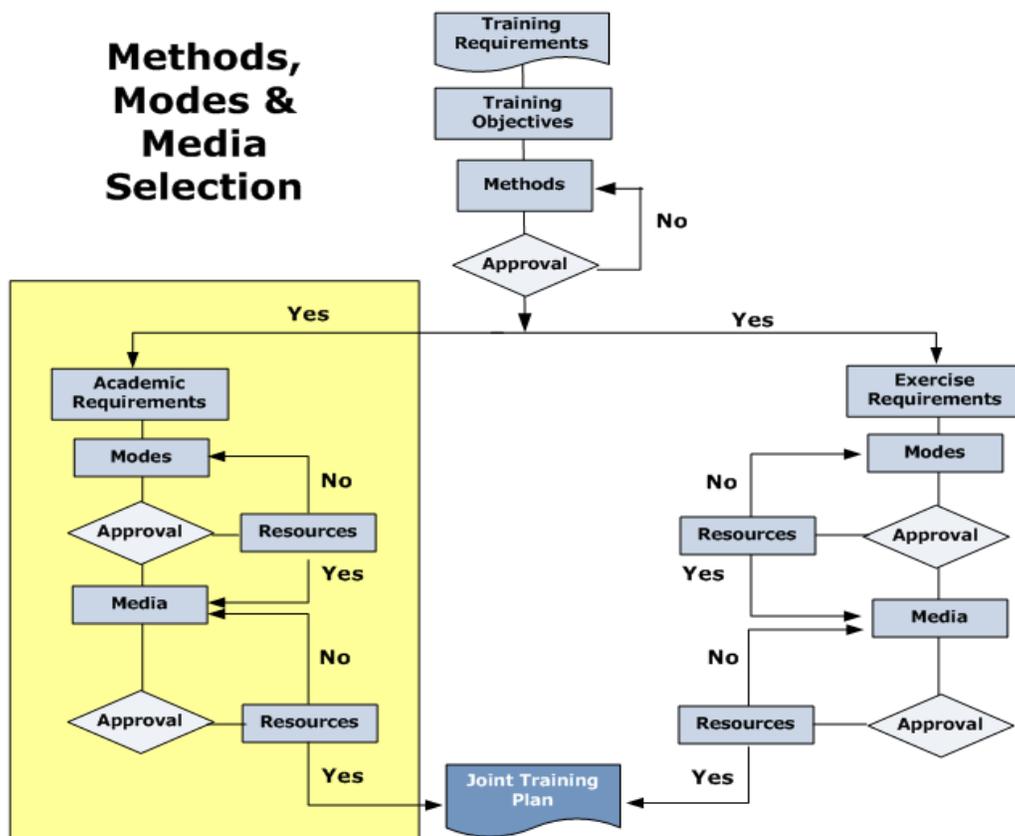


Figure D-17. Academic Decision Tree

a. The composition and nature of the training audience plays a pivotal role in determining the best mode of academic event to meet the defined training requirements. Joint training audiences can be classified as individual, staff, or collective, based on the level of the staff concerned: combatant command, subordinate joint force HQ, Service component HQ, or multi-echelon joint training. There are also internal staff training audience levels: command leadership, action officers, and staff augmentees and liaison officers (Figure D-18). Each level has disparate experiences, functions, tasks, and perspectives as well as differing availability for training.

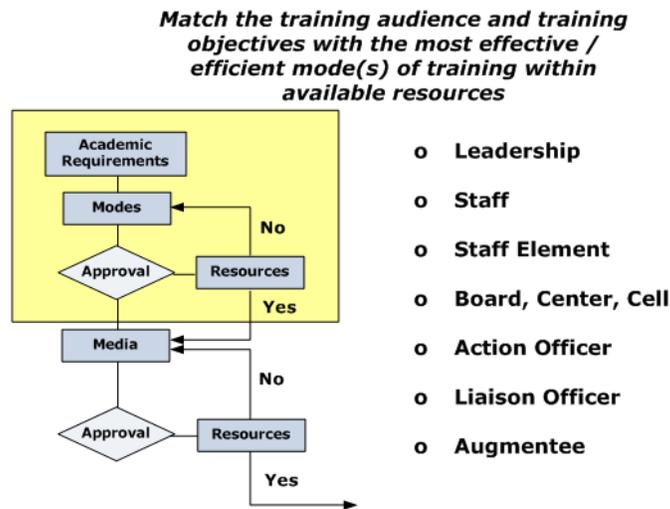


Figure D-18. Academic Training Audience

b. Academic training events can be effectively executed using a variety of training modes. Some of the more commonly used modes to train joint training audiences are depicted in Figure D-19. Specific academic training mode

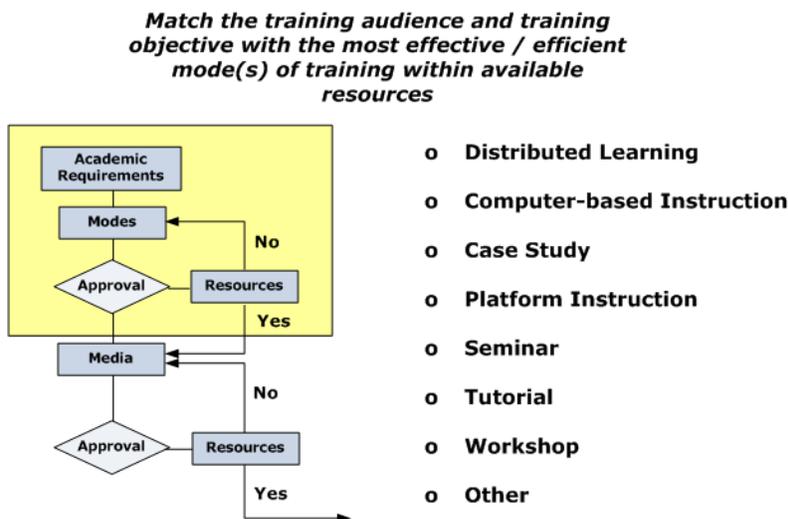


Figure D-19. Academic Mode Selection

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selection should be guided by an assessment of the joint training audience, training objectives, and available resources to support the training.

c. During the mode selection process, it is helpful to examine the advantages and disadvantages of each mode. Development of a decision matrix will aid the joint trainer in determining the most appropriate mode of training based on the joint training audience and training objectives. The matrix in Figure D-20 shows an example of how to analyze different training modes given the training audience as well as the advantages and disadvantages for each mode. The analysis of this information should assist in determining which mode is most appropriate in conducting academic training within available resource constraints.

Mode	Training Audience	Advantages	Disadvantages
Platform Instruction (Lectures & Seminars)	Leader Staff Action Officer Liaison Officer Augmentee	-Ideal for presenting new information and concepts -Instructional expertise may reside internally	-Requires an instructional area -May require courseware development -May require resources for guest instructor
Facilitated Instruction (Workshops and Facilitated Seminars)	Leader Staff Action Officer Liaison Officer Augmentee	-Guided and tailored instruction -Inductive instruction -Workshop designed for Senior Leader	-Requires trained facilitator -Man-hours required of the training audience -May require external resources and travel costs
Programmed Instruction	Action Officer Liaison Officer Augmentee	-Flexible and portable application -Self-paced -Excellent way to impart basic knowledge	-Lack of interaction and remediation -Requires training development resources and expertise
Distributed Learning	Action Officer Liaison Officer Augmentee	-Low life cycle costs; once designed and developed -Potential for centralized trainee management, lesson updating, and trend analysis -Centralized training development can support many similar training audiences	-Highest cost of academic modes -Initial high investment costs -Lack of person to person interaction -Requires trainee access to computer/software/internet
Computer-based Instruction	Action Officer Liaison Officer Augmentee	-Highly flexible training delivery and persistent access	

Figure D-20. Academic Mode Selection Matrix

6. Media (Academic). Once the appropriate academic mode is selected, one or more of several media options to support the utilization of that mode is then selected. Before considering the media options, a determination should be made as to whether the training can be accomplished internally with available resources or if assistance is required.

a. The designated joint trainer has many available academic media options to support the selected mode(s) of training in an academic event. The medium is the physical means by which the training/instructional message is communicated to the training audience. The following media are offered for

consideration in designing the academic event: audio, printed text (handouts, lesson plans, outlines, procedural guides, templates, checklists, etc.), video or film, computer software, CD-ROM/DVD, and the World Wide Web (Figure D-21). Additionally, many pre-packaged solutions (content, mode, and media) to certain academic training requirements are available through joint training support sources such as the Joint Knowledge Development and Distribution Capability (JKDDC). A menu and description of potential training media and their attributes can be found in Annex B.

Match the training audience and training objective and mode(s) with the most effective / efficient media to support training within available resources

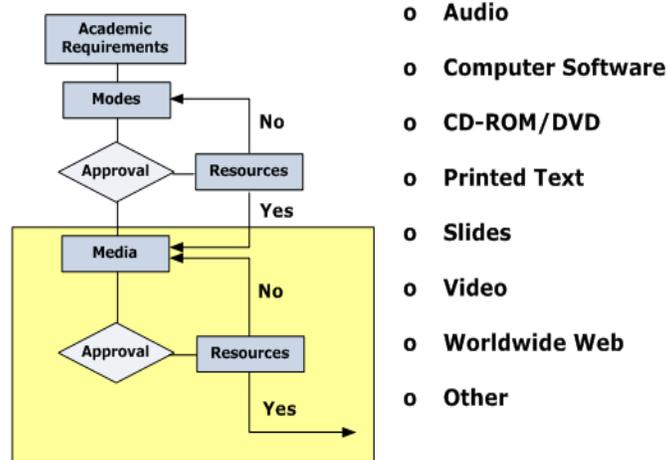


Figure D-21. Academic Media Selection

b. If the training cannot be supported internally, there are other agencies that may provide support. Options include training provided or supported by USJFCOM JWFC, Joint Forces Staff College (JFSC), or other organizations through the use of mobile training teams or other means. Additionally, resident, exportable, or distributed training elements may be available to support joint training. Refer to USJFCOM Joint Knowledge Online (JKO) for training resources, interactive courseware, and the Joint Individual Learning Database.

7. Modes (Exercise). Training has been characterized as “relevant practice plus feedback.” The exercise method of joint training provides the joint training audiences dedicated opportunities to practice required skills in scenarios that foster learning and receive performance feedback during and after the training event. Relevant practice plus feedback leads to required learning and task performance capability.

a. Practice is repeated to gain proficiency using the psychomotor, cognitive, and affective skills acquired in training. Initial practice occurs while the individual, staff, or organization is developing skills and practice is subsequently used to reinforce and retain proficiency. Practice enables successful task accomplishment.

b. Feedback is information provided that indicates the appropriateness of the response to training stimuli or the performance outcome resulting from skill application. Feedback may be provided by a number of means in formal and informal training situations. In the joint training environment, feedback can run the gamut and come from individual self-assessment or evaluations from peers, trainers, instructors, supervisors, observer/trainers, commanders, and senior mentors/HQEs. Feedback may be provided in many forms from informal one-on-one tutoring or peer critique during on-the-job training to formal after-action review at the end of a major training event.

c. The shaded area in Figure D-22 outlines the process steps necessary to select the appropriate exercise mode(s) and media.

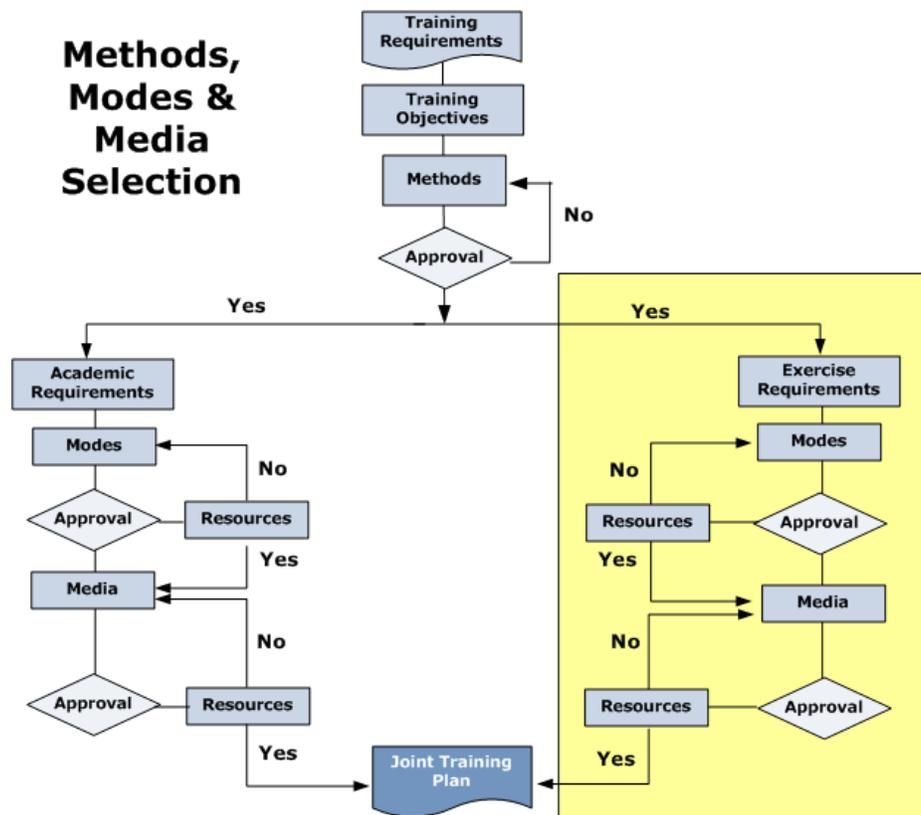


Figure D-22. Exercise Method Decision Tree

d. Before starting the exercise mode selection process, the joint trainer needs to answer the following questions:

- (1) Who is the primary joint training audience?
- (2) What are the required outcomes of the joint training event? These questions are further amplified in Figure D-23.

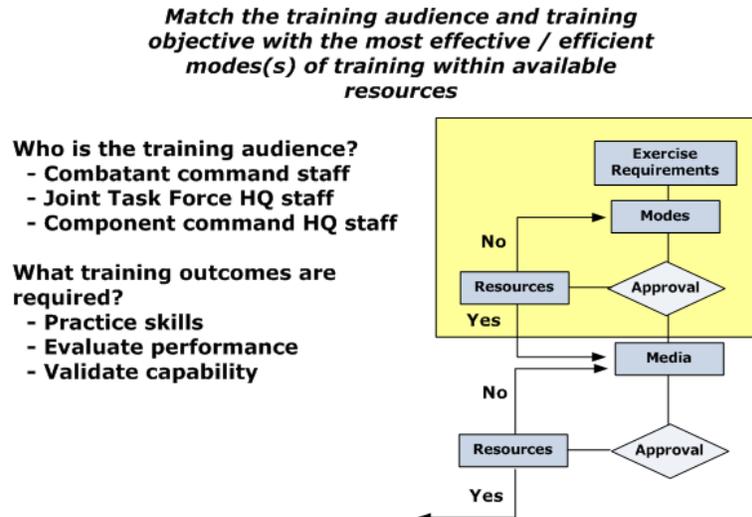


Figure D-23. Questions to Aid Exercise Mode Selection

e. There are four basic modes of exercise commonly used to accomplish and support joint training.

(1) The practical exercise is used to practice specific joint skills and the execution of joint tasks primarily at the individual and small group level of training. This mode of exercise is often used in conjunction with academic modes of training to build, refine, and sustain joint skills in focused joint individual and staff tasks.

(2) The staff exercise is used to train, build, and evaluate staff proficiency in staff tasks.

(3) A CPX is an exercise in which the forces are simulated, involving the commander, the staff, and communication within and between HQs.

(4) An FTX is a military exercise conducted in the field under simulated war conditions in which troops and armament of one side are actually present while those of the other side are imaginary or simulated.

Each of these modes of exercise has specific attributes which can best facilitate joint training of differing joint training audiences and training objectives. See Figures D-24, D-25, and D-26.

Match the training audience and training objective with the most effective / efficient modes(s) of training within available resources

- o Practical Exercise (PE)
- o Staff Exercise (STAFFEX)
- o Command Post Exercise (CPX)
- o Field Training Exercise (FTX)
- o Other

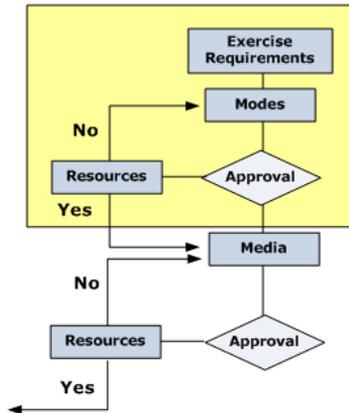


Figure D-24. Exercise Mode Selection

Each of these four modes of exercise has distinct advantages and disadvantages to the joint trainer as shown in Figure D-25.

Exercise Mode	Training Audience	Advantages	Disadvantages
Practical Exercise (PE)	Individual joint staff members	-Skill development through application and practice -Ideal for accelerating and reinforcing learning -Very low resource requirements	-Oriented to individual and small group training -Generally used as precursor to follow-on training events -Covers limited tasks/processes
Staff Exercise (STAFFEX)	Joint Force Commanders & staffs	-Primary focus on staff coordination and training -Ideal for practicing command processes and task execution -Low resource requirements	-Limited scenario and task set coverage -Often used as precursor to follow-on training events
Command Post Exercise (CPX)	Joint Force Commanders & staffs	-Primary focus on staff coordination and training -Ideal for exercising POL/MIL Interagency tasks and issues -Low resource requirements	-Limited training for units below component HQ level -Tactics, techniques and procedures exercised at high echelons only
Field Training Exercise (FTX)	Joint Force Commands & forces	-Enables hands-on equipment training -High application of TTP -Accommodates simultaneous small unit training	-Resource intensive -Movement/logistics consumes exercise (training) time -Safety constraints -Requires components be retrained in their specific tasks

Figure D-25. Exercise Mode Selection Matrix

Given the training audience, the required training outcome, available resources, and the advantages and disadvantages of each mode, the matrix in Figure D-26 assists in selecting the appropriate exercise mode alternative.

Required Outcome	Combatant Commander & Staff	Joint Task Force Commander & Staff	Component Commander & Staff
Practice Skills	STAFFEX CPX	STAFFEX CPX FTX	STAFFEX CPX FTX
Evaluate Performance	STAFFEX CPX	STAFFEX CPX FTX	STAFFEX CPX FTX
Validate Capability	CPX	CPX FTX	CPX FTX

Figure D-26. Exercise Mode Selection Alternatives

8. Media (Exercise). Once the exercise mode is selected, the next step is to determine the appropriate media to support accomplishment of the training (Figure D-27). As with an academic joint training event, before considering the media options for an exercise training event, a determination of whether the training can be accomplished internally with available resources or if assistance is required should be made.

Match the training audience and training objective and mode(s) with the most effective / efficient media to support training within available resources

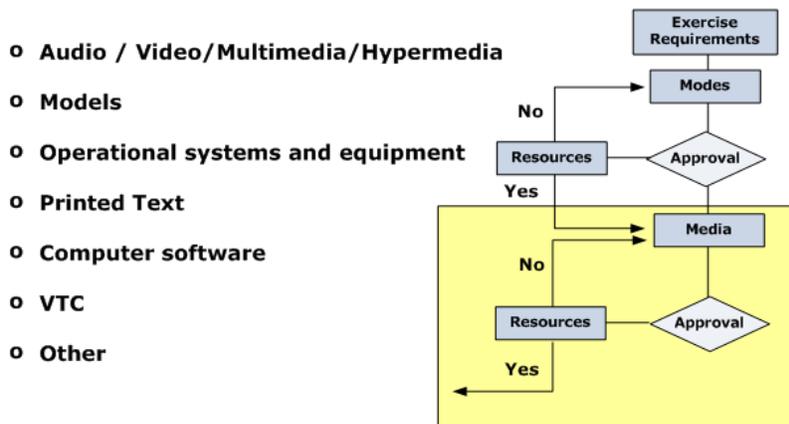


Figure D-27. Exercise Media Selection

a. The designated joint trainer has a number of available media options to support the selected mode of training in an exercise event. Selecting the appropriate training/instructional media is absolutely critical in meeting the training objectives. Based on the knowledge, skills, attitudes, and abilities

derived from the training objectives, the joint trainer/training designer should be cognizant of the attributes of the various media alternatives and how each best furthers the joint training/learning experience. The following media are offered for consideration in designing the exercise training event: audio, video, multimedia, hypermedia, video teleconference (VTC), models, printed text, operational systems and equipment, simulation, and computer software.

9. Summary. The methodology previously described in this enclosure provides a logical arrangement of factors to assist the joint trainer in selecting the appropriate method(s), mode(s), and media. Whether by the academic or exercise method, or a combination of both, joint training must include the application of acquired knowledge, practice of required skills and effective performance feedback in order for individuals, staffs, units, and organizations to develop and demonstrate the respective ability and level of proficiency necessary to accomplish required task(s), under relevant conditions, to specified standards and generate the overarching objective capabilities.

ANNEX A TO APPENDIX B TO ENCLOSURE D

MENU OF TRAINING MODES¹

MODE	DESCRIPTION	USES
Brainstorming	<p>Individuals are presented with a problem and develop unconstrained solutions.</p> <p>Instructor/trainer facilitated exercise that fosters creative thinking and problem solving.</p> <p>Particularly suited for mature training audiences.</p> <p>Most effective in relatively small training audiences (not more than 12-15 individuals).</p>	<p>Provides a means for individuals to develop solutions to unpredictable situations or problems.</p> <ul style="list-style-type: none"> • Draws on training audience knowledge and experience. • Encourages creativity and inter-group stimulation. • Encourages full participation and spirit of cooperation.
Case Study	<p>The individuals are presented a description of a situation and are required to solve problems or identify actions related to the situation.</p> <p>Case study promotes critical thinking and discussion on complex situations with wide-ranging variables where there may be no one clear-cut solution but many alternatives.</p>	<p>Provides an excellent means for an individual to solve problems either by themselves or as a member of a group.</p> <p>Develops analytical and problem solving skills.</p> <p>Allows exploration of complex issues.</p> <p>Enables training audience to apply new knowledge and skills.</p>

¹ Adapted from Department of Defense Handbook Instructional Systems Development/Systems Approach to Training and Education, MIL-HDBK-1379 Series; Instructional Systems Development (ISD) and Systems Approach to Training (SAT) MIL-HDBK-29612 Series; TRADOC Regulation 350-70, Systems Approach to Training Management, Processes, and Products, 9 March 1999, Appendix H; and various other education/training methodology guides

MODE	DESCRIPTION	USES
Computer-based Instruction (CBI)	<p>CBI is essentially individualized self-paced or group-paced interactive instruction combined with multimedia presentations. Interactive instruction is individual/group centered performance oriented training that requires individuals/groups to practice what they learn, receive immediate feedback, and take tests.</p> <p>The priority for interaction is between the individual and the equipment/subject matter.</p> <p>In CBI, the computer courseware controls the training content, delivery pace, and learning sequence based on individual input.</p> <p>The courseware is designed using a variety of modes of instruction/training to lead the individual/group (training audience) through the learning process.</p>	<p>CBI is of value for presenting learning material in any situation that will maximize individual or group learning by full use of multiple learning methods. It provides an effective means of practicing activities. Additionally, each member of the group/training audience may have a different role to play. In CBI:</p> <ul style="list-style-type: none"> • Information to be learned is presented in small bits. • Individuals/Learners are provided rapid feedback. • Individuals/Learners proceed at their own pace within certain limits. • Material presentations take advantage of media benefits. • Exercises/simulations can be repeated many times using/developing different solutions to problems, e.g., "what if" drills. • Individuals can be exposed to unpredictable situations to maximize learning.
Conference (Discussion)	<p>Individual-centered instruction in which the instructor leads a discussion of the learning objective. Individual participation is elicited. The three general types of</p>	<p>Prepares individuals for:</p> <ul style="list-style-type: none"> • Follow-on training. • The application of theory and procedures to specific situations.

MODE	DESCRIPTION	USES
	<p>discussion are as follows:</p> <ul style="list-style-type: none"> • Directed discussion <p>The instructor guides the training audience discussion so the facts, principles, concepts, or procedures are clearly articulated and applied.</p> <ul style="list-style-type: none"> • Developmental discussion <p>The instructor guides the discussion to pool training audience knowledge and past experience to improve the performance of all individuals.</p> <ul style="list-style-type: none"> • Problem solving conference <p>The instructor uses the conference to find an acceptable answer or solution to a problem. The instructor defines the problem and encourages free and full training audience participation.</p>	<p>Stimulates interest and thinking.</p> <p>Develops imaginative solutions to problems.</p> <p>Pools ideas and experiences from the training audience.</p> <p>Summarizes, clarifies, and reviews the learning objective material.</p> <p>Requires careful planning by instructor to guide discussion within training/learning objective(s).</p>
<p>Demonstration</p>	<p>The instructor and/or support personnel show and explain operation or action to the training audience via simultaneous use of lecture and a model or actual system/ equipment.</p> <p>The individual is expected to be able to perform the operation or action after the demonstration.</p> <p>Demonstrations can be very valuable in training and critiquing many skills and examining attitudes and values.</p>	<p>This mode of instruction shows how something is done. Some of its more important uses are to:</p> <p>Instruct - -</p> <ul style="list-style-type: none"> • Manipulative operations and/or procedures, e.g., how something is done. • Equipment operations or functions, e.g., how something works. • Safety procedures. • Teamwork, e.g., how people work together to do something as a team. <p>Illustrate principles, e.g.,</p>

MODE	DESCRIPTION	USES
		<p>why something works.</p> <p>Set workmanship standards.</p>
Distributed Learning (DL)	<p>DL is an instructional mode that allows instructors, individuals, and training content to be located in different locations so that instruction and learning occur independent of time and place.</p> <p>DL is based on the concept of distributed resources.</p> <p>DL is reliant on technology to meet training/learning objectives.</p> <p>Distance learning is a subset of distributed learning.</p>	<p>DL is used to reach a broader training audience or elements of a training audience that can not be routinely reached with other modes.</p> <p>Through the use of DL:</p> <ul style="list-style-type: none"> • Enterprise systems gain greater ability to allocate and leverage resources for training/learning opportunities. • Individuals gain greater control of how, when, and where their learning occurs. <p>DL can be used in conjunction with and often augments other modes of training/instruction.</p>
Gaming	<p>Applies the concepts of a game, i.e., rules, turn taking, winning, and losing to a learning situation. The individuals "play" the game by obtaining information, making decisions, and taking actions required to accomplish the game objective. Games may be on a board, but with current technology, they will probably be played on a computer.</p> <p>The individual may tend to "play" in terms of winning and losing instead of thinking in terms of training/learning objectives.</p>	<p>Gaming provides:</p> <ul style="list-style-type: none"> • A means for individuals to make decisions, take actions, and see the results of those actions to accomplish the game objective without killing people or destroying materiel. • Immediate feedback for increased learning. • A means for individuals to be exposed to determining solutions to unpredictable situations to increase learning.

MODE	DESCRIPTION	USES
		<ul style="list-style-type: none"> • A means for motivating the training audience.
Guest Speaker	<p>An individual, other than a member of the normal Staff, presents information to support a specific training event.</p> <p>Guest speakers personalize the training topic and help to break down stereotypes.</p> <p>Note: Avoid having the speaker present a "Lecture" instead of a discussion-type training event.</p>	<p>Experts provide information directly supportive of the training/learning objectives. The most important uses of the guest speaker is to provide:</p> <ul style="list-style-type: none"> • Expertise not available within the staff. • Information based on extensive experience. • Current information. • Motivation.
Lecture	<p>Lecture is a careful presentation of facts with organized thoughts and ideas by a qualified individual. Factual material is presented to the training audience in a direct, logical manner.</p> <p>Lectures can be used to effectively introduce or overview a topic and transfer background familiarity as opposed to working knowledge.</p> <p>Lectures are less effective at changing attitudes, developing other learning skills (e.g., analysis, evaluation, teamwork, etc.) or helping individuals/learners apply knowledge to working situations.</p> <p>Note: Dissemination of information in written format is usually more efficient and effective.</p>	<p>Lecture is a means to tell the training audience information they need to know. Some of its more important uses are to:</p> <ul style="list-style-type: none"> • Disseminate information that is not yet available in print. • Present critical information in a very short time. • Motivate, e.g., set the stage for a training demonstration, discussion, or task performance. • Orient. <p>Lecture can be combined with other modes (e.g. Discussion, Demonstration, etc.) for increased training benefit.</p>
Panel / Facilitated Discussion	A panel, consisting of instructors, guest speakers, facilitators or a	Panel / Facilitated Discussion provides a variety of views and

MODE	DESCRIPTION	USES
	combination, discuss material pertinent to the event training/learning objective(s). The panel discussion facilitator presents information and responds to training audience questions.	opinions concerning a challenge or problem for which there is no one correct solution. Experts present different perspectives and experiences.
Practical Exercise	Training audience is required to perform the action required by the training/learning objectives under specified conditions to the established standard.	The most efficient way to learn to do something is to actually do it and develop skill through application and practice. This method of instruction/training is the best way for an individual to learn to perform the required actions (task) to the established standard. Examples: performance of procedures and processes; planning tasks completion. Also, see "CBI"
<ul style="list-style-type: none"> • Hardware oriented 	Performance is on actual equipment, to include simulators and training devices.	Used when actual hardware is available and the risk to individuals, equipment, and operations is kept to an acceptable level.
<ul style="list-style-type: none"> • Non-Hardware oriented 	Performance not involving actual equipment, e.g., a paper-based exercise.	Used when hardware is not required to perform the required actions, e. g., "Develop Commander's Estimate."
Research / Study	Individuals research/study material in preparation for subsequent training requirements and training events. It is associated directly to specific, identified training objectives.	Research/Study is used to provide the individuals the opportunity to locate, analyze, and determine facts, procedures, and concepts on their own.
Role playing	Similar to the case study method. Selected members of the training audience act out a simulated situation. The individuals may assume the duties of a staff member in an organization and perform the work of	Role playing provides: <ul style="list-style-type: none"> • Simulated experience in the task(s) and situation being acted out.

MODE	DESCRIPTION	USES
	<p>that position.</p> <p>Particularly effective in training and practicing communication skills.</p> <p>Role play should always be followed with opportunity for self-assessment and feedback.</p>	<ul style="list-style-type: none"> • A means to assess decision making in a specific role. • Opportunities for the individual to develop solutions to unpredictable situations and conditions.
Seminar	<p>A group (training audience), usually guided by an instructor, seeks solutions to problems.</p> <p>A seminar can be effectively combined with a practical exercise or series of practical exercises to achieve the training objectives.</p>	<p>The seminar mode is primarily used by a group working on advanced studies or a research project to:</p> <ul style="list-style-type: none"> • Provide general guidance to the group. • Provide information on techniques and approaches being explored. • Develop imaginative solutions to problems under study.
Trainee Panel	<p>Training audience participates as members of a panel. The panel discusses material directly related to the training/learning objective(s).</p>	<p>Trainee panels are used to obtain:</p> <ul style="list-style-type: none"> • Full training audience participation in a discussion. • A variety of individual views, especially on material directly associated with subject matter expertise. <p>Also, see "Peer Instruction"</p>
Study Assignment	<p>Assignments are provided to the training audience that they must complete as either independent or supervised study.</p>	<p>Use of Study Assignment provides a means to:</p> <ul style="list-style-type: none"> • Capitalize on individual differences, thereby improving learning. • Provide enrichment material.

MODE	DESCRIPTION	USES
		<ul style="list-style-type: none"> • Reduce instruction/training time.
Evaluation	<p>Individuals are evaluated on the performance of the skills and action required by the training/learning objective(s).</p> <p>Performance test is on actual operations systems and equipment, to include simulators and training devices.</p> <p><u>or</u></p> <p>Performance not involving actual equipment, e.g., a paper based exercise.</p>	<p>Evaluation is used to determine if the:</p> <ul style="list-style-type: none"> • Individuals can perform the objective task(s) to the established standards. (Task Performance Evaluation (TPE)) • Training instruction imparts what it is supposed to train. (Training Evaluation)
Evaluation Review	AAR of task performance evaluation(s) with the training audience.	AAR provides timely and effective feedback which increases learning.
Tutorial	The instructor works directly with an individual. It includes adaptive instruction, stimulates active participation, and promotes effectiveness and safety.	<p>The primary uses are to:</p> <ul style="list-style-type: none"> • Instruct/train individuals in highly complex operations. • Provide individual remedial assistance. • Accelerate or reinforce learning. <p>Also, see "CBI"</p>
Group-paced Instruction	The training of individuals in a group that moves through the training event en masse (in lock-step).	Group-paced Instruction provides for easy management of the training audience.
Large Group Instruction	A means of delivering training that places much of the responsibility on the instructor or facilitator for the presentation and management control of the training event. The instructor uses various modes of training/ instruction/, e.g., discussions, practical exercises, demonstrations.	Large Group Instruction provides a means to manage the mode of training easily. The training audience is moved through the training as a group with minimal attention to individual trainee training/assistance requirements.

MODE	DESCRIPTION	USES
Small Group Instruction	<p>A means of delivering training which places the responsibility for learning on the individual through participation in small groups led by instructor/trainers who serve as role models throughout the training event. Small Group Instruction technique uses appropriate processes, training modes, and techniques tailored to small groups in order to stimulate learning. The instructor/trainer facilitates role modeling, counseling, coaching, learning, and team building in small group instruction.</p>	<p>Small Group Instruction is a technique for learning in small groups that capitalizes on training audience experiences, requires intensive interaction, and makes each individual responsible for his/her own learning. Cooperation takes precedence over competition. An instructor/trainer is required. Small Group Instruction provides:</p> <ul style="list-style-type: none"> • Individualized learning. • Team building. • Maximum exchange of ideas.
Individualized, Self-paced Instruction	<p>The individual completes lessons at his/her own pace. This instructional strategy is extremely effective when properly managed. It is the foundation for programmed learning and individual CBI.</p> <p>When used in a formal environment, it frees up instructor/trainers to provide 1:1 instruction to individuals needing assistance.</p> <p>This technique does not, however, reduce instructor requirements.</p>	<p>Individualized, Self-paced Instruction is of immense value because it is built on the following three principles:</p> <ul style="list-style-type: none"> • Information is presented in small steps. • The individual learner is given immediate feedback. • Each individual learns at his/her own pace. <p>To be most effective in a formal training program, management controls are put on the time it takes to complete the training and the number of times an individual may complete an evaluation to prove mastery of the training /learning objective.</p>
Mentoring	<p>Involves a knowledgeable individual who trains, tutors, and/or guides a subordinate or individual, e.g., a leader mentors</p>	<p>Mentoring provides direct one-on-one training and guidance to the individual.</p> <p>It also can provide direct real life, on-the-job</p>

MODE	DESCRIPTION	USES
	subordinates.	experience with the required training and guidance, e.g., an apprenticeship or on the job training program.
Peer Instruction	<p>Individuals learn from their peers in a group (staff, directorate, branch, cell, etc.) when working toward achieving common training/learning objectives.</p> <p>Individuals are trained by instructor/trainers; then the trained individuals train other individuals.</p>	<p>Peer Instruction is useful for team building if properly controlled by the staff. This technique leverages the advantages of individual training, peer pressure, and motivation to achieve a team objective.</p> <p>Peer training is most effective for training job-related individual critical tasks.</p>
Programmed Instruction	<p>Information is structured to guide the individual through the material (paper text, CBI, simulation, etc.) depending on the individual's response to questions.</p> <p>It is a form of self-paced instruction.</p> <p>Immediate feedback is provided for individual responses.</p>	<p>Programmed Instruction takes advantage of how individuals learn.</p> <p>It provides information in small bits, provides immediate feedback, and lets the individual progress at his/her own pace.</p> <p>Also, see "CBI"</p>
Workshop	<p>A meeting of elements of the training audience that come together to work on challenges/problems in small groups. Members of the workshop share a common interest and usually meet for an extended time to improve their proficiency, ability, or understanding by study, research, discussion, and securing information from specialists.</p>	<p>A workshop can be effectively combined with a practical exercise or series of practical exercises.</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Highly interactive. • Requires special facilities. • Limited in terms of size of training audience. • Time requirements may not support training objective and training schedule.

ANNEX B TO APPENDIX B TO ENCLOSURE D

MENU OF TRAINING MEDIA²

MEDIA	DESCRIPTION	USES
Audio	Recorded audio stored on various media such as audio tape, Compact Disc-Read-Only Memory (CD-ROM), or DVD.	Attributes: <ul style="list-style-type: none"> • Easy to record, store and retrieve information. • Equipment for use is compact, portable and easy to operate. • Flexible and adaptable. • Duplication is easy and economical. • Fixed rate of information flow. • Utilizes only one sense.
CD-ROM	<p>CD-ROM is a type of optical disc capable of storing large amounts of data.</p> <p>A CD-ROM player/drive is required to read the data on a CD-ROM.</p> <p>The CD-ROM has data encoded in a spiral track beginning at the center and ending at the outermost edge of the disc. The spiral track holds approximately 650 MB of data or about 5.5 billion bits.</p>	<p>CD-ROMs are particularly well-suited to information that requires large storage capacity. This includes large software applications that support color, graphics, sound, and especially video.</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Relatively inexpensive to produce. • Extremely portable. • Excellent storage and retrieval of high-quality graphics, audio, and motion video.
Training Aid	A training aid is an item to enhance training. Training	Enables trainers to conduct and sustain task-based training in lieu

² Adapted from Department of Defense Handbook Instructional Systems Development/Systems Approach to Training and Education, MIL-HDBK-1379 Series; Instructional Systems Development (ISD) and Systems Approach to Training (SAT) MIL-HDBK-29612 Series; TRADOC Regulation 350-70, Systems Approach to Training Management, Processes, and Products, 9 March 1999, Appendix H; and various other education/training methodology guides

MEDIA	DESCRIPTION	USES
	<p>aids provide a means for reducing the training development and training execution costs while improving training efficiency.</p> <p>Training aids clarify information and present it in a concise, efficient manner during training, whereas job performance aids may actually replace certain elements of training.</p>	<p>of using extensive printed material or an expensive piece of equipment.</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Often inexpensive and quick to produce. • Adaptable to virtually all training audiences. • Stimulate learning and gaining task proficiency. • Ranges from quick reference memory aids to small scale simulations. • May increase task performance and proficiency as on-the-job training or job aids.
<p>Videotape/film</p>	<p>Videotape/film is an audiovisual medium. The videotape/film is introduced verbally or with text. The individuals are informed as to what they are to learn from the tape/film.</p> <p>Different methods of instruction may be used to present the material, e.g., demonstrations can be used to present information.</p> <p>Film/Video images can be presented in CBI.</p>	<p>Use videotape/film to show action that is too dangerous, cannot normally be observed by the eye, or cannot be readily replicated in the training environment.</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Can appear to compress or expand time. • Can zoom in for enlarged close-ups of subject and zoom out for telephoto view. • Presentation occurs via prearranged sequence. • Low level of interactivity with training audience. <p>Specifically useful for showing:</p> <ul style="list-style-type: none"> • Actions that can not be reasonably or efficiently replicated in the training environment.

MEDIA	DESCRIPTION	USES
		<ul style="list-style-type: none"> • Things or actions that are very small or large. • Actions that occur too fast or slow. • Things that are dangerous.
Video Teleconference (VTC)	<p>VTC is an interactive transmission vehicle for training delivery. VTC supports Video Tele-training (VTT) including Desktop VTT.</p> <p>Desktop VTT is the delivery of instruction by the instructor/facilitator directly to each individual's desktop computer. VTT allows instructor/facilitator-to-individual(s) and individual-to-individual interaction via audio, video, chat mode, and file sharing.</p> <p>VTC/VTT can be problematic because of:</p> <ul style="list-style-type: none"> • Technologies involved. Everything needs to work on all ends for the training session to be successful. • Timing. Everyone needs to be present at same time. • Expense. Fairly expensive if high-quality video is required. • Instructor time. The demands on instructor time can be enormous. 	<p>Allows instructor/facilitator-to-student(s) and student-to-student interaction via audio, video, chat mode, and file sharing.</p> <p>Used to simultaneously distribute training to a number of students. Different methods and modes of instruction may be used to present the material.</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Enables increased class size and the span of coverage, including CONUS - OCONUS. • Facilitates reaching training audiences in remote locations. • Reduces travel and per diem costs. • Effective medium for critical, short-notice training. • Provides flexibility to originate training from any network link. • Supports moderate levels of interactivity. • Facilitates conducting joint, multi-service, federal, and civilian courses. • Enables interlinking with other DoD, government, and private sector training networks.
World Wide Web (WWW)	The World Wide Web is an international, virtual-network-based information	The World Wide Web provides access to an expansive universe of multimedia documents containing

MEDIA	DESCRIPTION	USES
	<p>service composed of Internet host computers that provide on-line information in a specific hypertext format.</p> <p>WWW servers provide hypertext meta-language (HTML) formatted documents using the hypertext transfer protocol (HTTP).</p> <p>Information on the WWW is accessed with a hypertext browser such as Mosaic, Viola, or Lynx.</p> <p>No hierarchy exists in the WWW, and the same information may be found by many different approaches.</p>	<p>text, graphics, sound, animation, and video.</p> <p>The WWW enables web-based training through the merger of distance or distributed learning, computer-based instruction, and internet technologies.</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Enables increased training audience size and the span of coverage, including CONUS - OCONUS. • Access to web-based resources. • Facilitates reaching training audiences in remote locations. • Reduces travel and per diem costs. • Effective medium for critical, short-notice training. • Facilitates just-in-time training strategies. • Centralized storage and maintenance. • Collaboration mechanisms. • Provides flexibility to originate training from any network link. • Facilitates conducting joint, multi-service, federal, and civilian courses. • Enables interlinking with other DoD, government, and private sector training networks.

ENCLOSURE E

PHASE III (EXECUTION)

1. Introduction. Within the JTS, joint training events are conducted in Phase III (Execution) to achieve the requirements-based combatant command, CSA, or supporting unit annual training objectives derived in Phase II (Plans). Upon completion of each training event during Phase III, observations are analyzed and evaluated to determine if event training objectives were met and how they apply to overall combatant command, CSA or supporting unit training objectives. Issues, lessons learned, and observations are also identified during each training event. The products of Phase III are used in Phase IV (Assessment) to determine whether a combatant command is trained to perform the required mission capabilities, defined by JMETs, to standard. This assessment is then used to plan for the next training cycle, to support joint readiness reporting, to identify procedural practical solutions, and to support issue identification and resolution. The building block approach to prepare for joint training events by Service components, CSAs, and other supporting organizations supports evaluation and assessment at each successive level so that subordinate commanders can evaluate their preparedness for joint training events and combatant commander missions.

2. Purpose. This enclosure describes the methodology for designing, planning, preparing, executing, analyzing, evaluating, and reporting training events. Academic and/or exercise methods are used to support each training event. Although the methods appropriate for each training objective should be identified in Phase II (Plans), the matching of specific methods, modes, and media normally is not complete until the execution phase. Real-world conditions, among other factors, may require modification of the content and scope of each scheduled event to maximize the training value.

3. Phase III Inputs, Processes, and Outputs. The specific inputs, processes, and outputs associated with Phase III (Execution) are depicted in Figure E-1. The discrete events are orchestrated using the JTP. Pertinent lessons learned are used to identify areas for additional emphasis or revision following publication of the JTP. The processes, whether academic or exercise, support the training requirements and provide the following output: TPOs, TFOs, TPEs, ETAs, and DOTMLPF issues which reflect successes or opportunities for training improvement.

4. Academic Instruction. Academic instruction is conducted either as stand-alone events or as a precursor, often in a building block approach, for a larger event such as an exercise. This method should be selected if the desired outcome is one of the following: moving from a current level of knowledge

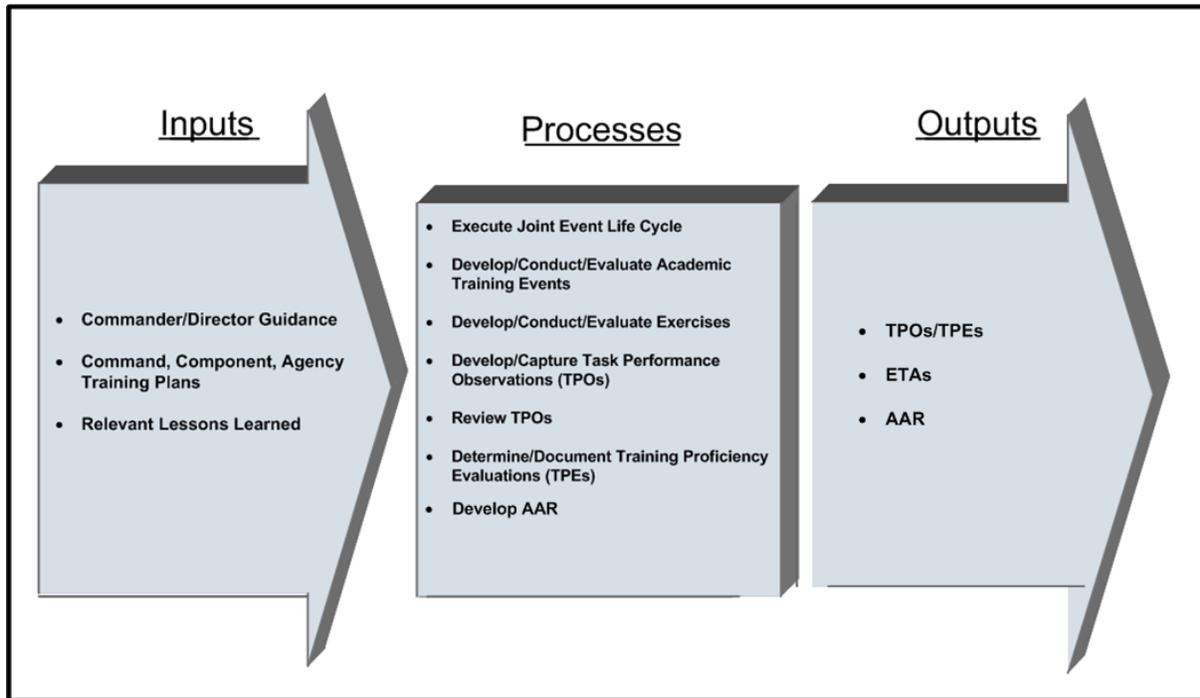


Figure E-1. Phase III, Execution: Inputs, Processes, and Outputs

to a higher level; filling gaps in knowledge from a previous knowledge level; or achieving the ability to apply the knowledge. The latter is normally the desired outcome when academic instruction is conducted prior to, but in conjunction with, a joint exercise. Although less rigorous than an exercise, academic instruction must be designed, planned, prepared, conducted, evaluated, and reported the same as an exercise to achieve optimum results. Academic instruction may also be supplemented with distributed online training using the JKO portal to support both the general and specific functional areas of instruction. An LMS can be used to track the progress of individuals to prepare them for formal academics.

a. Planning. Prior to the academic event, the targeted training audience (TA) and the TOs should be refined and updated based on TPAs and any JTP changes in JTIMS. The Chairman's training guidance and HITIs, the commander/director joint training guidance, lessons learned and other sources will be incorporated where possible. Appropriate modes and media supporting the academic method should also be selected. Options include the following: formal instruction identified in the joint courseware database; deployable instruction; or internal instruction using materials developed internally or externally. Considerations for mode and media selection are described below:

(1) Mode. The nature of the TA plays a pivotal role in determining the best mode of academic event to meet the desired outcome. TAs can be classified based on the level of the staff concerned (combatant command staff, JTF, or component). Within each level there are also internal staff TA levels:

commander and principal staff; augmentees; liaison officers; and boards, bureaus, centers, cells, and working groups. Each level has disparate experiences, functions, and perspectives as well as differing availability for instruction and/or training. Based on the audience, the selection may either be programmed text, platform instruction, facilitated instruction, staff practical exercise, an academic workshop, or distributed learning. (See Annex A, Appendix B to Enclosure D for further detail).

(2) Media. Availability of resources is a determining factor in media selection. The primary consideration is whether the command has the expertise, tools, or time internally to prepare for the academic event, or if the command has an opportunity to procure resources from another command or academic institution (e.g., JFSC). (See Annex B, Appendix B to Enclosure D for further detail).

b. Preparation

(1) Developing an academic event may be as simple as updating “off-the-shelf” lesson plans or as complex as preparing instructional materials from scratch. There are three critical factors that should be addressed before developing a lesson plan or curriculum:

(a) Lesson objectives (what the individuals should learn).

(b) Tasks (what the individuals have to do to learn this).

(c) Baseline (what the individuals need to know before they can learn the objective).

(2) Determining these factors in advance will increase the likelihood of developing successful lesson plans. Once a lesson plan and instructional materials are prepared, instructors, facilitators, observers, and evaluators should be identified and trained, and rehearsals conducted. The commander, or designated training manager, should be briefed on the instructional approach, TPO-supported collection management plan, the AAR, if appropriate, and how the TPOs will be translated into TPEs.

c. Execution. Academic events are developed to satisfy specific lesson objectives. Each event must provide:

(1) The means (methods, modes, and media) for the TA to reach the desired end state of required knowledge (baseline).

(2) The ability to measure whether the TA achieved the learning outcome (tasks). For example, can the audience perform to the level described in the training objective? Measurements are made through a well-defined TPO-

supported collection management plan. TPOs are based on (in order of objective merit): actual demonstrations, written and/or oral tests, practical exercises, briefings, or audience participation. The AAR, as part of the event, provides the commander direct feedback and allows the TA, through facilitated discussion, to examine actions and results. Deficiencies should be corrected on the spot, when possible, to save the command from conducting remedial action in the next training cycle.

d. Evaluation

(1) The AAR provides a “first look” on whether the TAs achieved the training objectives. Following execution, command trainers collect the TPOs for each training objective in JTIMS, conduct analysis, and make a formal recommendation (TPE) on whether the TA achieved the training objective. Figure E-2 demonstrates how TPOs are translated into TPEs. Recommended TPEs are presented to the Training Audience Leader (TAL) for approval. A TAL is typically 0-6 level, e.g, Division Chief, and is the primary trainer for a TA. The TAL assesses the TA’s training, takes action to correct deficiencies, reviews and approves TOs, and provides TO input to exercise development. Ideally, a TAL is also the primary POC for his organizations JMETS and supporting tasks to the JMETL, ensuring synchronization among JMET standards, TOs, and readiness assessments.

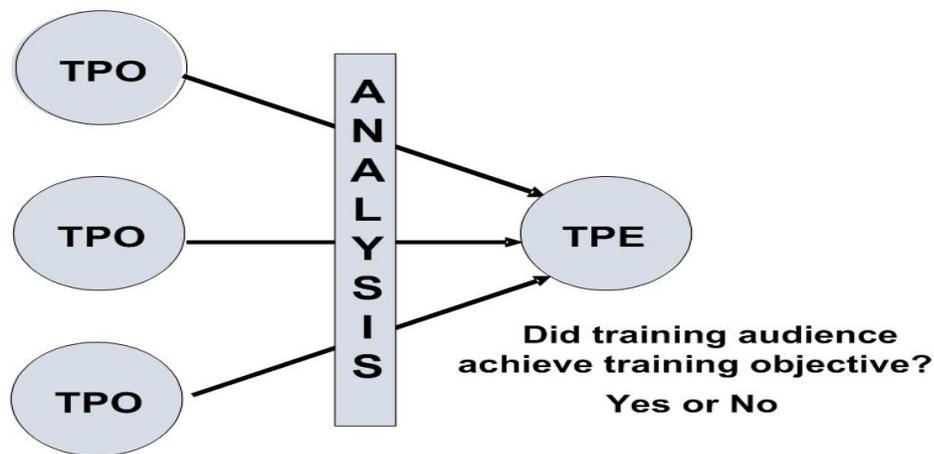


Figure E-2. Evaluation by Event

(2) Additionally, event observers can generate ETAs. Figure E-3 depicts how the TPEs can be used to create ETAs. The ETA is a bridge between task TPEs, which are based on a specific training audience's TOs, and the overall monthly TPAs. This allows the command the ability to show whether the organization performed the MET during the exercise to the standards established in DRRS/JTIMS.

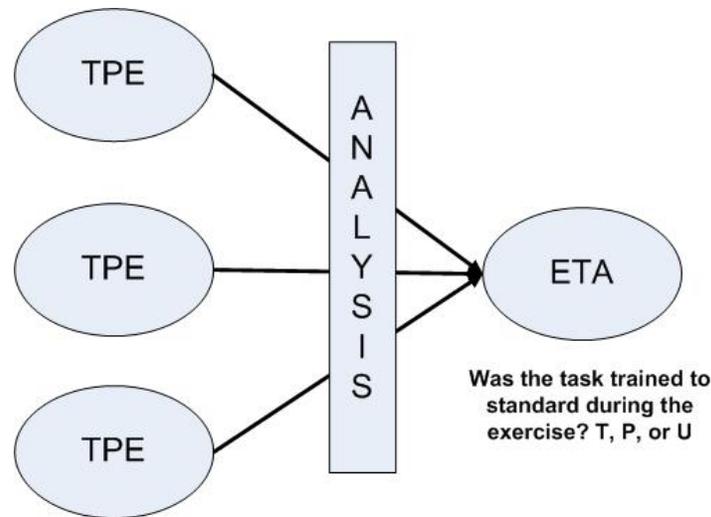


Figure E-3. Evaluation by Task

(3) During evaluation, observations not related specifically to TOs are also captured in JTIMS in the form of TFOs. They are incorporated into the event AAR and command generated reports as required.

e. Lessons-Learned, Case-Based Facilitated Instruction for JTF Commanders and Staff. An effective method for teaching new lessons from past experiences and events is the case-based method for teaching. Case-based teaching emphasizes critical analysis of “real-world” settings and situations and helps senior officers draw on their knowledge base and evaluate doctrine, tactics, techniques, and procedures applicable to future scenarios. Case-based teaching uses a descriptive document (the case), usually presented in narrative form, that is based on either a real-world or training event. The case attempts to convey a balanced multi-dimensional representation of the context, participants, and reality of the situation. Cases are created explicitly for discussion and should include sufficient detail and information to elicit active analysis and interpretation. In joint warfare training and education, the emphasis on reality-based cases is important because it enables officers to explore, analyze, and examine representations of actual events. Cases are historically accurate descriptions of operations (or exercises). The Joint Lessons Learned Program (JLLP) database, resident in JLLIS, is an excellent source for case development. While the name of units and individuals should be protected, the articulation of events should be historically accurate. Use of the case-based method requires a case study approach in a seminar environment. Learning through the case-based method requires active involvement from the participants. Students will quickly achieve the learning objectives through rigorous analysis and internalize those objectives more effectively by discovering the answer themselves.

5. Joint Exercises and Other Training Events

a. Joint exercises are characteristically resource-intensive (time, personnel, and equipment), requiring extensive coordination and preparation (see Enclosure I, “Joint Exercise Guidance,” and Enclosure L, “Significant Military Exercises Reporting,” for an overview on funding, reporting, political constraints, and resource allocation). However, exercises provide a valuable venue for collective training.

b. Significant military exercises (Enclosure L) are a special category that requires submission of a SMEB to the Chairman for SecDef coordination and approval. The specific format for the SMEB report is in Enclosure L, and is developed and processed in JTIMS. JTIMS automates the SMEB submission and coordination process (Figure E-4):

The screenshot shows the 'SMEB Status' page in the JTIMS system. At the top, there is a navigation bar with 'UNCLASSIFIED' and links for 'Contact JTIMS Support', 'Information Center', and 'Logout'. Below this is a search bar and a navigation menu with options like 'Home', 'JTP', 'Events', 'Execution', 'Assessment', and 'Reports'. The main content area displays a table of exercise events with columns for Class, Event Name, Command, Employment Dates (Start/End), CCD, Initial Coord, Mid-term Coord, Final Coord, Approved status, and Action links.

Class	Event Name	Command	Employment Dates		CCD	Initial Coord	Mid-term Coord	Final Coord	Approved	Action	
			Class	Start							End
(U)	FLEXIBLE RESPONSE 10	USEUCOM	(U)	01-Nov-2009	16-Nov-2009	01-Aug-2009	Complete: 01-Nov-2008	Complete: 01-Feb-2009	Complete: 01-May-2009	Coordination Complete: 15-Jun-2009	EXSUM SMEB Summary S W's Event Details
(U)	COBRA GOLD 10	USPACOM	(U)	09-Dec-2009	19-Dec-2009	09-Sep-2009	Complete: 09-Dec-2008	Complete: 09-Mar-2009	Overdue: 09-Jun-2009	Final In Review: DD-Mon-Year	EXSUM SMEB Summary S W's Event Details
(U)	ABLE ASSIST 10	USPACOM	(U)	15-Jul-2010	19-Jul-2010	09-Apr-2010	Complete: 09-Jul-2009	Due: 09-Oct-2009	Scheduled: 09-Jan-2010	Mid In Review: DD-Mon-Year	EXSUM SMEB Summary S W's Event Details
(U)	LOYAL STAR 10	USCENTCOM	(U)	15-Dec-2010	19-Dec-2010	09-Sep-2010	Scheduled: 09-Dec-2009	Scheduled: 09-Mar-2010	Scheduled: 09-Jun-2010		

Figure E-4. SMEB Status

Once the SMEB has been fully coordinated and approved at the national level, it is the authorization document for combatant commanders to commit designated component forces to participate in the exercise.

6. Joint Event Life Cycle (JELC). Exercises and other joint training events are designed, planned, prepared, executed, and evaluated using the JELC. The JELC is a flexible sequential set of processes that can be modified to apply to various levels of joint event intensity. Although, nominally, a 12-18 month undertaking for major collective exercises, the JELC can be utilized for any training event and the planning time needed to accomplish the JELC is directly related to the scale and complexity of the training event itself. The JELC is

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used to plan and implement events during Phase III (Execution) of the JTS and is sometimes defined as a “cycle within a cycle.” The JELC (Figure E-5) consists of five stages: design; planning; preparation; execution; and evaluation, analysis, and reporting. A series of event-planning conferences or collaborative sessions provide discrete breakpoints between each stage of large scale events, while for smaller scale events such as joint staff board/center/cell training events, the JELC stages could be performed in a matter of a few days versus

JOINT EVENT LIFE CYCLE

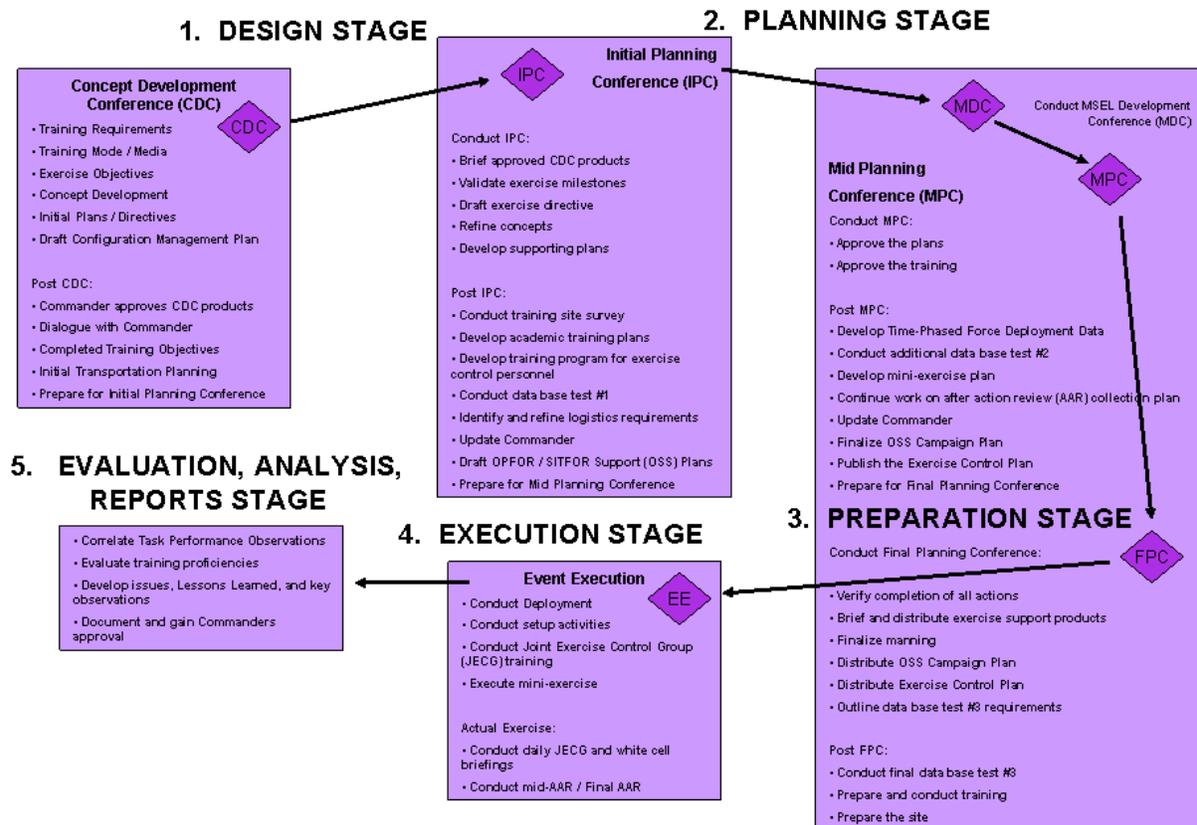


Figure E-5. Joint-Event Life Cycle

months for larger scale collective training events. A nominal list of JELC milestones is at Appendix A, “Joint Event Planning Milestones.” In practice, the JELC “flows” as a nearly continuous process from one stage to the next, and the boundaries and timing between stages become nearly indistinguishable. Each stage of the JELC for major exercises is defined by a series of planning conferences designed to provide ongoing guidance, monitor progress, identify challenges, establish taskings, and provide a breakpoint between each stage. The JELC is intended to guide and assist event planners in a methodical process that ensures that specific joint training and event milestones are captured prior to event execution. The individual JELC stages are briefly described in the following paragraphs and reflect the methodology

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used to conduct an exercise supported by a computer simulation. The JELC, however, provides sufficient flexibility for exercise and event planners from supported and supporting commands, CSAs, and other joint organizations to modify the process as needed to meet organization-specific joint training requirements. The appropriate level of SME support throughout the first four phases of the JELC (design, planning, preparation, and execution) is crucial to providing expertise and current AOR real-world expertise. Given the complexity of the JELC, the JTIMS provides assistance in JELC management, to include individual augmentation/SME and unit requests, and the JTIMS execution phase includes many of these activities, to include the Master Scenario Event List (MSEL) and observation collection tool automation. A detailed description of the JELC is found in reference e.

7. Master Scenario Event List. A MSEL is a collection of pre-scripted events intended to guide an exercise toward specific outcomes. Exercise planners are encouraged to leverage the JTIMS Joint Master Scenario Event List (JMSEL) tool, an automated capability specifically designed to assist in MSEL management. The JMSEL module facilitates the work of exercise planners, MSEL managers, and inject scriptors, and supports execution of exercises with simple, easy to use functions. Although activities are compartmentalized for the purposes of this discussion, most activities span all facets of the planning stage. Key objectives of the planning stage are an exercise directive and supporting plans, identification of logistic requirements (participant, support organizations, control), participant as well as control group academic and training requirements, continued scenario development, front-end analysis of MSEL events and training objectives, and initial development of the collection management plan are conducted. (Note: The legacy stand-alone JMSEL tool is being phased out as the JTIMS JMSEL tool becomes fully functional).

8. Summary. Discrete events identified in the JTP are conducted in the JTS execution phase. Execution of academic and exercise events provides the opportunity to train and verify the training audiences are trained to the proficiency levels identified in Phase II (Plans). Execution of a training event follows the same methodology that supports the JTS. The products from all events are aggregated to support assessment in Phase IV (Assessment).

APPENDIX A TO ENCLOSURE E

JOINT EVENT PLANNING MILESTONES

This matrix (Table E-1) represents major events, milestones, products, and services associated with joint event support. The OPR is listed to the right of the task or event. Reference h describes in detail the current procedures associated with force movement planning and execution. The sequence should be used as a guide and is tailored to meet the specific needs of the combatant command OSE or the OCE. The OSE is the command that sponsors, schedules, and provides validated funding for the joint training event. The OCE is the organization responsible for developing, managing, and executing a training event (this may be a Service component). Some variations may exist in terminology and execution among the combatant commands and the OSE and OCE may or may not be the same organization.

Days Before	Event	OPR
E-270-220	INITIAL PLANNING <ul style="list-style-type: none"> • Conduct Concept Development Conference • Review lessons learned • Develop concept and objectives • Develop force list • Review JMETLs • Provide inputs to sponsoring combatant commander on concepts, objectives, JMETLs, and forces • Initiate TPFDD • Develop exercise budget and update cost information in JTIMS 	OSE/OCE All OSE/OCE OSE/OCE All Supporting combatant commander OSE OSE
T-220	EXERCISE DEVELOPMENT <ul style="list-style-type: none"> • Conduct Initial Planning Conference (IPC) • Establish Newsgroup/exercise website • Determine JOPES training requirements • Establish GCCS training requirements 	OCE OCE All OSE

³ E-Day is the day the exercise starts, also known as STARTEX. T-Day is the first day of the month in which deployment or redeployment starts.

Days Before	Event	OPR
	<ul style="list-style-type: none"> Finalize concept and objectives Enter Sponsoring Combatant Command requirements into Exercise TPFDD Network Exercise TPFDD Update exercise cost information in JTIMS 	OSE/OCE OSE OSE OSE
E-180	<ul style="list-style-type: none"> Source force requirements in TPFDD file Initial transportation feasibility and cost estimates Initial unit equipment lists for sealift Publish C-Day/L-Hour for exercise 	Supporting command USTRANSCOM Supporting command OSE/OCE
T-150-120	<ul style="list-style-type: none"> Conduct Mid Planning Conference TPFDD adjustments to match budget, forces, and transportation availability Identify potential commercial airlift requirements Transportation mission support force requirements entered into TPFDD Build redeployment TPFDD 	OCE All OSE USTRANSCOM OSE
T-130	<ul style="list-style-type: none"> Final unit equipment lists to Surface Deployment and Distribution Command 	OSE
E-100-90	<ul style="list-style-type: none"> Complete redeployment TPFDD Ensure deployment and redeployment TPFDD files are free of fatal errors 	OSE OSE
T-85	<ul style="list-style-type: none"> Conduct Final Planning Conference 	OCE
T-50 – T-31	<ul style="list-style-type: none"> Provide aircraft load plans to AMC cargo. Begin initial airlift planning. 	Units shipping cargo
NLT ALD-21 (Available to Load Date)	<ul style="list-style-type: none"> Supported command validates TPFDD common-user airlift and sealift requirements to USTRANSCOM 	OSE
ALD-21 to ALD-14	<ul style="list-style-type: none"> Refine and source transportation mission support requirements 	USTRANSCOM
ALD-14 to ALD-7	<ul style="list-style-type: none"> TRANSPORTATION SCHEDULING. Sealift and airlift schedules entered into JOPEs 	USTRANSCOM
E-00	<ul style="list-style-type: none"> Exercise starts with deployment of first ship or plane load 	USTRANSCOM

Table E-1. Major Events, Milestones, Products, and Services

ENCLOSURE F

PHASE IV (ASSESSMENT)

1. Introduction

a. This enclosure describes how training evaluations from multiple joint training events are converted into an assessment of readiness and mission essential task proficiency. This training performance assessment completed monthly in JTIMS in the form of TPAs and MTAs will be published and visible in DRRS, supporting the organization's overall joint readiness assessment.

b. A training assessment is the analytical process used by commanders to determine an organization's proficiency to accomplish the capability requirements defined in JMETs. The assessment phase of the JTS provides commanders and staffs, at each level of command, valuable information about mission capability gained from the first three phases of the JTS (see Figure F-1). The goal of the assessment phase is to determine if the organization is trained, partially trained, or untrained. It enables the combatant commander to assess the effectiveness of the training program in improving the joint readiness of his staff and subordinate and supporting organizations. It provides the commander a clear structure to identify his staff's strengths and weaknesses, review issues and lessons learned and refine his future joint training program, provide guidance, mitigate risks, reprioritize resources, and serve as an advocate for the HQs and subordinate and supporting organizations. Likewise, Service component commanders, CSA directors, and other supporting organization leaders assess the ability of their organization's training programs to prepare their organizations to perform their assigned missions. The assessment phase of the JTS describes how the collective training results are:

- (1) Translated into future training requirements for subsequent training cycles.
- (2) Developed into lessons learned.
- (3) Used to identify and resolve issues.
- (4) Made available to other users of training information.

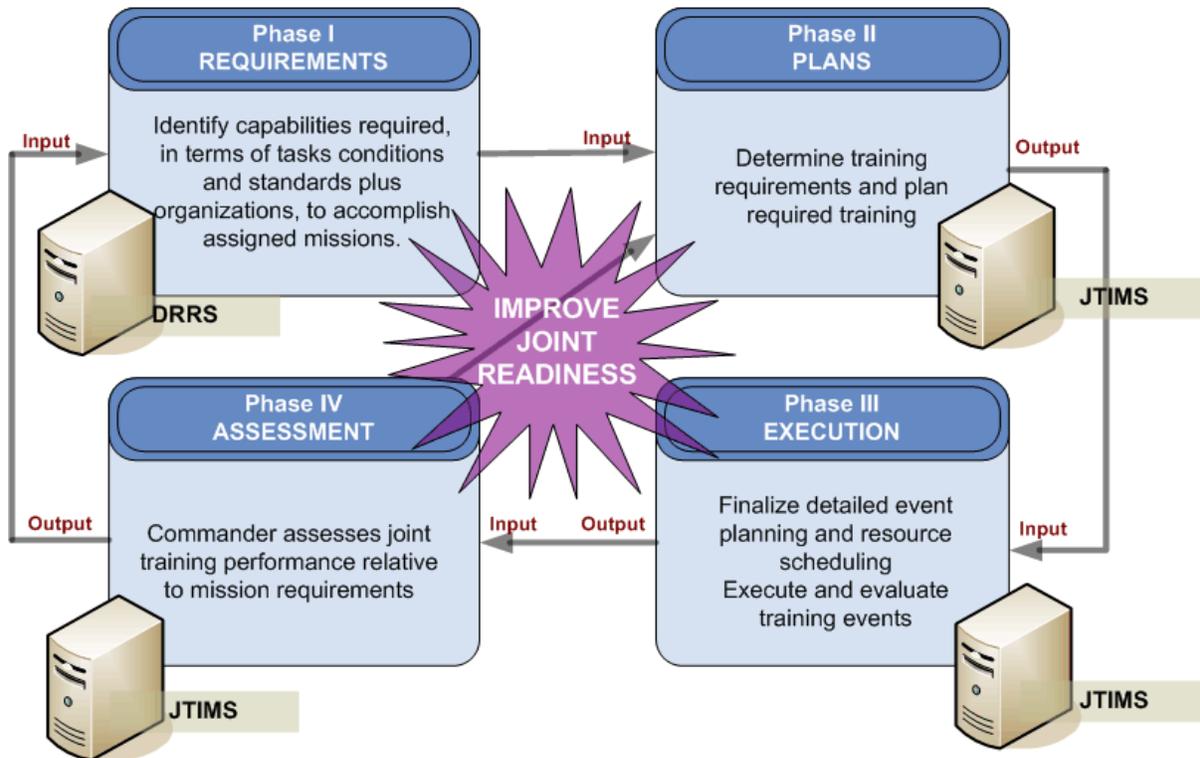


Figure F-1. The Joint Training System Process

2. Purpose. This enclosure describes the methodology for conducting the assessment, documenting the results, and distributing those results internally and externally for action. The methodology is dependent upon three key factors: clear commander's guidance on how to assess the training (the assessment plan), well-documented output from the execution phase, (i.e., lessons learned, issues, TPOs, and/or TPEs/ETAs), and disciplined support across directorates of the assessment.

3. Evaluation vs. Assessment. Before discussing the assessment process, leaders must understand the important difference between an evaluation and an assessment. *During the execution phase*, the commander/director evaluates a specific training audience's performance in relation to a specific task, under specified training conditions, and a designated level of performance during a particular event. *During the assessment phase*, the commander/director assesses the command/agency's ability to accomplish its J/AMETL and perform its missions based on the totality of numerous TPEs, informal results, actual operations, assessment of J/AMET standards, and any other pertinent feedback available. An evaluation is a "snapshot" of an organization's actual performance. An assessment applies the commander's judgment to those collective "snapshot" data points to determine the organization's capability to perform in the future. Evaluation looks backward at a specific event, while assessment looks forward to readiness.

4. Phase IV Inputs, Processes, and Outputs. The specific inputs, processes, and outputs associated with Phase IV (Assessments) are depicted in Figure F-2. Although the input and types of output are consistent from command to command, process methodologies will vary because of unique command assessment plans. There are four types of inputs: the current JTP, data gathered during Phase III (Execution), relevant joint lessons learned, and actual operations that may be applicable to the assessment process. The processes' outputs support the organization's overall monthly readiness assessment in DRRS and initial development of the commander's training guidance for the next cycle: the development of TPAs and MTAs; refinement of issues; documentation of lessons learned; and nominations for CJCS HITIs.

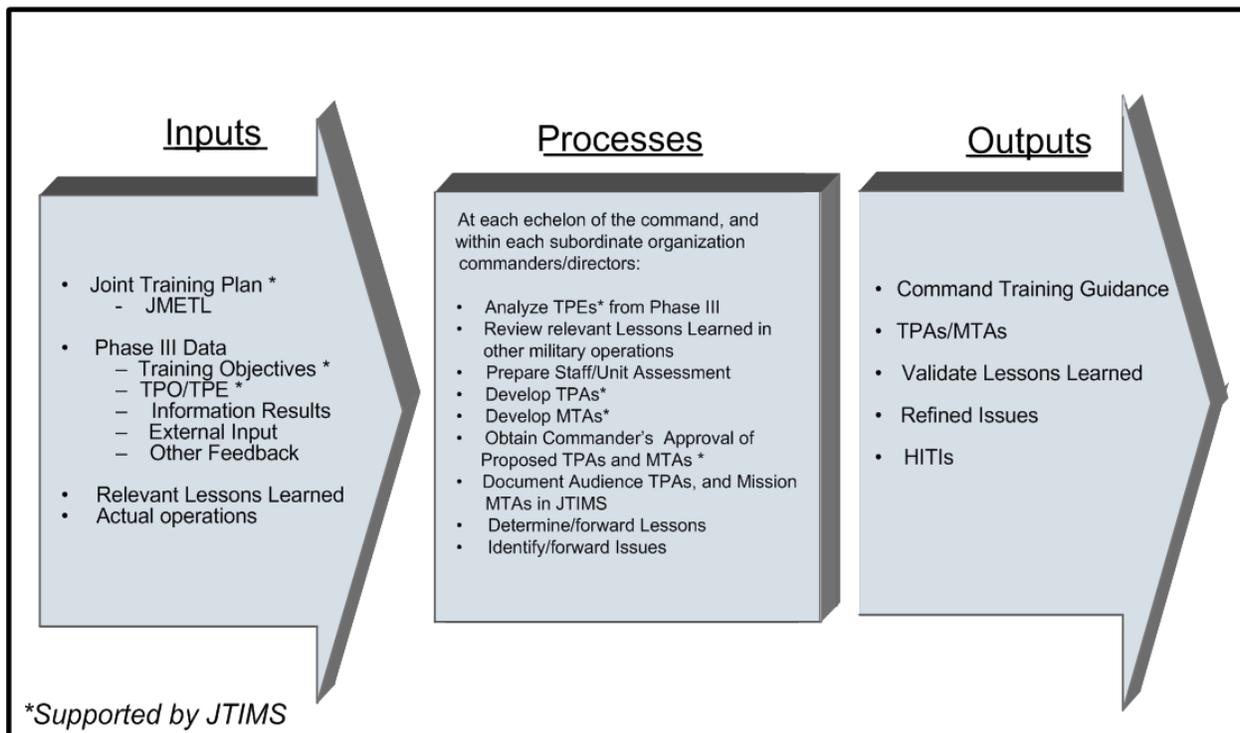


Figure F-2. Phase IV, Assessment: Inputs, Processes, and Outputs

5. Assessment Process. The flowchart for assessment (Figure F-3) depicts the process steps necessary to derive the outputs mentioned above. The J/AMETL, joint training objectives, TPOs, and TPEs, contained in JTIMS, are the primary data points for assessment in Phase IV (Assessment). Assessment should focus on the uniqueness of each mission and the respective training evaluations for developing an overall MTA, based on J/AMET TPAs.

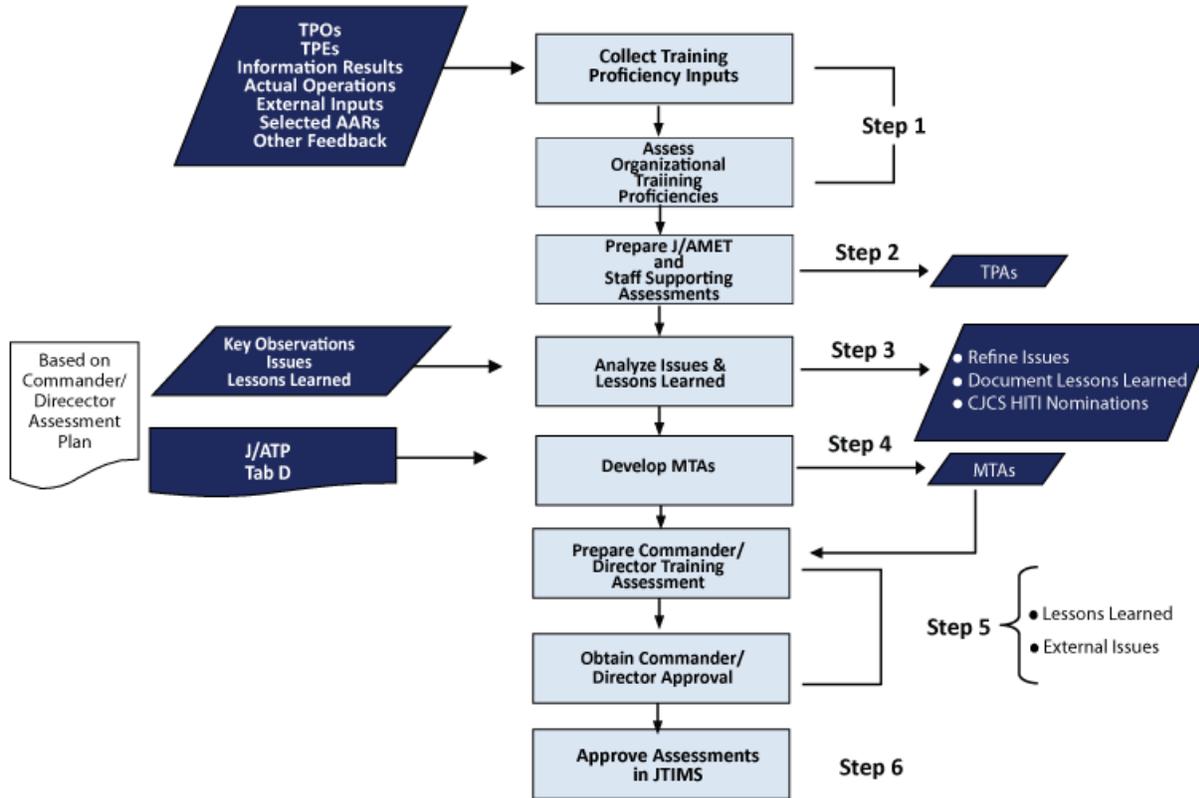


Figure F-3. Assessment Flowchart

a. Step 1: Review Training Proficiency Inputs. The first step is to review training proficiency data in the form of TPEs in JTIMS collected from within the command for the purpose of the assessment (Figure F-4). Most of the data, in the form of TPOs or TPEs, should be collected by the functional leader, trainer, or other observer in JTIMS, for each training audience. Assess the training

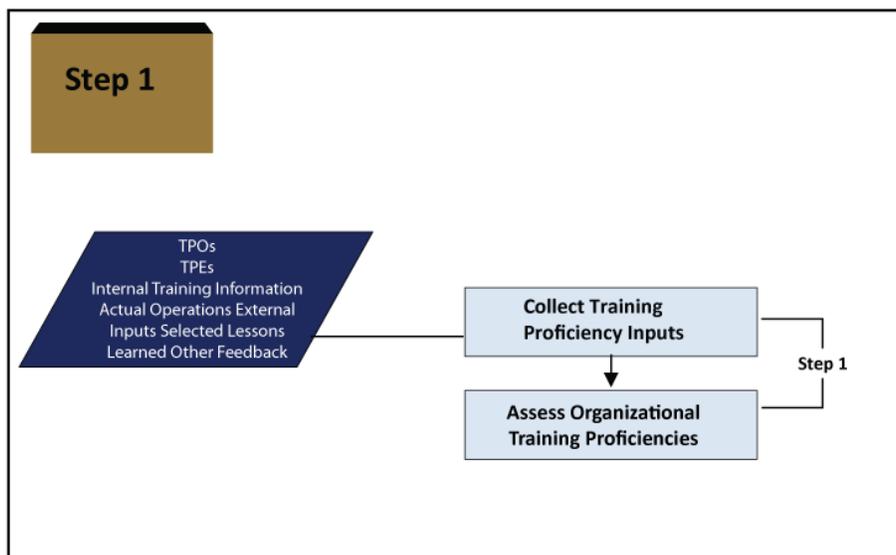


Figure F-4. Step 1 – Review Training Proficiency Inputs

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audience's ability to meet JMET and supporting task standards to determine if the training audience is trained, partially trained, or untrained in meeting specific standards. This applies objective input to the TPA and directly relates to the JMET and staff tasks. For example, the J-2 functional leader or trainer reviews all the TPOs and/or TPEs relevant to J-2 training objectives (TPEs are based primarily on TPOs collected in training events in Phase III (Execution)). Other sources include AARs from actual operations, informal results from other internal training, selected joint lessons learned, assessment of J/AMETs and associated staff task standards in DRRS, and feedback from external sources such as the operations or training results derived by other organizations.

b. Step 2: Develop TPAs. The second step in this process is depicted in Figure F-5. Conduct a training audience assessment and then associate the results to the J/AMETs and associated staff tasks, subordinate tasks, or command linked tasks TPAs.

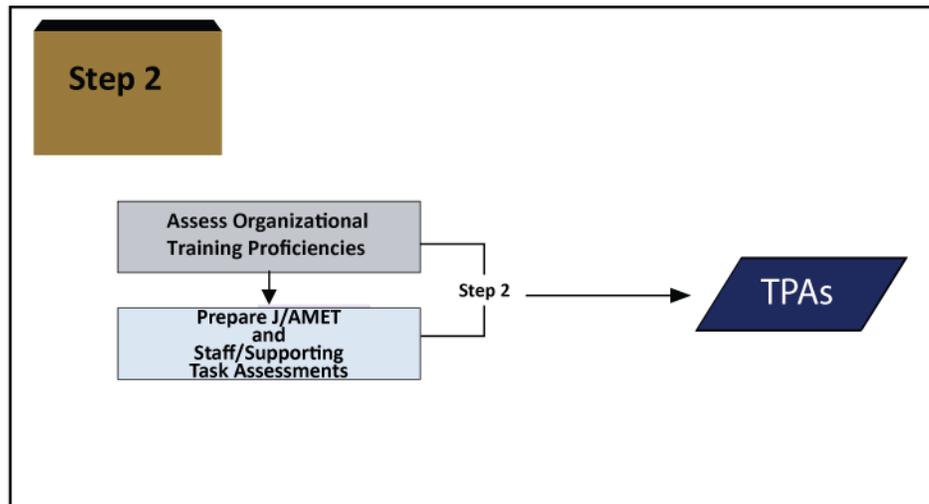


Figure F-5. Step 2 – Develop TPAs

(1) The commander/director, or, as designated, staff directorate leads within each organization responsible for performing a mission J/AMET, or associated staff tasks, subordinate tasks, or command linked tasks, makes an assessment in JTIMS of whether the organization can perform the J/AMET or associated staff tasks, subordinate tasks or command linked tasks. Commanders/directors/designated representatives use the following ratings:

(a) T - Trained. The organization is trained and has demonstrated proficiency in accomplishing the task under the specified conditions to JMET and staff, subordinate, and command linked task standards.

(b) P - Needs Practice. The organization needs to practice the task. Performance has demonstrated that the organization does not achieve the standard without some difficulty or has failed to perform some task steps to

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standard or has failed to execute the task under conditions specified, or has not tried to execute the task during the pertinent reporting period.

(c) U – Untrained. The organization cannot demonstrate the ability to achieve the task to JMET and staff, subordinate, or command linked task conditions and standards.

(2) The following inputs support each decision: All TPEs for each training audience joint training objective associated with the J/AMET or associated staff tasks, subordinate tasks, or command-linked tasks, external feedback, actual operations, and/or informal inputs, measured against the J/AMET standard in DRRS. Figure F-6 depicts the TPA by J/AMET for the organization. Information in the current JTP, along with the inputs from Phase III (Execution), is used to make these assessments. Training audience TPEs were collected in Step 1 and categorized by joint training objective. Supporting training objectives are linked to a specific J/AMET or associated staff tasks, subordinate tasks or command linked tasks and associated standards.

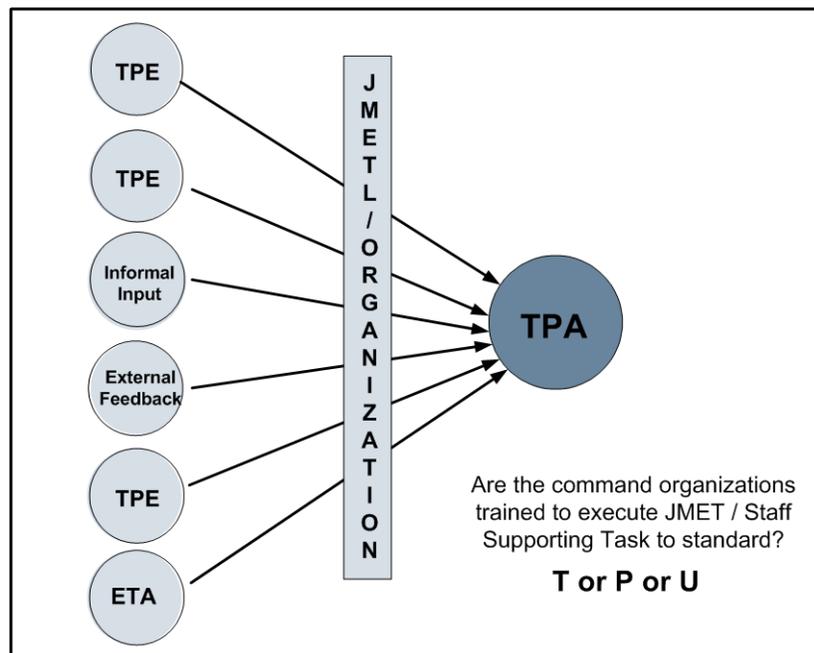


Figure F-6. Organizational TPA Development

c. Step 3: Analyze Observation, Issues and Lessons Learned.

Observations, potential issues, and lessons learned were developed during Phase III (Execution) and reporting stage of each training event. During Phase IV (Assessment), the key observations, issues, and lessons learned are collected and reviewed (Figure F-7). Observations are further analyzed to determine validity as either an issue or lesson learned; how each command/agency handles them varies widely. Generally, issues are refined and categorized as either internal or external to the command. Internal issues are assigned a

SME/OPR for issue resolution. Once assigned and resolved, issues are documented as a lesson learned. External issues are documented to identify deficiencies, possible causes, and impact on command readiness. Lessons learned are maintained in the command joint lessons learned program database maintained in the JLLIS or other database(s) as required for reference. The JLLIS enables commands to selectively share lessons learned data across the joint community. To better support information sharing, the lesson learned should be fully documented, to include the associated task, conditions, and standards in order to assist others in determining applicability to their particular operational situation. Finally, nominations for, or deletions from, the CJCS HITI list are selected for consideration. In JTIMS, both ETAs and TPAs include the option to nominate a new HITI for consideration in the development of the annual CJTG.

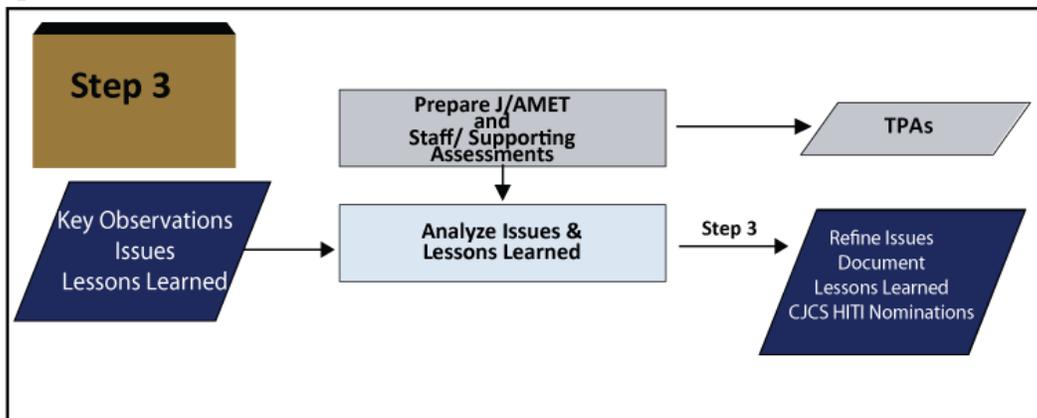


Figure F-7. Step 3 - Analyze Observations, Issues, and Lessons Learned

d. Step 4: Develop Mission Training Assessments (MTAs). Based on the command's JMET assessments, and MTAs of subordinate and supporting organizations, the commander's training representative/OPR, prepares the staff recommendation on the commander's MTAs in performing its missions (Figure F-8). MTAs are developed in terms of a demonstrated ability of the HQs

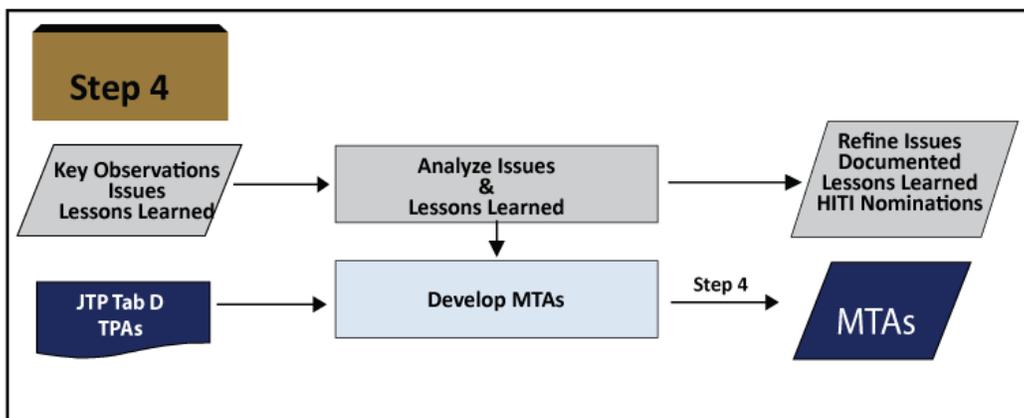


Figure F-8. Step 4 - Develop MTAs

and assigned forces to perform the tasks comprising a mission under the conditions and standards associated with the commander's concept of operations. JTP Tabs B/C/D displayed from JTIMS outline which J/AMETs support each mission, as identified in JTIMS and DRRS. The following inputs support each decision: TPAs for all J/AMETs and associated staff tasks, subordinate, and command linked tasks supporting the mission, relevant lessons learned, and issues that have an impact on the mission and a standard for measurement. Commander/director's assessment plan should provide guidance on measurement standards, priorities, and key considerations in making MTAs (Figure F-9). Once the assessments are complete for each J/AMET and associated staff supporting task, subordinate unit tasks, and command linked tasks in JTIMS, the commander/director assesses the collective TPAs for the J/AMETs linked to a specific mission, and assigns an overall MTA of command proficiency for each mission being assessed. This monthly assessment is entered into JTIMS. Once these assessments are entered into the working matrix and approved in Step 5, they become the inputs to Tab D for JTP development in the next cycle and are dynamically pushed to DRRS.

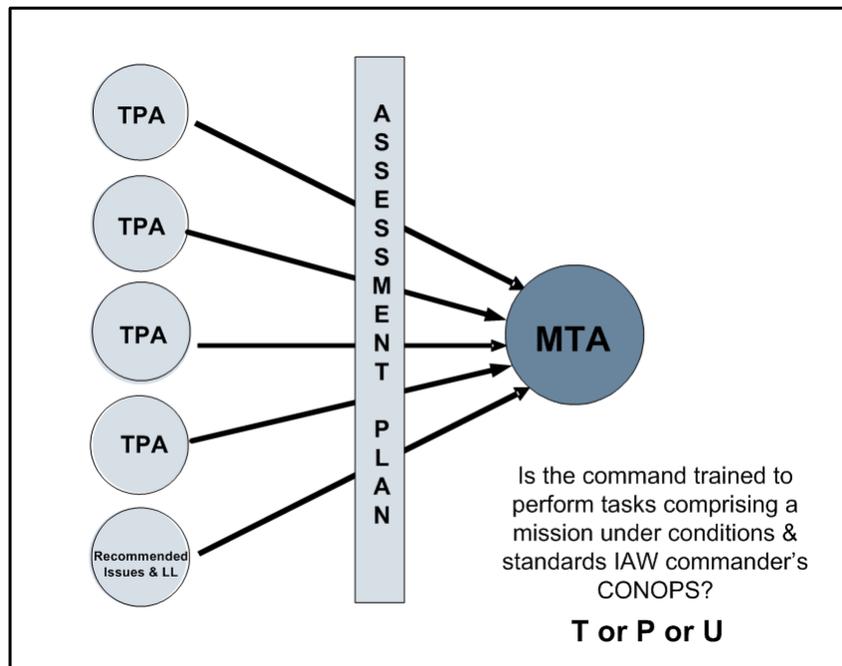


Figure F-9. MTA Development

e. Steps 5 and 6: Prepare Commander's/Director's Training Assessment and Review for Approval and Publishing. Once all the assessments have been completed, the staff prepares a recommendation for the commander/director that includes the proposed TPAs and MTAs with supporting documentation, refined issues, documented lessons learned, CJCS HITI nominations, and possible inputs for the commander/director training guidance for the next cycle. The commander approves or adjusts the staff recommendations and

provides more definitive guidance for the next training cycle. Commander/director decisions are then captured in JTIMS, which include the approved assessments (TPAs, MTAs), command nominations to the CJCS HITI program, lessons learned for inclusion in the JLLP and other databases as required (Note: the requirement to integrate JTIMS and JLLIS is ongoing), and issues for external action (Figure F-10). The commander/director training guidance (Tab A to the JTP) outlines the objectives and plan for training the force during the current and future training cycles. Most of the information contained in TPAs and MTAs assessed as P (partially trained) or U (untrained) can be addressed to the director or commander using a format of Issue, Effect, Fix, and Coordination to Date.

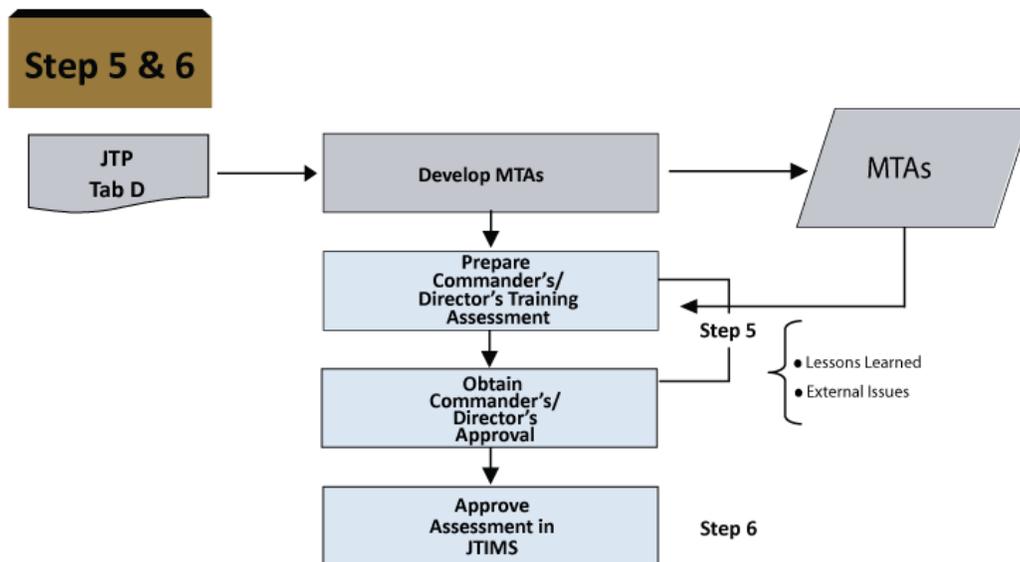


Figure F-10. Steps 5 & 6 – Prepare Commander’s Assessment

6. Products and Milestones. The JTS Assessment Phase generates internal and external outputs (see Figure F-11).

a. Internal Uses of Training Products. The training assessment products are the primary tool the commander/director uses to improve training proficiency. These products are used to make immediate changes to the current JTP or for input into future JTPs.

(1) Adjust the Current Joint Training Plan. If, during the evaluation of a joint training event, a deficiency or shortfall is deemed critical to mission accomplishment, the commander may elect to revise current training plans to correct the identified deficiency within the current training cycle. Current training plan revision might have significant short-term impacts on joint and Service training events that are already planned.

(2) Input to Future Joint Training Plans. When commanders determine that deficiencies can be corrected with the resources allocated, they direct that assessment results be included in future training. Commanders should focus their training resources and efforts on J/AMETL tasks assessed “P” (partially trained) or “U” (untrained). However, some tasks assessed as “T” (trained) may still be included as valid requirements for future JTPs because of other factors such as perishability or personnel turnover.

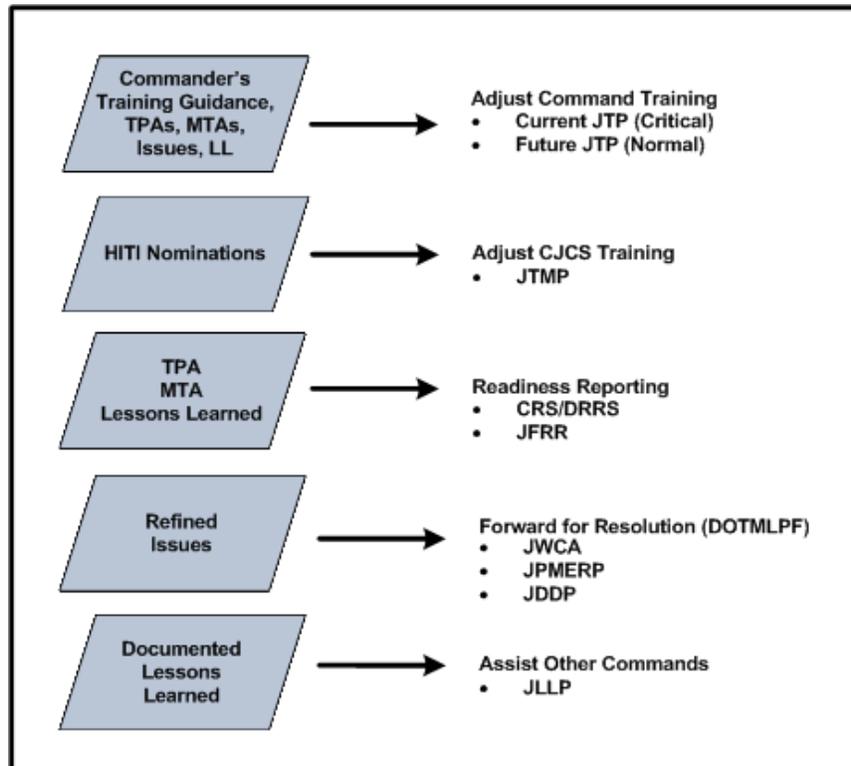


Figure F-11. Assessment Products

(3) Input to Readiness Reporting. J/AMET and associated staff tasks, subordinate tasks, or command-linked tasks TPAs are considered by task OPRs when conducting monthly readiness assessments. When approved in JTIMS, TPAs are visible in DRRS to inform overall readiness assessments.

b. External Uses of the Training Product. Joint training results are made available to other users of training products (see Table F-1). The outputs of training assessment can be integrated into many different documents and can be used for short- or long-term issue resolution, readiness reporting, or modifying training requirements. JLLIS, the JLLP shared database, enables all organizations to realize the operational benefits of lessons learned.

(1) Joint Combat Capability Assessment (JCCA). The JCCA process supports the Chairman in his execution of Title 10 responsibilities and informs other Joint Staff processes that require readiness input. The Joint Force

Process/ Product	Originated By	How Utilized	Reference
Issues	Combatant Commander	Inputs into the CJCS JFRR, and requirements development programs as well as internal combatant command and Service issue resolution programs	N/A
JCCA/JFRR	J-3	Primary CJCS assessment of joint readiness	CJCSI 3401.01
JCIDS	OSD, Joint Staff, Unified Commands, & Defense agencies	Recommendation of DOTMLPF solutions to address capability gaps	CJCSI 3170.01
JDDS	CJCS, Combatant Commanders, or Director, J7/JWFC	Develop and/or change joint doctrine	CJCSI 5120.02
PME Review Process	MECC, PME feedback	Modify PME curricula dependent upon those issues reviewed	CJCSI 1800.01
Joint Strategic Planning System	CJCS based on inputs from joint training/exercise results	CJCS reviews results for improving, revising, or deleting existing plans	CJCSI 3100.01
JLLP	CJCS J-7	Forwards and monitors issues nominated by the Joint Lessons Learned Program into an established requirements development process.	CJCSI 3150.25
HITI	CJCS, via input from combatant commands, CSAs, NGB, Joint Staff, and Service Chiefs	CJCS for inclusion in the CJTG for validation, review, and guidance on JTP development	CJCSI 3500.01
HITR	Combatant Commander	Primary Joint Force Providers (USJFCOM and USSOCOM) use combatant command HITR linked to key theater capabilities required to guide joint force training and preparations for deployment to meet combatant command mission capability requirements	CJCSI 3500.01
Joint Operational Concept Development Process	CJCS and Joint Staff	Provides guidance for joint concept development and synchronizes the efforts of the joint concept community in the DOD capabilities-based approach to transformation	JV2020 CJCSI 3010.02
JROC	Operational Concept Development	Submit a solution to an identified deficiency via a DOTMLPF Change Recommendation	CJCSI 3180.01

Table F-1. Training Products Users Matrix

Readiness Review (JFRR) is a key component of the Chairman's Readiness System (CRS). This system measures and reports on the readiness of military forces and the supporting infrastructure to meet missions and goals assigned by the Secretary of Defense. Refer to reference j for amplification of the

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directive. The CRS focuses on near-term (execution and budget year) readiness issues. If a training strength or deficiency reflects current joint readiness status, combatant commanders may include the assessment in the JFRR.

(2) Joint Capabilities Integration and Development System (JCIDS).

JCIDS implements an integrated, collaborative process to guide development of new capabilities through changes in joint DOTMLPF and policy (reference k).

(3) Joint Doctrine Development System (JDDS). This process is used to develop, assess, and revise the current joint doctrine and TTP. The JDDS is discussed in detail in reference l.

(4) Professional Military Education (PME) Review Process. Feedback on PME curricula currency, quality, and validity is available from a variety of sources. These sources include the combined actions of the individual colleges, joint education conferences, Military Education Coordination Council (MECC) meetings, and formal feedback systems used by the various PME institutions. Individual education conducted by MECC member institutions complements training, experience, and self-development to produce the most professionally competent, strategically-minded, critically-thinking individual possible. In its broadest conception, education conveys general bodies of knowledge and develops habits of mind applicable to a broad spectrum of joint endeavors.

(5) Joint Center for Operational Analysis (JCOA). The JCOA actively collects data, conducts sound analysis, and produces and delivers products compelling change recommendations to the joint community in order to improve the warfighting capabilities of the force.

(6) High Interest Training Issues. HITIs are SecDef and CJCS special-interest items developed from combatant command, CSA, Service, and Joint Staff inputs from all-source lessons learned, readiness reports, operational assessments, and those issues that have been corrected within the Joint Staff and require combatant command validation.

(a) Commanders/directors and joint training and exercise planners should consider CJCS HITIs for special emphasis in the upcoming training cycle. Moreover, each combatant command should assess the prescribed HITIs in relation to its theater conditions as a key joint training readiness indicator.

(b) CJCS HITIs, in sum, reflect areas of vital strategic importance for the employment of the Armed Forces of the United States; they do not reflect a ranking of higher or lower priorities. CJCS HITIs are updated and published annually in CJCSN 3500.01, "Chairman's Joint Training Guidance.

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(7) High Interest Training Requirements. HITRs are identified by combatant commands in JTIMS; they are prioritized and linked to key capabilities required by that combatant commander for operations in-theater. HITRs are nominated or passed to supporting joint force providers (USJFCOM, USSOCOM, and USTRANSCOM) or higher HQ to guide joint force training and preparations for joint operations to meet combatant command mission capability requirements. HITRs are prioritized by joint force providers in their JTP Tab H and assist in developing actionable training programs and guidance for their Service components.

(8) Other Agencies. The training products identified in Table F-1 should be reported to other agencies requesting status reports. Inputs may also be included in the quarterly Readiness Report to Congress prepared by the Joint Staff. This type of assessment is generally only a reporting venue. However, defined issues requiring correction or validation generated from combatant command readiness assessments provide input to CJCS strategic assessments to identify operational shortfalls and deficiencies through the Joint Combat Capability Assessment process.

7. Summary of Phase IV (Assessment). Assessment focuses on the organization's capability to accomplish its assigned missions. The commander/director applies subjective judgment to the aggregate of various objective data available. The assessment phase completes the joint training cycle, and begins the next cycle because it drives future training plans. It may also impact near-term training if critical shortcomings or deficiencies in a command's proficiency, or in overall joint procedures, are identified. Since the training aspect reflects an organization's mission capability, the JTIMS Assessment Phase data also provides a monthly input to DOD via DRRS. The main outputs of Phase IV are the commander/director's MTAs and TPAs from designated staff directorate leads within each organization responsible for performing a mission J/AMET, that will be used to develop commander/director's guidance in Phase I (Requirements).

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APPENDIX A TO ENCLOSURE F

JTIMS EXAMPLES TPO-ETA-TPE-TPA-MTA

UNCLASSIFIED

JOINT TRAINING INFORMATION MANAGEMENT SYSTEM

Home JTP Events Execution Assessment Reports

Home > Execution Home > TPO and TPE Summary > TPO Details > Add TPO

Add Task Performance Observation (TPO)

Enter the following Task Performance Observation details for the selected Training Objective.

*Required

Event [\(U\) FLEXIBLE RESPONSE 09](#)

Training Objective

Audience EC34 - EDDOC

Performance Convene IO Cell that is representative of IO core, related, and supporting capabilities. JP3-13, Information Operations

Training Situation Receipt of warning order or notified of an incident

Level of Performance Identify and notify IO working group members. Activate IO Cell within 24 hours. Conduct Mission Analysis. Develop COAs. Integrate

* Functional Area Intelligence

Observer Information

* Observer Ward, Jane [Assign Other Observer](#) [Add New Non-JTIMS Observer](#)

Note: If the desired observer is not available in the dropdown, please perform an observer search prior to adding a new non-JTIMS observer.

Event Scenario Details

Inject Number IO0040-01

Observation Details

* Date Time Group (DTG) Date 04-13-2009 Time (hhmm) 1300 Z

* Level of Performance Achieved Yes No Neutral Not Observed

* Training Observations IO planners supported the operational planners with COAs for the Commander's Estimates. The BSOP move of the IO Cell from the ISG to the FOC changed the focus of IO from information synchronization efforts to effects based operations. IO was taken out of the information loop. Some information is part of Public Affairs, some is part of Strategic Communication, and IO is involved in most aspects of information. IO was not involved in the utilization and manipulation of information concerning OPSEC and MILDEC to determine desired effects. No procedures are currently in place to address ISG and FOC gaps.

Additional Observation Categories (D) Doctrine (O) Organization (T) Training (M) Material (L) Leadership (P) Personnel (F) Facilities

Comments

Figure F-12. TPO Example in JTIMS

UNCLASSIFIED

JOINT TRAINING INFORMATION MANAGEMENT SYSTEM

Home JTP Events Execution Assessment Reports

Home > Execution Home > Event Training Assessment > Edit ETA

(U) FLEXIBLE RESPONSE I1-WW1
Edit Event Training Assessment (ETA)

Enter the following Event Training Assessment details for the selected MET.

Required

Mission [Europe Mission](#)
MET [SI 1 Deploy, Concentrate, and Maneuver Theater Forces](#)
[Display TPEs for MET and Mission](#)

ETA Rating (T) Trained

ETA Classification (U)

ETA Issues

Issue Type	Issue	Resolution	Validation	HITI	Action
(T) Training	Issue	Resolution	(N)	(N)	Edit Issue Delete Issue

Save and Return Save and Copy Cancel

Figure F-13. ETA Example in JTIMS

UNCLASSIFIED

JOINT TRAINING INFORMATION MANAGEMENT SYSTEM

Home JTP Events Execution Assessment Reports

Home > Execution Home > TPO and TPE Summary > Add TPE

Add Training Proficiency Evaluation (TPE)

Enter the following Training Proficiency Evaluation details for the selected Training Objective.

Required

Event [\(U\) FLEXIBLE RESPONSE 09](#)

Training Objective

Audience EC34 - EDDOC

Performance Convene IO Cell that is representative of IO core, related, and supporting capabilities. JP3-13, Information Operations

Training Situation Receipt of warning order or notified of an incident

Level of Performance Identify and notify IO working group members. Activate IO Cell within 24 hours. Conduct Mission Analysis. Develop COAs. Integrate appro

[Display Associated Observations](#)

TPE Details

TPE Rating Yes No

Category (T) Training

Comments No formal IO Cell was convened. IO staff as a working group. Formal membership of the IO cell needs to be established to facilitate well grounded discussions and decisions within the FOC. No IO support available in the ISG.

TPE Classification (U)

Save and Return Cancel

Figure F-14. TPE Example in JTIMS

UNCLASSIFIED

JOINT TRAINING INFORMATION MANAGEMENT SYSTEM

Home JTP Events Execution **Assessment** Reports

Home > Assessment Home > Edit TPA > Add TPA Issue

Training Proficiency Assessment Issue

Enter the following Training Proficiency Assessment Issue details for the selected MET.

* Required

Mission [CORE](#)

MET [ST 2](#) Conduct Theater Strategic Intelligence, Surveillance, and Reconnaissance

[Display TPEs for MET](#) [Display ETA for Mission/Met](#)

TPA Rating (T) Trained

Issue Type (T) Training

Issue (U) Continued to demonstrate the propensity of our components and JTF's inability to conduct and execute Information Operations in support of EUCOM's mission.
IO and IO Processes continue to mature but long term relationships and organizations are not clearly defined.

Resolution IO Staff will pursue Senior level direction on internal IO organizational structure and IO utilization.
CDR will direct organizations to identify personnel to man IO cells and receive the proper IO training.

Validation No training objectives currently exist.

Recommended HITI [Recommended HITI](#) HITI Comments
No Recommended HITI are currently available.

Save and Return Cancel

Figure F-15. TPA Example in JTIMS

UNCLASSIFIED

Mission Training Assessment

Last Modified: 26-Apr-2007 by Ward, Jane

Mission CORE

MTA Classification (U) Unclassified

MTA Rating (P) Partially Trained

Comments Approved by Gen Smythe on 4/30/07. CORE and CONPLAN XXXX. Partially Trained overall based on the following JMETS issues. SN 2.3.3, Collate National Strategic Information, Partially Trained, Components not manned/trained for IO. HQ utilization of IO Cell not fully defined or trained for full spectrum IO. ST 8.4, Provide Theater Support to Other DoD and Government Agencies, Partially Trained, Supporting staff agencies and external Interagency training participation and responses limited. SN 3.4.12, Provide Maritime Warning, Untrained, new mission.

Close

Figure F-16. MTA Example in JTIMS

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ENCLOSURE G

INDIVIDUAL, STAFF, AND COLLECTIVE JOINT TRAINING

1. Purpose. To describe the attributes of individual, staff, and collective joint training programs that meet the direction provided in CJCS Vision for Joint Officer Development (reference m), Strategic Plan for Next Generation of Training for the Department of Defense (reference n), DOD Training Transformation Implementation Plan (T2IP) FY2006-2011 (reference o), DOD Directive 1322.18, Military Training (reference b), and CJCSI 3500.01, Joint Training Policy and Guidance for the Armed Forces of the United States (reference a).

2. Joint Training as Part of a Joint Learning Continuum. Taken together, reference m and reference o describe joint professional development as the product of a learning continuum (Figure G-1) that comprises interdependent supporting pillars of: individual training, education, experience, and self-development; staff training; and collective training.

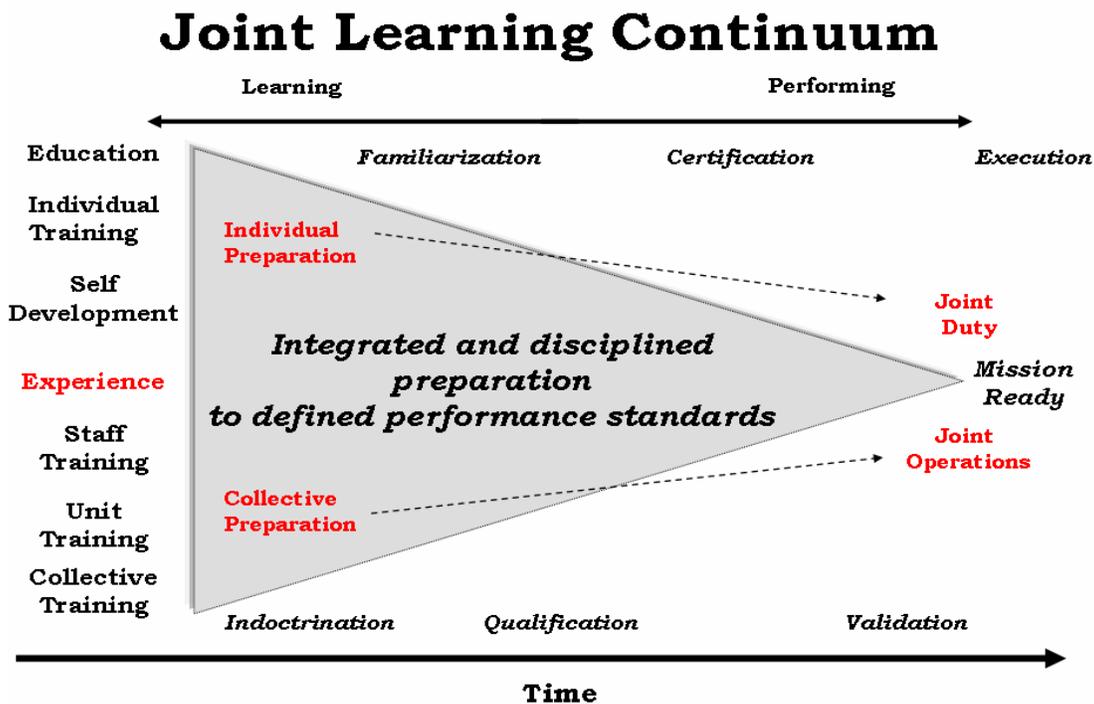


Figure G-1. Joint Learning Continuum

The foundation of the education element of the joint learning continuum is Service and joint professional military education (JPME) as defined in reference p. This enclosure describes the individual, staff, and collective joint training

pillars of the Joint Learning Continuum using the construct of the JTS. Individual commands and agencies may already have individual training programs that support individual and staff preparation for command missions; this enclosure provides additional information on how to execute individual, staff, and collective joint training using the processes of the JTS.

3. Joint Qualification System. Reference q defines the Joint Qualification System (JQS) as a multi-level system open to all officers of the AC and RC, which recognizes joint experiences, regardless of where they accrue. The JQS establishes that joint expertise is based on a career-long accumulation of experiences gained through assignments to joint organizations for extended periods or through the performance of temporary duties of shorter duration.

a. Although the primary means of achieving joint experience and joint duty credit is through completion of a standard joint duty assignment (S-JDA), the JQS is designed to recognize an officer's progressive, career-long accumulation of joint experiences, to include experience joint duty assignments (E-JDA).

b. The career-long accumulation of joint experience encourages officers to earn progressive levels of joint qualifications based on knowledge, skills, and abilities in joint matters. Joint experience accrues where jointness is applied through long-term assignments (S-JDAs) or brief periods of joint operations (E-JDAs). Unique to this system is the opportunity to acknowledge that officers also gain expertise in joint matters based on their involvement in joint exercises and other forms of joint training, as well as JPME and other education. Joint experience, joint training/exercises, and other education must have direct relevance to the definition of "Joint Matters" and be designated by the Chairman of the Joint Chiefs of Staff.

4. Joint Training. Training is described as instruction and applied exercises for acquiring and retaining knowledge, skills, abilities, and attitudes required to complete specific tasks and describes three types (individual, staff, and collective) of joint training (reference a). Joint training uses joint doctrine or tactics, techniques, and procedures to prepare joint forces or joint staffs to respond to strategic, operational, or tactical requirements considered necessary by the combatant commanders to execute their assigned or anticipated missions. Joint training involves forces of two or more Military Departments interacting with a combatant command or subordinate joint force commander, and involves joint forces, joint staffs, and/or individuals preparing to serve on a joint staff or in a joint organization and is conducted using joint doctrine. For the purposes of this manual and the JTS, the types of joint training audiences at combatant commands are defined below:

a. Individual Joint Training. Training (instruction and applied exercises) that prepares individuals to perform duties in joint organizations (e.g., specific

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staff positions or functions) or to operate uniquely joint systems. Individual joint training ensures that individuals know, are proficient in, and have the competencies and skills to apply joint doctrine and procedures necessary to accomplish assigned joint tasks to standard.

b. Staff Joint Training. Training that prepares joint staffs or joint staff elements to respond to strategic and operational taskings deemed necessary by combatant commanders and subordinate joint force commanders to execute their assigned missions. Staff joint training includes training which prepares joint staff sections (J1, J2, J3 ...) or other joint staff elements (i.e., boards, bureaus, centers, or cells operating within a JFHQ) to accomplish their JMETS, staff tasks, subordinate tasks, and command-linked tasks to standard.

c. Collective Joint Training. Instruction and applied exercises that prepare an organizational team to complete required tasks as a unit. The organizational team for the combatant commander includes the commander and his staff, subordinate and supporting joint force commanders and staffs, and assigned forces to execute required strategic and operational tasks to standard.

5. Individual, Staff, and Collective Joint Training Events. Application of the JTS methodology to the three types of joint training audiences (individual, staff, and collective) requires an understanding of the key interrelationships between each. Approaches to develop and conduct joint training for joint training audiences could be thought of as sub-systems within the overall system, with the key interrelationships and focused application of the JTS phases discussed below. Complete explanation of the JTS processes to achieve individual, staff, and collective joint training are in Appendices A - C.

6. Joint Training Plan. JTS Phase II processes are similar for each training audience of a joint training program in that they first successively identify deficiencies in required capability that can be eliminated or mitigated through training and then set out to improve required capability through judicious application of training opportunities and resources. Once the training requirements are identified and training objectives are developed, joint training planners determine the most effective and efficient method(s), mode(s), and media to use in meeting those training objectives, design joint training events within existing resource constraints, and merge all three joint training audiences into a viable schedule of supporting events to meet all identified training requirements and objectives. The final product of the JTS Phase II, the JTP, must be fully integrated and mutually supporting across all required individual, staff, and collective joint training events to meet all identified training objectives. Application of the JTS Phase II processes in building a coherent JTP is depicted in Figure G-2.

Building the Joint Training Plan

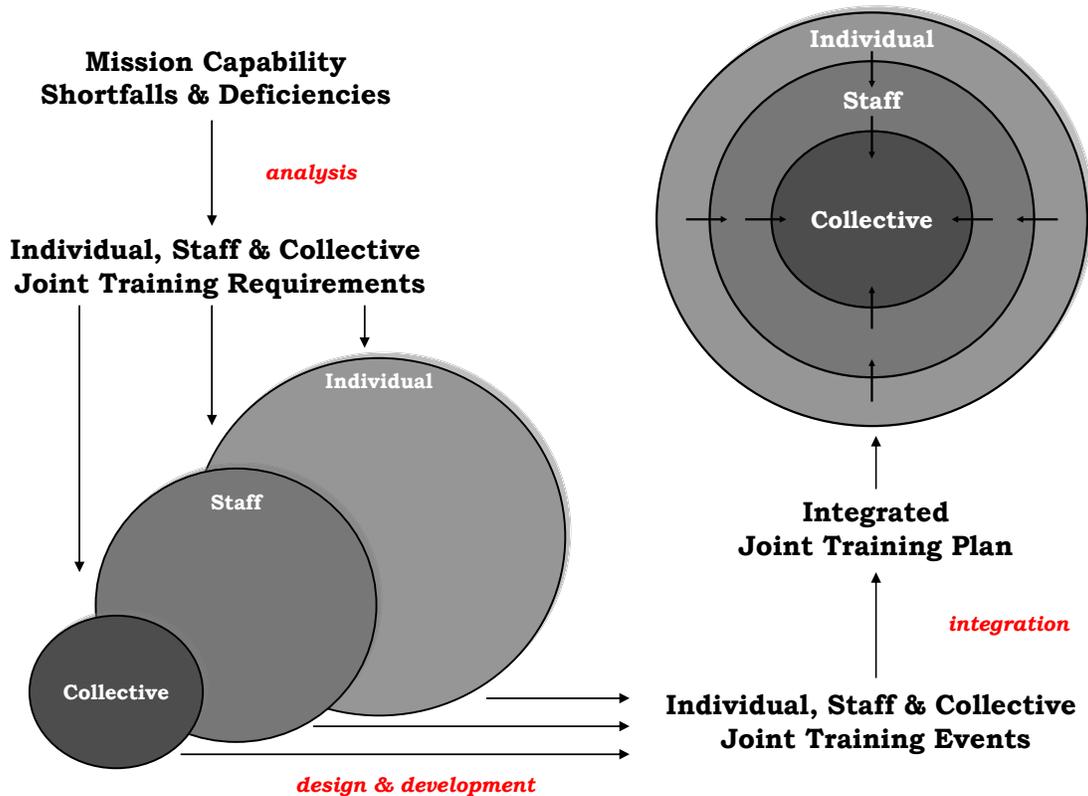


Figure G-2. Application of JTS Phase II, Plans

7. Assessment of Combatant Command Joint Training Readiness.

Assessment of both current capability and the training element of readiness is crucial to the organization's overall joint readiness assessment. All joint training events are evaluated to ascertain the level of performance of the training audience against objective task performance standards. Training is about preparing people to perform tasks. Individual task proficiency is the foundation for staff proficiency and collective capability. Likewise, individual joint training is the foundation for staff joint training and, in turn, the foundation for collective joint training. TPAs developed using the training proficiency evaluations completed in Phase III of the JTS can be viewed as building blocks in identifying individual, staff, and collective competence and then identifying the training element of mission readiness through mission training assessment. An expanded view of the joint training element of readiness as a critical element in joint readiness assessment is depicted in Figure G-3.

Assessing Training Element of Readiness

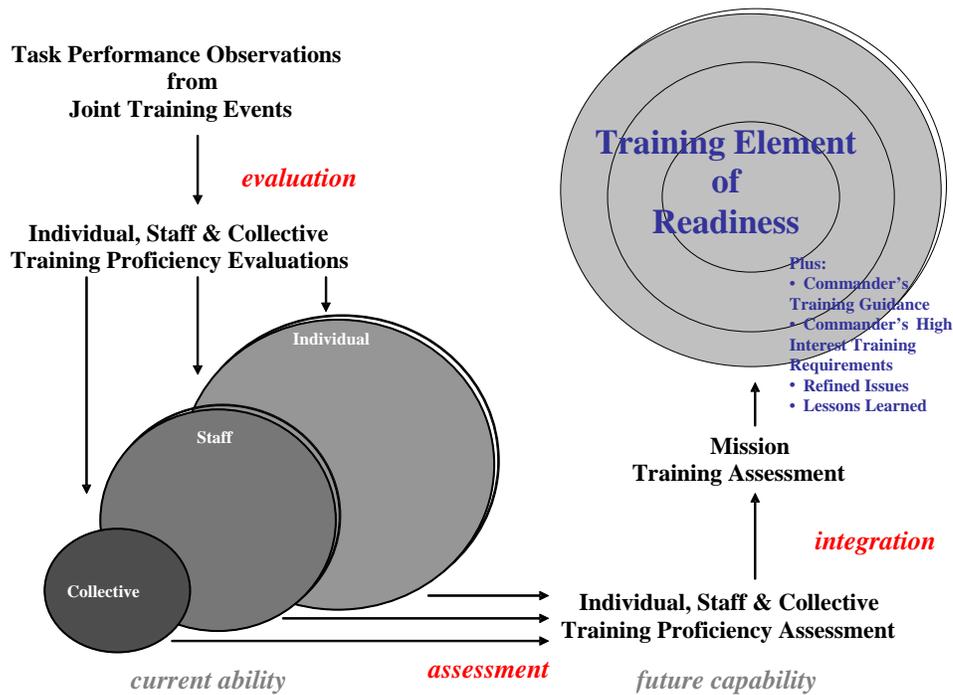


Figure G-3. Assessing Joint Training Element of Readiness

8. Combatant Command Joint Training Support. Joint training support personnel provide dedicated assistance in the design, development, management, scheduling, and execution of individual, staff, and collective joint training events and are a critical part of the overall command joint training program. The Joint Staff joint training support specialists and USJFCOM-funded joint training event support personnel are located on-site in the combatant commands and are focused on functional area support in the development and management of the command joint training program; design, development, execution, and evaluation of joint training events; integration of interagency capabilities in preparation for integrated operations; and the capture, analysis, and implementation of lessons learned.

9. Summary. Joint training, as an interdependent supporting pillar of the joint learning continuum, places the emphasis on the training of individuals, staffs, and collective joint organizations under a unified command using the organization's JMETL and the processes of the JTS. Joint training begins with qualifying the individual to perform assigned tasks on a joint staff, then qualifying the combatant command staff to execute theater responsibilities as a joint team, and finally training the collective organization of commander and staff, subordinate joint force commanders and staffs, component commanders and staffs, and units to integrate and synchronize ready combat and support forces to execute assigned missions. Meeting the training requirements developed from the identification and assessment of the organization's JMETL

should be viewed as the minimum desired outcome of all joint training events. Organizations will be continually challenged to balance available training resources against the total training requirement and must consider and use innovative training strategies to train all their joint training audiences to required standards of performance.

“Do essential things first. There is not enough time for the commander to do everything. Each commander will have to determine wisely what is essential, and assign responsibilities for accomplishment. He should spend the remaining time on near essentials. This is especially true of training. Nonessentials should not take up time required for essentials.”

General Bruce C. Clarke

APPENDIX A TO ENCLOSURE G

INDIVIDUAL JOINT TRAINING

1. Purpose. To describe the attributes of individual joint training events that meet the direction summarized in Enclosure G. The focus of individual joint training is on preparing individuals to perform duties in joint organizations to standard (e.g., specific staff positions or functions performing joint tasks). The goal of individual joint training is to ensure that individuals are proficient in their assigned or anticipated joint tasks and have the competencies and skills to apply joint doctrine and procedures necessary to function as joint staff members to assist the combatant commander, and subordinate joint force commanders, in integrating and synchronizing joint forces to accomplish assigned missions. Individual joint training events include academics, exercises, and combinations of the two training methodologies, in order to qualify joint individuals to perform to standard on a joint staff. This appendix provides conceptual guidance on how an organization could apply JTS processes to the individual joint training element of their training program. The detail within this guidance is meant as an example and is presented with the understanding that there may be other fully acceptable variations of individual joint training implementation across the joint community.

2. Individual Joint Training. Training Transformation (T2) has focused on individual joint training needs of DOD personnel to ensure the presence of the right knowledge, skills, and abilities to perform essential tasks.⁴ This objective logically leads to an individual having the “demonstrated ability” to “perform” assigned tasks. Ideally, T2 initiatives will result in individuals being qualified for their assigned positions prior to joint assignment and/or real-world joint operations. The process of transforming DOD training to fully meet the capabilities required of combatant commanders to execute their assigned and anticipated missions begins with individual joint training. Stated simply, individual joint training processes should include an assessment of an individual’s competence compared to the performance requirements of the specific joint position – ideally before the individual is assigned to joint duty. This assessment should identify any shortfalls in the individual’s competence. Then, joint training and education should be provided resulting in an individual joint qualified for his/her assigned or to be assigned joint duty position. The current personnel assignment processes do not prepare every individual for joint duty assignment prior to arrival at a joint duty station.

⁴ Office of the Under Secretary of Defense for Personnel and Readiness, Director, Readiness and Training Policy and Programs, Strategic Plan for Transforming DOD Training, May 8, 2006, p. ES-1.

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Every effort, however, should be made by the Services to best prepare every individual for their joint duty assignment with PME, JPME, and, in some cases, specialized individual training. In addition to improving the Services' current personnel preparedness effort, combatant commands need to establish more robust individual joint training programs to focus on command specific requirements for joint officer/enlisted member performance. A key element of this individual joint training program is the assessment of each individual's competence compared to the mission performance requirements of the respective combatant command. An example of the application of the JTS process to develop and manage individual joint training is in Table G-1.

	Requirements	Plans	Execution	Assessment
I N P U T S	<ul style="list-style-type: none"> National Military Strategy (NMS) Joint Strategic Capabilities Plans (JSCP) Presidential and SecDef Directives Treaty Obligations Unified Command Plan (UCP) Security Cooperation Plans DOD Directives Command Plans (OPLANs/CONPLAN) Higher HQs JMETL Joint Doctrine Commander/Director Guidance UJTL/Service Task List 	<ul style="list-style-type: none"> Individual Assignment Positions Individual Position Qualification Task List Joint Doctrine/Tactics, Techniques and Procedures (TTP) Standard Operating Procedures (SOPs) Relevant Lessons Learned (LL) Commander/Director Guidance Individual TPA/MTA 	<ul style="list-style-type: none"> Individual Portion of the Joint Training Plan 	<ul style="list-style-type: none"> Individual TPEs
P R O C E S S E S	<ul style="list-style-type: none"> From collective and staff processes, conduct Mission Analysis to identify capabilities required of individual positions based on organization mission(s), command plans and command assignment of mission responsibilities to (to include supporting tasks). Identify relevant conditions affecting individual task performance Identify task performance standards Develop Individual 	<p>For Individual Training Events:</p> <ul style="list-style-type: none"> Assess Current Capability against Position Qualification Task List Identify Capability Deficiencies Identify Training Requirements with Tasks, Conditions, and Standards Resulting training requirements generally fall into six elements or groups: <ul style="list-style-type: none"> Battlestaff or Joint Operations Center training Joint Capability Area training 	<p>For Individual Training Events:</p> <ul style="list-style-type: none"> Refine/Plan/Prepare/Conduct/Evaluate Training Events Develop/Capture Task Performance Observations (TPOs) Develop/Capture Task Field Observations (TFOs) Review TPOs Determine/Document TPE level 	<p>For Individual Training Events: Supervisors/instructors will:</p> <ul style="list-style-type: none"> Analyze TPEs from Phase III Develop updated Individual Joint Competency through TPAs Provide updated Individual Joint Performance Assessment to support broader MTA Recommend

	Position Qualification Task List by aligning tasks to individual positions	<ul style="list-style-type: none"> • Functional Capability Area training • Mandated recurring training • Command/theater orientation training • Information Management training • Develop Training Objectives (TO) • Determine Training Methods • Design Training Events/Schedule Resources • Develop/Publish Individual Portion of the Joint Training Plan 		<p>Individual Joint Training Guidance to the commander</p> <ul style="list-style-type: none"> • Determine and forward Lessons Learned • Identify and forward issues (DOTMLPF)
O U T P U T S	<ul style="list-style-type: none"> • Individual Position Qualification Task List 	<ul style="list-style-type: none"> • Individual Portion of the Joint Training Plan 	<ul style="list-style-type: none"> • Individual TPEs 	<ul style="list-style-type: none"> • Input to Commander's Training Guidance • Updated Individual Performance Assessment • Validated Lessons Learned • Defined Issues
Note: Acronyms and definitions are listed in Glossary.				

Table G-1. Individual Joint Training: Inputs, Processes, and Outputs

a. Individual Joint Training Requirements. Phase 1 (Requirements) (Table G-2) can be used to determine the mission capability requirements of the joint duty positions within an organization's staff. This analysis is based on the output of the JTS Requirements Phase: namely the command JMETH defined in terms of tasks, conditions, standards, and organizations (T/C/S/O) and a continued mission analysis to further refine mission capability requirements down to individual staff duty positions. The tasks each individual performs in those duty positions, under the relevant conditions to the standard specified by the commander (or his designated OPRs for respective JMETHs), would potentially form a mission task list for each staff position. This position task list, based upon the mission analysis down to individual staff positions, could be developed and termed an Individual Position Qualification Task List (specific commands and organizations may have other titles or approaches). As

example, this task list could then be used to focus joint training and preparation of individuals assigned to each joint staff position. As individual staff members become trained and proficient in these tasks, those individuals become qualified.

	Requirements
I N P U T S	<ul style="list-style-type: none"> • Current National Military Strategy (NMS) • Joint Strategic Capabilities Plans (JSCP) • Presidential and SecDef Directives • Treaty Obligations • Unified Command Plan (UCP) • Security Cooperation Plans • DOD Directives • Command Plans (OPLANs/CONPLAN) • Higher HQs JMETL • Joint Doctrine • Commander/Director Guidance • UJTL/Service Task Lists
P R O C E S S E S	<ul style="list-style-type: none"> • From collective and staff processes, conduct mission analysis to identify capabilities required of individual positions based on organization mission(s), command plans and command assignment of mission responsibilities (to include supporting tasks). • Identify relevant conditions affecting individual task performance • Identify task performance standards • Develop Individual Position Qualification Task List by aligning tasks to individual positions
O U T P U T S	<ul style="list-style-type: none"> • Individual Position Qualification Task List

Table G-2. Individual Joint Training Requirements

b. Individual Portion of the Joint Training Plan

(1) The first process step of Phase II (Individual Portion of the Joint Training Plan) (Table G-3) is to determine the qualification shortfalls of each individual prior to assignment to or once assigned to a joint position. This can be accomplished by assessment of the individual's previous education, training, experience, and self-development against the identified required capabilities necessary to effectively perform the tasks inherent in the joint duty position using the Position Qualification Task List derived in Phase I (Individual Requirements). Identified gaps and deficiencies in the individual's current capability lead to the determination of individual training requirements aimed at increasing the individual's joint duty position qualification level and task performance to established standards.

Plans	
I N P U T S	<ul style="list-style-type: none"> • Individual Assignment Positions • Individual Position Qualification Task List • Joint Doctrine /Tactics, Techniques and Procedures (TTP) • Standard Operating Procedures (SOPs) • Relevant Lessons Learned (LL) • Commander/Director Guidance • Individual TPA/MTA
P R O C E S S E S	<p>For Individual Training Events:</p> <ul style="list-style-type: none"> • Assess Current Capability against Position Qualification Task List (T/C/S) • Identify Capability Deficiencies • Identify Training Requirements with Tasks, Conditions, and Standards • Resulting training requirements generally fall into six elements or groups: <ul style="list-style-type: none"> • Battle Staff or Joint Operations Center training • Functional Capability Area training • Mandated recurring training • Command/theater orientation training • Information Management training • Develop Training Objectives (TO) • Determine Training Method(s)/Mode(s)/Media • Design Training Events/Schedule Resources • Develop/Publish Individual Portion of the Joint Training Plan
O U T P U T S	<ul style="list-style-type: none"> • Individual Portion of the Joint Training Plan

Table G-3. Individual Portion of the Joint Training Plan Example

(2) The resulting training tasks fall into five general areas or groups. Three training areas make up a common foundation for individual joint training when matched to a specific organization of assignment. These are mandated recurring training, command and theater orientation training, and information management training. Two other training areas making up the remainder of individual joint training tasks are specifically derived from the command JMETL (T/C/S/O) and position analysis. These are Battle Staff or Joint Operation Center training, and Mission Area training. Further explanation of the five training areas follows:

- Recurring training mandated by directive (such as annual Rules of Engagement training, etc.).
- Command and theater orientation training (examples include NATO relationships, AOR definition and mission, Department of Homeland Security functions, AOR Interagency functions).
- Information Management training (examples include Joint Staff Action Processing training, training on the use of the JKDDC, JLLIS training, JTIMS training, etc.).

- Battle Staff or JOC training. Includes Information Superiority, Joint Logistics, Joint Operations, and the Joint Operation Planning Process, to include APEX concepts of contingency planning and crisis action planning (CAP) and the use of tools such as JOPES, SORTS, and DRRS and understanding concepts associated with the Joint Capability Areas (JCA).
- Mission Area training. Examples include areas such as Command and Control, Battlespace Awareness, Force Applications, Logistics, Protection, Analysis & Protection, etc.

(3) Using the conceptual Individual Position Qualification Task List, joint training tasks can be identified and an individual portion of the Joint Training Plan can be produced to facilitate increasing the individual's competencies in the tasks that their joint duty position requires. Although there is one Joint Training Plan for the command, the detailed breakout of individual joint training by function or position could better facilitate the management of individual joint training and qualification. Currently, the individual education, training, and preparation functions are addressed differently across many commands and organizations. In many instances, these functions are not necessarily directly under the purview of the same staff element or directorate responsible for joint training plan development and the collective joint training program. The separate elements managing individual education, training, and preparation, however, can be integrated effectively through intra-command boards or working groups and focused on mission capability requirements founded upon the command JMETL. The use of learning management systems to support the implementation of command individual education, training, and preparation functions has continued to grow in breadth and fidelity as command training programs mature.

(4) Ultimately, individual position qualification task lists, an individual portion of the JTP, and experience tracked through learning management systems could all serve to better support training transformation goals and generation of joint force commander required mission capabilities. An individual portion of the JTP could identify the training required for the individual, TOs, the training events needed to satisfy those objectives, and document the scheduling of the resources required to conduct the training events. Joint training events are developed by selecting the most appropriate method(s), mode(s), and media to support accomplishment of the required training objectives within the constraints of available resources (see Enclosure S for detailed discussion). Once an individual portion of the JTP is developed and finalized, an individual joint training schedule can be built to coordinate the execution of the individual joint training events and for integration into the command's overall JTP.

(5) The individual portion of the JTP could generally serve the training requirements of two joint training audiences. The first training requirement is the training of new arrivals in their command orientation and indoctrination tasks and complete initial position qualification task training. This training is commonly completed within the first 30-60 days on station, followed by some periodic currency or proficiency requirement. For example, the Joint Staff has created the JSO 101 curriculum that can be used for joint staff officer learning and skill development. This curriculum is based on the core competencies and knowledge required to be successful on a joint/combatant command staff. These training events are generally computer-based distributed learning or traditional classroom type instruction. The second broad individual joint training requirement is recurring training for experienced command staff members. This second individual joint training requirement is follow-on training conducted to further increase individual staff member competencies in functional or job specific areas and tasks and sustain the required level of proficiency. These follow-on individual joint training audiences tend to be smaller audiences with increased subject matter expertise or supervisor instruction using small group discussion, table top exercises, or computer supported interaction. Examples include weekly one-hour dedicated functional training time periods or monthly command training days. Figure G-4 below presents a graphic depiction of building the individual portion of the JTP.

Building the Joint Training Plan

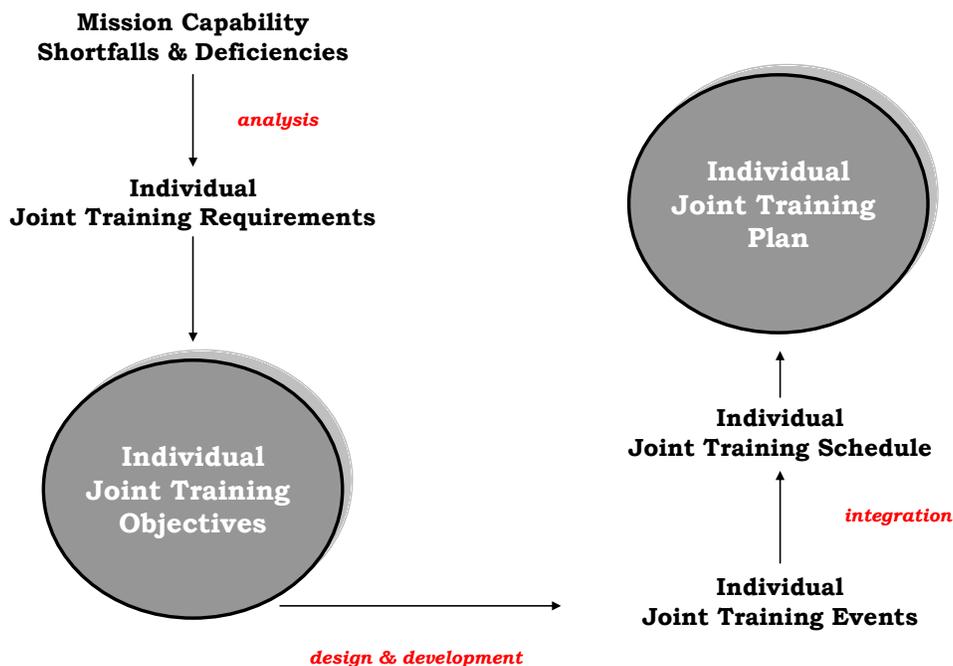


Figure G-4. Building the Individual Portion of the Joint Training Plan

c. Individual Joint Training Execution

(1) Phase III (Execution) (Table G-4) would execute the events in the individual portion of the JTP and evaluate each individual's task performance relative to specified TOs during the training events. The focus of the execution phase is executing and evaluating each discreet joint training event in the individual portion of the JTP. The activities of the Execution Phase of an individual joint training event include the refinement of the design of the specific training event identified previously in the planning phase, conducting execution planning, finalizing event preparations, conducting the individual joint training event, and evaluating individual task performance and determining training proficiency.

(2) During the individual training event, TPOs are captured with performance feedback provided to the individual both throughout and after completion of the training in the form of an AAR. TPEs are developed based on observations of each individual's task performance. Potential LLs are also identified during this phase for further analysis and definition in the assessment phase. The primary outputs of Phase III are the individual TPEs. Organizations should document the individual training and qualification of assigned personnel in an individual training report.

Execution	
I N P U T S	<ul style="list-style-type: none"> • Individual Portion of the Joint Training Plan
P R O C E S S E S	For Individual Training Events: <ul style="list-style-type: none"> • Refine/Plan/Prepare/ Conduct/ Evaluate Training Events • Develop/Capture Task Performance Observations (TPOs) • Develop/Capture Task Field Observations (TFOs) • Review TPOs • Determine/Document Training Proficiency Evaluation (TPE) level <ul style="list-style-type: none"> ○
O U T P U T S	<ul style="list-style-type: none"> • Individual TPEs

Table G-4. Individual Joint Training Execution

d. Individual Joint Training Assessment

(1) Phase IV, (Assessment) (Table G-5) will assess an individual's competence, based on the individual's ability to perform at the level required to meet the joint task standard(s), for those mission tasks the individual is required to accomplish. During Phase IV, the individual's supervisor or designated observer will assess the individual's performance proficiency using the outputs from multiple training events and real-world experiences. The assessments seek to answer the question of whether or not the individual is competent to accomplish specific tasks in support of his/her organization's assigned missions. If the individual is assessed as proficient in the required tasks, the results are recorded in the individual's training record and if not, remediation of the applicable individual joint training is accomplished to correct any shortfalls in individual performance and capability.

Assessment	
I N P U T S	<ul style="list-style-type: none"> • Individual TPEs
P R O C E S S E S	For Individual Joint Training: supervisors/instructors will: <ul style="list-style-type: none"> • Analyze TPEs from Phase III • Develop updated Individual TPA • Provide updated Individual Joint Performance Assessment to support broader MTA • Recommend Individual Joint Training Guidance to the commander • Determine and forward Lessons Learned • Identify and forward issues (DOTMLPF)
O U T P U T S	<ul style="list-style-type: none"> • Input to Commander's Training Guidance • Updated Individual TPA • Validated Lessons Learned • Defined Issues

Table G-5. Individual Joint Training Assessment

(2) Figure G-5 presents a graphic depiction of assessing the individual training element of readiness within the command's joint training program.

Assessing Training Element of Readiness

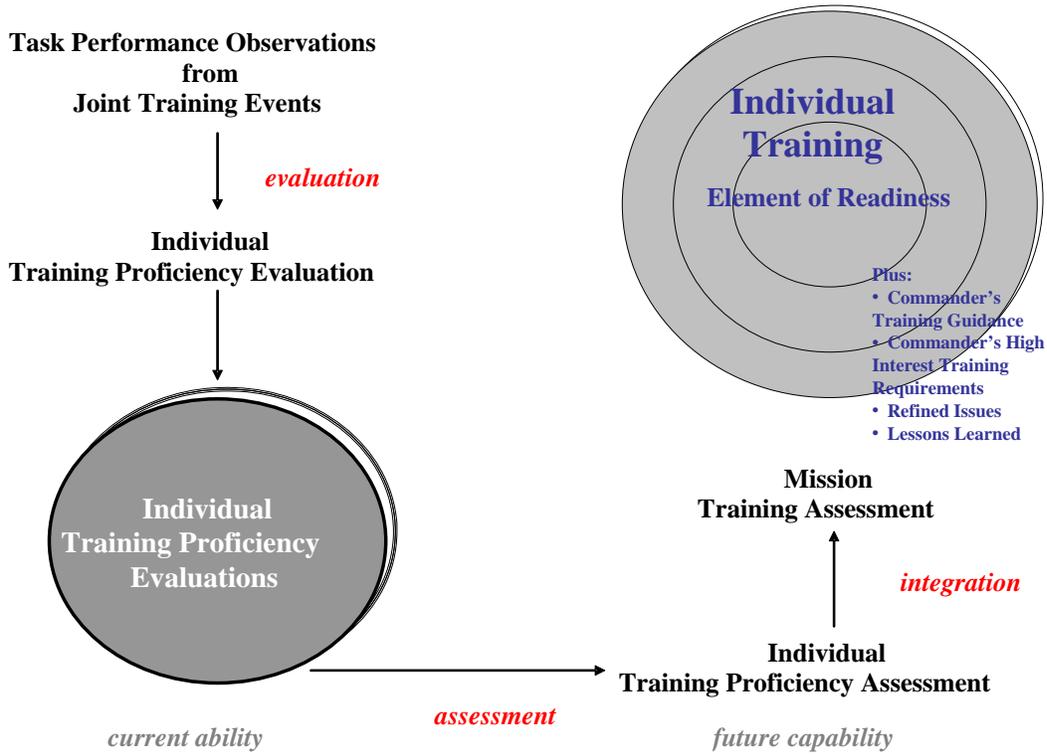


Figure G-5. Assessing Individual Training Element of Readiness

APPENDIX B TO ENCLOSURE G

STAFF JOINT TRAINING

1. Purpose. To describe the attributes of a combatant command staff joint training program that meets the direction described in this enclosure. The focus of staff joint training is on preparing individual staff members to operate to standard as a cohesive joint staff or staff element (i.e., center, board, or cell) operating within a joint command HQ.

2. Staff Joint Training. Staff joint training builds on the foundation of individual joint training and individual joint staff member capabilities and seeks to develop the capability of the staff to perform required missions and tasks to standards. Joint staff tasks are derived from their organization's JMETs. A staff joint training event to perform these tasks may be directly integrated into preparation for a larger collective training event, or may be a separate joint force command training event to develop, sustain, or validate joint force command staff capability to perform required joint tasks to standard. As with individual joint training, the inputs, processes, and outputs of staff joint training are in consonance with the processes of the JTS and merely amplify those processes through detailed application at the staff level of training. Just as individual positions have MET based lists of tasks that need to be performed by each individual, staff elements (boards, centers, cells, and staff directorate sections for example), also have MET-based supporting tasks that form the respective group capability and could be formed into staff and staff element qualification task lists. The training audience for staff joint training is a group of individuals that work as a team within a joint force command staff. Examples of these groups include boards, bureaus, centers, cells, and working groups, hence forth referred to as a staff element (SE). Similar to individual joint training, staff joint training processes should have an assessment of the SE's or staff's current capabilities compared to the mission performance requirements demanded of the staff. This assessment should identify any deficiencies in required capability that can be eliminated or mitigated through joint training. Once the staff training requirements are identified and training objectives developed, then staff training events are designed, planned, resourced, scheduled, executed, and the task performance of the staff evaluated using the JTS. Due to the high turnover (at least 30 percent annually) of individuals making up most joint organizations, staff joint training is a recurring commitment that must be continuously and effectively integrated into an organization's overall joint training plan and joint training program.

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a. Staff Joint Training Requirements. The staff portion of the requirements identification process within the JTS (Table G-6) determines the mission capability requirements attributable to the joint staff and individual staff elements (staff tasks). This is a further refinement of the JMETL with the associated conditions and standards down to the SE level. The output of the staff and SE's requirements phase is a list of JMETL and derived staff tasks to focus training and preparation of a given joint staff and staff elements.

	Requirements
I N P U T S	<ul style="list-style-type: none"> • Current National Military Strategy (NMS) • Joint Strategic Capabilities Plans (JSCP) • Presidential and SecDef Directives • Treaty Obligations • Unified Command Plan (UCP) • Security Cooperation Plans • DOD Directives • Command Plans (OPLANs/CONPLAN) • Higher HQs JMETL • Joint Doctrine • Commander/Director Guidance • UJTL/Service Task Lists
P R O C E S S E S	<ul style="list-style-type: none"> • From collective process, conduct mission analysis to identify capabilities required of the staff and staff elements based on organization mission(s), command plans and command assignment of mission responsibilities. • Identify staff tasks • Identify relevant conditions affecting task performance • Identify task performance standards • Develop Staff and Staff Element Qualification Task List by aligning tasks to staffs
O U T P U T S	<ul style="list-style-type: none"> • Staff and Staff Element Qualification Task List

Table G-6. Staff Joint Training Requirements

b. Staff Portion of the Joint Training Plan

(1) The staff portion of the JTP (Table G-7) is developed by first determining the shortfalls of the joint staff and individual staff elements by assessing their current capability. This is accomplished by the collective analysis of past performance of the staff and staff elements in execution of the required tasks, under the specified conditions, and to the required standards of performance stipulated by the joint commander coupled with analysis of the education, training, and experience of the individuals making up the staff. Identified gaps and deficiencies in current capability that can be eliminated or

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mitigated through training are identified and used to focus training efforts to improve the staff's performance.

(2) While the resulting training requirements will fall into essentially the same five areas discussed in individual joint training, the predominant areas are Battle Staff or JOC operations, and Functional or Joint Capability Area training (see appendix A for description of these staff joint training areas).

Plans	
I N P U T S	<ul style="list-style-type: none"> • Staff and Staff Element Qualification Task List • Joint Doctrine • Standard Operating Procedures (SOPs) • Relevant Lessons Learned (LL) • Commander's/Director Guidance • Staff TPAs
P R O C E S S E S	<p>For Staff Training Events:</p> <ul style="list-style-type: none"> • Assess current staff capability • Review Commander/Director training guidance • Identify and define staff joint training requirements. Resulting training requirements generally predominately fall into these areas or groups: <ul style="list-style-type: none"> • Battle Staff or Joint Operation Center training • Functional Capability Area training • Joint Capability Area training • Develop Training Objectives (TO) • Assess training support resources • Determine Training Method(s)/Mode(s)/Media • Design Staff Joint Training Events /Schedule Resources • Develop/Publish Staff Portion of the Joint Training Plan
O U T P U T S	<ul style="list-style-type: none"> • Staff Portion of the Joint Training Plan

Table G-7. Staff Portion of the Joint Training Plan Example

(3) The staff joint training qualification tasks are used to build the staff portion of the JTP. The staff portion of the JTP identifies the training events needed to satisfy staff training objectives, and documents the scheduling of the resources required to conduct the training events. Finally, the various staff and SE joint training events are coordinated in a staff joint training schedule to facilitate integration and coordination into the command's JTP and joint training schedule (Figure G-6).

Building the Joint Training Plan

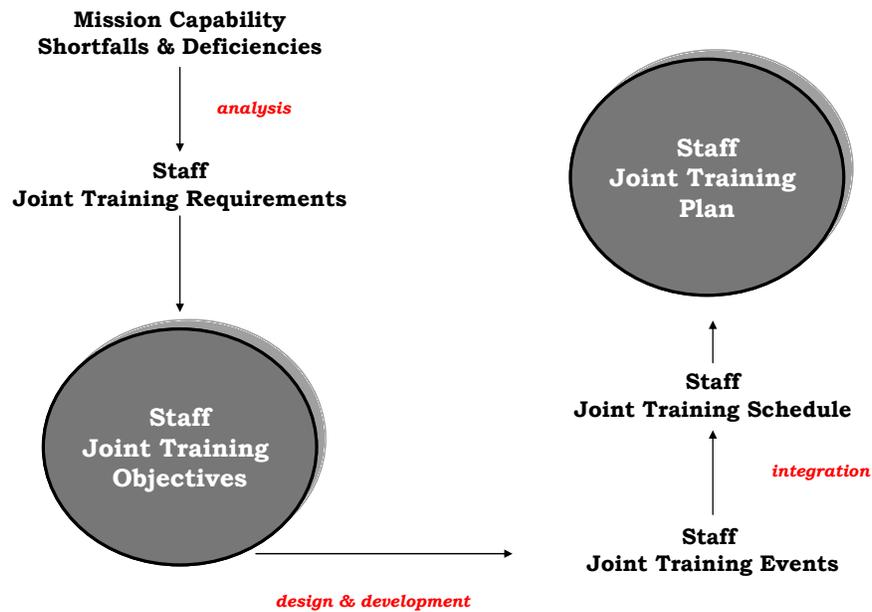


Figure G-6. Building the Staff Portion of the Joint Training Plan

c. Staff Joint Training Execution

(1) The purpose of executing the staff portion of the JTP (Table G-8) is to conduct the planned staff joint training and evaluate the performance of the staff as an entity relative to specified training objectives. The focus of the execution phase is refining the planned staff joint training event (if required), conducting execution planning, preparing for the staff joint training event, conducting the training event, and evaluating the staff training audience performance in the execution of required tasks to the defined performance standards. This application of the JELC is carried out for each discreet staff joint training event in the JTP. The training events represent critical mediums by which training and experience are advanced and elements of capability are improved, evaluated, and validated. Events provide the opportunity to build upon and sustain individual knowledge, skills, abilities, and attitudes. They also serve as a performance evaluation medium by providing an opportunity to identify gaps and deficiencies in the abilities required for the accomplishment of required mission tasks. As in individual training, performance feedback is provided to the staff training audience both throughout and after completion of the training in the form of an AAR.

(2) Ideally, TPOs are captured and reviewed to assist in determining the TPEs of the SE and the staff training audiences. Potential LLs are also

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identified during this phase. The outputs of Phase III are staff TPEs, supporting the assessments in Phase IV, and training event critiques, both of which provide event results as well as potential issues and LL.

Execution	
I N P U T S	<ul style="list-style-type: none"> • Staff Portion of the Joint Training Plan
P R O C E S S E S	<p>For Staff Training Events:</p> <ul style="list-style-type: none"> • Refine/Plan/Prepare/Conduct/Evaluate Academic Training Events • Refine/Plan/Prepare/Conduct/Evaluate Exercise Training Events • Develop/Capture Task Performance Observations (TPOs) • Develop/Capture Task Field Observations (TFOs) • Review TPOs • Determine/Document Training Proficiency Evaluation (TPE) level <ul style="list-style-type: none"> ○
O U T P U T S	<ul style="list-style-type: none"> • Staff TPEs

Table G-8. Staff Joint Training Execution

d. Staff Joint Training Assessment

(1) The staff portion of the assessment phase of the JTS (Table G-9) is designed to determine the staff's competence, based on the ability of the individual staff elements and staff as a whole to perform staff joint tasks to standard to meet the joint force command's mission responsibilities. Assessment is usually a commander's responsibility. During Phase IV, the commander assesses the staff's training proficiency using the outputs from multiple training events and real-world experiences. The assessments seek to answer the question of whether the staff is competent to accomplish required tasks to standards in support of the organization's assigned mission(s). The results of the commander's assessment of staff performance and competence over a joint training cycle can identify areas of strength and weakness in staff performance or processes that can be emphasized in the next training cycle.

(2) Figure G-7 presents a graphic depiction of assessing staff training element of readiness within the command's joint training program.

Assessment	
I N P U T S	<ul style="list-style-type: none"> • Staff TPEs
P R O C E S S E S	For Staff Training Events: <ul style="list-style-type: none"> • Analyze TPEs from Phase III • Develop updated Staff TPA • Document Staff TPA for further MTA • Recommend Staff Joint Training Guidance to Commander • Determine and forward Lessons Learned • Identify and forward issues (DOTMLPF)
O U T P U T S	<ul style="list-style-type: none"> • Input to Commander's Training Guidance • Updated Staff TPA • Validated Lessons Learned • Defined Issues

Table G-9. Staff Joint Training Assessment

Assessing Training Element of Readiness

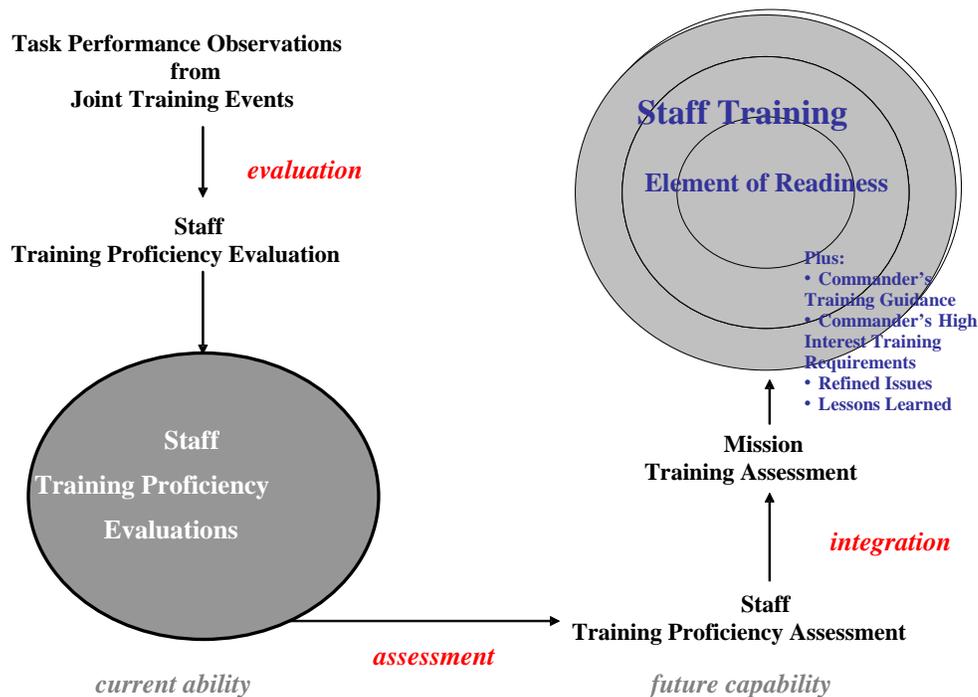


Figure G-7. Assessing Staff Training Element of Readiness

APPENDIX C TO ENCLOSURE G

COLLECTIVE JOINT TRAINING

1. Purpose. The focus of collective joint training is on preparing staffs from combatant commands and subordinate joint force commands including joint functional components to integrate and synchronize owned and provided capabilities under unified command to accomplish required strategic and operational tasks. Effective individual, staff, and collective joint training prior to these joint exercises is critical to ensuring that the combatant command staff, subordinate joint force command staffs, and functional components are adequately prepared and mission ready.
2. Discussion. Historically, collective joint training has been synonymous with large scale exercises. However, collective joint training is more than that. The JTS, (fully described in enclosures B - F) with its inputs, processes, and outputs, was designed to support organization joint training programs that encompass the full range of individual, staff, and collective joint training events. Collective joint training is instruction and applied exercises that prepare an organizational team to complete required tasks as a unit. Collective joint training builds on the foundation of individual and staff joint training, and develops the capability of combatant commands, their subordinate joint force commands, and functional components to integrate and synchronize forces in performance of required tasks to standards while working as part of a larger joint, interagency, intergovernmental or multinational team. Therefore the primary training audience for collective joint training is not the fielded forces (nor are fielded forces necessary for the collective training), but the senior commanders and their staffs responsible for the integration and synchronization of owned and provided mission capabilities. These strategic and operational tasks are derived from the combatant commander's mission responsibilities. A joint force commander's assessment of current capability against required mission capability identifies capability deficiencies and shortfalls. Further analysis of those identified deficiencies in capability serves to identify joint training requirements, establish priorities and forms the joint training focus for the next joint training cycles articulated in the Commander's Training Guidance section (Tab A) of the JTP.
3. Collective Joint Training Responsibilities. Collective joint training involves shared responsibilities exercised among combatant commands, subordinate joint force commands, assigned components, other units and agencies, and training support organizations like USJFCOM. All combatant commanders are responsible for the joint training of their assigned forces. Each combatant commander is also responsible for supporting the joint training programs of

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other combatant commanders to improve the overall joint training readiness of the DOD. During the JELC, Combatant Commanders request support from other combatant commands through the JTIMS and at planning conferences. Combatant Commanders provide requested support within the constraints of higher priority mission requirements, readiness, and resource availability. Like other combatant commands, USJFCOM is responsible for the joint training of assigned forces and has additional significant training related responsibilities for their components which are the primary forces for the supported combatant commands. As the primary joint provider of staffs and forces to other combatant commands, USJFCOM also conducts and directs mission rehearsals, joint, functional, and service sponsored training events focused on joint doctrine to prepare individuals, staffs, and units for joint, interagency and multinational employment by supported combatant commanders. Additionally, USJFCOM provides centralized joint training support to the other combatant commands' joint training programs and supports the rest of the joint training community via the JWFC. The majority of combatant command collective joint training will be conducted using only command resources. No matter the scale of the collective joint training event, the five stage JELC process (design, planning, preparation, execution, and analysis, evaluation, and reporting, described briefly in Enclosure E and in detail in reference e) supports joint training plan execution and effective accomplishment of required training events.

4. Collective Joint Training. Collective joint training builds on the foundation of individual and staff joint training. It centers on strategic and operational joint tasks which are defined by strategic and operational timeframes, strategic and operational planning, decision making by strategic and operational commanders and staffs, and strategic and operational command and control. Joint tasks requiring collective joint training to generate and sustain required capabilities are derived from combatant command missions and joint doctrine and critically focused by identification of JMETLs, command-linked and staff tasks. Collective joint training in these critical tasks is often accomplished in preparation for a larger event having multiple objectives. Significant challenges exist when attempting to accomplish strategic and operational joint training objectives for joint training audiences in large multi-echelon exercises with tactical fielded forces operating in real-time. As a general rule, collective joint training does not require fielded forces supporting the training event in order to meet the training objectives for the joint training audience. And, more importantly, the training objectives and modalities of the differing joint strategic, operational and tactical training audiences are not effectively blended into single collective training events that efficiently meet the training requirements of each specific training audience. The responsibilities of unified command are primarily implemented through planning processes. Collective joint training, then, is predominantly centered on strategic and operational planning tasks performed by the combatant commander and his staff and

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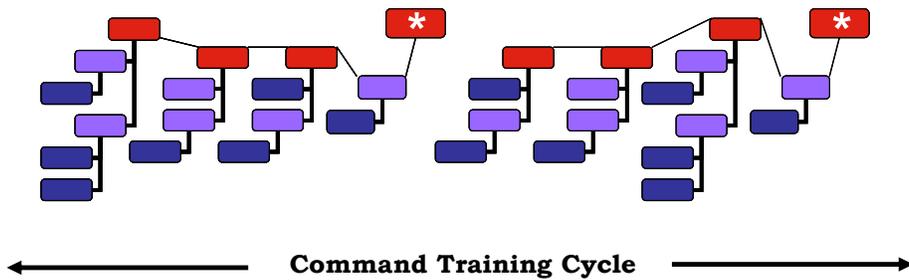
subordinate and supporting joint force commanders and staffs. The nature of the collective joint strategic and operational tasks and joint training audiences is best suited to accomplishment through plan development exercises and war gaming oriented on strategic and operational timeframes and conditions. The ability of joint force commanders and staffs to practice strategic and operational mission tasks; develop and sustain abilities; coordinate, collaborate, analyze alternatives; develop strategic and operational battle rhythms; and foster improved decision making and unified command and control is the focus of collective joint training.

a. Collective Joint Training Requirements. The JTS provides the processes for identifying mission capability requirements resulting in the determination of the combatant command's JMETL. Assessment of current capability against required mission capability identifies any deficiencies and shortfalls in required capability that then lead to identification of individual, staff, and collective joint training requirements. Collective joint training requirements most often embody the highest order joint tasks to be performed by a joint force commander and staff or a series of superior and subordinate or supported and supporting joint force commanders and staffs.

b. Collective Portion of the Joint Training Plan. The command's JTP ideally is made up of a series of individual and staff joint training events whose task proficiency outcomes form the foundation for joint training encompassing broader collective joint tasks and training audiences. Collective joint training events are designed to effectively and efficiently match the training audience(s) and training objectives with the most effective and efficient training method(s), modes(s), and media to achieve and sustain improved performance in executing mission tasks to defined standards. An objective of a command's joint training program should be to craft the design and scheduling of required joint training at the individual, staff, and collective levels to coherently enable the building of critical subsets of required capability, culminating in the validation of the broader set of required mission capabilities in collective joint training events and joint exercises. Figure G-8 illustrates a recommended phased or building block approach that initiates with individual joint training and progressively transitions to staff and then collective joint training based on identified mission capability requirements, joint training requirements derived from assessment of current capability, and effective training strategies to mitigate assessed capability shortfalls and deficiencies. As in the planning of individual and staff joint training events, the planning and scheduling of collective joint training events must be coordinated and efficiently integrated within the command's overall JTP and be based on identified collective joint training requirements (Figure G-9).

c. Collective Joint Training Execution. The execution of joint training events leading up to a collective joint event and the training proficiency

Culmination Collective Events or Exercises*: Chairman's Exercise Program, Joint Exercise Program, or National Exercise Program events that serve to validate capabilities.



Collective Joint Training Events: Instruction and applied exercises that prepare a combatant commander and staff and subordinate and supporting joint force commanders and staffs to execute required strategic and operational tasks.

Staff Joint Training Events: Instruction and applied exercises to prepare individual joint force command staff members to operate as a cohesive staff or staff element to accomplish their JMETS, command-linked tasks and staff supporting tasks to standard.

Individual Joint Training Events: Instruction and applied exercises to build, improve, and sustain the ability of individual joint force command members to perform assigned tasks to standard.

Figure G-8. Joint Training Program Methodology

Building the Joint Training Plan

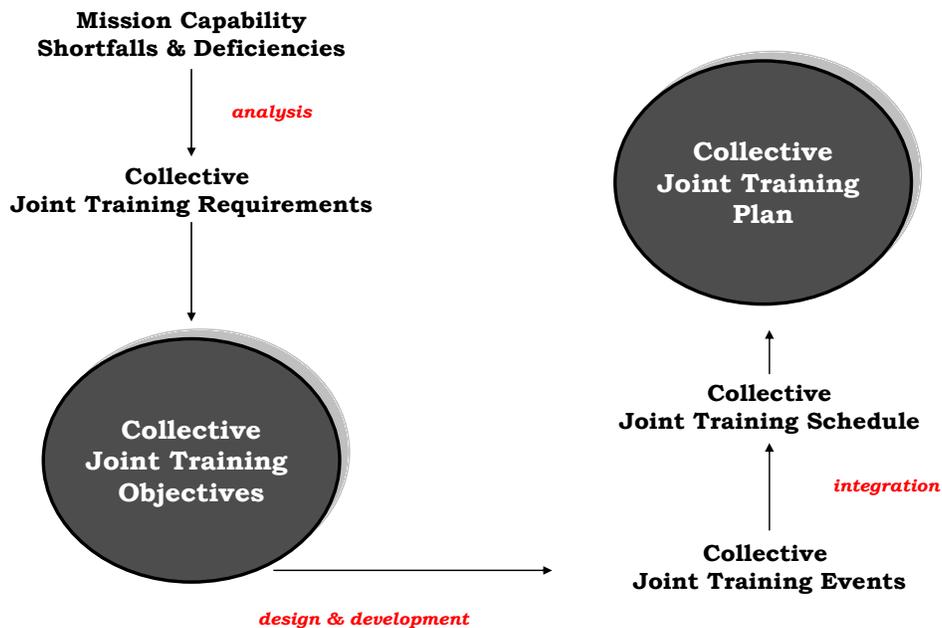


Figure G-9. Building the Collective Portion of the Joint Training Plan

evaluation of the joint training audiences' task performance provide the means for joint commanders to effectively assess the training component of an overall readiness assessment. If designed and executed appropriately, culminating major collective training events and other major exercises can provide critical capability validation opportunities to the joint commander and staff and further support mission training assessment.

d. Collective Joint Training Assessment. The collective portion of the assessment phase of the JTS is designed to determine the collective competence, based on the ability of the joint force command HQ and subordinate and supporting joint force commands to perform required mission tasks to standard to meet the joint force command's mission responsibilities. During Phase IV, the joint force commander assesses the command training proficiency using the outputs from multiple training events and real-world experiences. The results of the commander's assessment of collective performance and competence over a joint training cycle can identify areas of strength and weakness in collective performance or command processes that can be emphasized in the next training cycle. Figure G-10 presents a graphic depiction of assessing the collective training element of readiness within the command's joint training program.

Assessing Training Element of Readiness

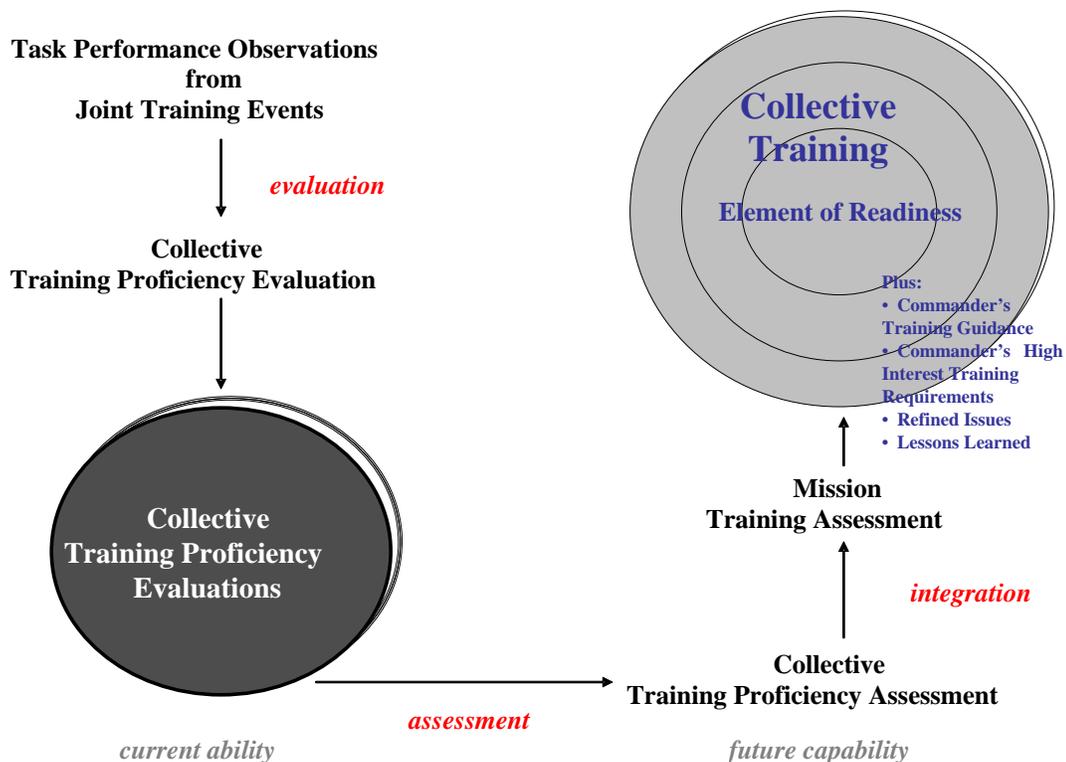


Figure G-10. Assessing Collective Training element of Readiness

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ENCLOSURE H

JOINT INDIVIDUAL LEARNING CONTENT CERTIFICATION PROCESS

1. Purpose. To describe the joint individual learning content certification process, to include requirements, funding, development, certification, and life cycle management; and to identify the responsibilities of the JS J-7, USJFCOM JWFC, combatant commands, Services, and CSAs.

2. Scope. This process applies to all organizations with a requirement for or providing joint individual learning content.

3. Responsibilities

a. JS J-7. Provide policy oversight and recommendations to Office of the Under Secretary of Defense for Personnel and Readiness (OUSD (P&R)):

(1) Arbitrate requirement and resource conflicts among individual joint training and education stakeholders through the Combatant Commander Exercise Engagement and Training Transformation (CE2T2) governance and business processes. Enclosure M provides more detail on the CE2T2 business process and the primary and advisory members who govern funding and provide management oversight.

b. USJFCOM

(1) Lead and manage the joint individual learning content certification process.

(2) Identify and review joint individual training and education requirements.

(3) Certify joint individual learning content.

(4) Enable access to joint individual learning content.

(5) Maintain and manage a master database of all joint courses (pending certification and certified) for the joint community.

(6) Identify funding and management responsibility for the submitted joint individual learning content with the OPR.

c. Combatant Commands, CSAs, and Services

(1) Submit certification requests for joint individual learning content to USJFCOM J-7 JWFC using the Course Certification Request for Service (RFS) on the Joint Investment Database (JIDB). Access to the JIDB is obtained by contacting JKDDC.

(2) Collaborate with USJFCOM during joint individual learning content certification and life cycle management process (Note: The Defense Intelligence Agency (DIA) maintains Joint Individual Learning Content requirements in the Training Requirements Registry (TRR) within their Intelligence Education Center).

(3) Develop courses using the applicable guidance found in MIL-HDBK-29612 series manuals. Distributed learning (DL) and blended learning (BL) courses should also follow the guidance contained in JKO Content Design and Development Guidelines, and/or reference i.

(4) Submit any internally developed joint individual learning content for inclusion in the Certified Joint Individual Learning Content Database.

APPENDIX A TO ENCLOSURE H

INDIVIDUAL JOINT TRAINING AND EDUCATION COURSEWARE CERTIFICATION PROCESS

1. Overview. This appendix details the charter, guidelines, preparation, and conduct of individual joint training and education certification.⁵ The provisions of this enclosure apply to certification and recertification reviews.

2. General. Providing warfighters with effective and accurate individual joint training and education is essential to the successful employment of U.S. joint forces. Individual joint training and education must be based upon approved joint doctrine, joint validated concepts, or vetted best practices where doctrinal voids exist. The individual joint training and education certification process (Figure H-1) is designed to meet this need through review of individual joint training and education courseware against established criteria. The individual joint training and education certification process includes five stages: initiation, validation, course review, and database entry and certification or recertification package completion.



Figure H-1. Individual Joint Training and Education Certification Process

⁵ This USJFCOM managed process shall not be construed to include the legislatively (U.S.C. Title 10 chapter 107) mandated Process for Accreditation of Joint Education (PAJE) directed in CJCS policy through the OPMEP.

3. Certification Philosophy. Individual joint training and education enables the joint warfighter to effectively apply U.S. military power and coordinate the other elements of U.S. national power (i.e., interagency) in support of U.S. policy and strategy. Individual joint training and education courses are continually being developed and made accessible as the Joint Forces of the United States strive to meet national security challenges. As these challenges arise, voids in joint training and education may be identified which will create a need for the development and certification of specific individual joint training and education courseware. As individual joint training and education is developed to address these voids, stakeholders must keep in mind that all joint training and education supports the premise of “joint force employment” and must be based upon approved joint doctrine.

4. Certification Considerations

a. The certification process is the culmination of the larger individual joint training process, which begins with the identification of joint individual training requirements by combatant commands, Services, and CSAs. Compliance with joint individual certification criteria should be at the forefront of this process.

b. The information systems described below should be used throughout the process to ensure that the most current joint doctrine, universal joint tasks (UJTs), and learning tools are employed.

(1) JDEIS is a limited access web portal deployed on both NIPRNET and SIPRNET. JDEIS is designed to directly support the Chairman, the Joint Staff, combatant commanders, other members of the interagency community, and selected multinational partners by providing a centralized location for the development, access, and distribution of joint doctrine, education, training, concepts, and other force development, employment, and assessment related information for the joint warfighting community. JDEIS also supports the defense readiness reporting community by providing network-centric access to authoritative databases of joint doctrine and UJTL tasks, reference h, required for the evaluation and reporting of readiness. JDEIS provides tools to automate major portions of the joint doctrine development process and Web-based delivery of approved joint doctrine, and provides capabilities to cross-index related information. The following JDEIS training guides and procedures further define critical training tasks. Note: The Joint Electronic Library (JEL) is a public-facing Web site. The JEL provides unlimited distribution of selected joint doctrine, education, and training information and related content.

(a) The Combatant Command HQ Training Guide (CCHQTG) is an internet-based, searchable database that describes the tasks performed by combatant command staffs, boards, centers, and cells across the range of

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military operations. It is based on policy, UJTL, and current joint doctrine with added detail from lessons learned, best practices, and other insights. The CCHQTG website can be found on JDEIS. It is updated quarterly to incorporate changes in policy, joint doctrine, and training tasks.

(b) The Joint Task Force Headquarters Training Guide (JTFHQTG) is a searchable, internet-based tool that identifies the tasks that a JTF HQ staff performs. It lists the steps, practices, and procedures that aid the JTF staff member in performing those tasks across the range of military operations. It is based on policy, UJTL, and current joint doctrine with added detail from lessons learned and other best practices and can be found on JDEIS.

(c) The Common Joint Task Force Headquarters Standing Operating Procedure (CJTTFHQ SOP) is an internet-based tool for establishing, organizing, and operating a JTF HQ. It is based on policy, UJTL, and current joint doctrine with added detail from lessons learned and best practices. It addresses, among other subjects, the roles and responsibilities of the commander, key staff members, boards, centers, and cells; and provides the basis for developing a permanent SOP for a newly formed JTF. The CJTTFHQ SOP can be found on JDEIS.

(2) JKO is the online source for relevant, operationally focused distributive joint training and knowledge services and products.

(a) The JKDDC enterprise portal system provides access to web-based courseware and learning tools that support joint training for the spectrum of individuals involved in integrated operations.

(b) A key feature residing on JKO is the Joint Individual Learning Database which allows the user to search for and access existing joint courseware, by title, keyword, or UJT. The database includes course description, contact information, and certification status.

5. Joint Certification Criteria

a. Organizations will submit documentation supporting the eight certification criteria, listed below, for new or existing training content to USJFCOM JWFC through a Course Certification RFS on the JIDB.

b. The criteria for joint certification provide guidance for evaluating and certifying courseware:

(1) Content must meet a joint training requirement that supports a joint operational need as identified in the USJFCOM Joint Training Plan, a

combatant commander's joint training plan, or any other strategic authoritative joint document.

(2) Content must be in accordance with current joint doctrine, which can be found on JDEIS.

(a) The OPR should ensure that approved joint doctrine is consulted as part of the overall course development process.

(b) Content, including emerging operational processes, best practices, definitions, terms, acronyms, and abbreviations must be consistent with approved joint doctrine.

(c) The OPR should verify course content against approved joint publications and list those references used to develop the course.

(3) Learning objectives must link to current UJTs.

(a) Joint training requirements are translated and consolidated into joint training objectives that describe the desired outcome of a joint training activity in terms of training situation, performance, and level of performance. For example:

1. Situation - Upon receipt of warning order or notification of an incident

2. Performance - Convene IO Cell that is representative of IO core, related, and supporting capabilities in accordance with JP 3-13.

3. Level of Performance - Identify and notify IO working group members, activate IO Cell within 24 hours, conduct Mission Analysis, develop Courses of Actions (COAs) and integrate approved COA into overall operations COA.

(b) Joint training objectives that support joint requirements, should easily link to one or more UJTs.

(c) The OPR must tie training objectives to one or more UJTs as part of the overall course development process.

(d) The Universal Joint Task List (UJTL), reference h, can be searched via the UJTL portal on JDEIS.

(4) Course must have an assessment that tests and documents a learner's achievement of the training objectives. The course must have an evaluation standard, such as Pass/Fail or minimum score.

(5) Course must have a lifecycle maintenance plan. Courses that have been certified as joint must be reviewed, updated, and recertified regularly to reflect revisions in joint doctrine, time-sensitive information, and/or content modifications to ensure content currency and accuracy.

(6) Course should support the interest of two or more military departments and be accessible to all Service personnel that meet course requirements. Ideally, the intent is for all Services to be able to accept the program of instruction as meeting appropriate course content.

(7) Course should not duplicate existing material.

(a) OPRs should consult the Joint Individual Learning Database to verify that the course content does not already exist prior to fulfilling the requirement for course development.

(b) OPRs should use existing course content to satisfy a joint training requirement.

(c) OPRs must provide compelling justification to develop duplicate courses.

(8) Joint Course instructors must possess relevant experience and knowledge of joint operations and/or activities related to the course. This criteria is not applicable to web-based instruction.

6. Life Cycle Management

a. The OPR for the training is responsible for notifying USJFCOM of content changes and requesting course recertification.

b. The certification team will quarterly audit all entries in the Certified Joint Individual Learning Database to ensure accuracy and notify OPRs of courses approaching recertification review.

(1) Courses must be reviewed and updated annually by the OPR.

(2) Courses must be recertified by the USJFCOM triennially.

c. The OPR can request that course entries be archived from the Certified Joint Individual Learning Database.

(1) The OPR must submit an RFS to remove the course.

(2) USJFCOM will evaluate the impact of removal and report that impact to the joint training community.

(3) Figure H-2, the Joint Certification Criteria, displays the joint course certification criteria, certification qualifications, and proof of compliance in a chart format. The rubric can be used as checklist for evaluating course materials prior to their submission for joint certification.

7. Course Updates and Certification Status

a. The certification package should address life cycle management frequency indicating when the course should be reviewed by the OPR.

b. Courses should be updated when content requires a critical and substantive change.

(1) A critical change is defined as a change to update incorrect material that may be in conflict with the joint certification criteria. For example, training modality changes such as, the course converts from instructor-led to distance learning and the assessment changes from essay questions to multiple choices.

(2) A substantive change is defined as doctrinally or factually incorrect material.

(3) An administrative change relates to corrections or modifications in grammar, punctuation, style, etc.

c. Courses must be recertified triennially.

(1) A course's joint certification will be revoked if it is not maintained in accordance with the lifecycle maintenance plan. The course will be removed from the approved joint database and lose its ability to grant joint qualified officer (JQO) points. The status of a course that has been deleted or superseded by another course will be changed to "Inactive" but it will remain in the Joint Individual Learning Database for a historical record.

(2) Six months prior to expiration of the current certification, USJFCOM will notify the OPR to submit an RFS for courseware certification.

Objective	Qualifier	Proof of Compliance
<p>1. Course must meet a joint training requirement that supports a joint operational need.</p> <p>Must meet qualifier a, b, or c.</p>	<p>a. Identified in the USJFCOM Joint Training Plan.</p> <p>b. Identified in a combatant commander's joint training plan.</p> <p>c. Demonstrate a linkage to an authoritative joint document.</p>	<p>State the joint training requirement, identify the reference and how the course meets the requirement.</p>
<p>2. Course content must be in accordance with current joint doctrine as identified in CJCSM 3500.03 series, Joint Training Manual for the Armed Forces of the United States and CJCSI 5120.02 series, Joint Doctrine Development System.</p> <p>All qualifiers must be met.</p>	<p>a. Content, including emerging operational processes, best practices, doctrinal definitions, terms, acronyms, and abbreviations must not conflict with current joint doctrine.</p> <p>b. Course content shall be developed to the current joint doctrine.</p> <p>c. Doctrinal publications, including their issue dates, must be listed among the course references.</p>	<p>a. Must be noted in the course content and explain how/why it differs from joint doctrine.</p> <p>b. Content will be verified against current doctrinal publications. Outdated or unapproved (e.g., drafts) doctrine is not valid.</p> <p>c. References will be checked against current listings (i.e., JDEIS)</p>
<p>3. Course learning objectives must be linked to Universal Joint Tasks (UJT).</p> <p>All qualifiers must be met.</p>	<p>a. Objectives easily link to one or more UJTs.</p>	<p>List objectives and corresponding UJTs.</p>
<p>4. Course must have an assessment that tests and documents a learner's achievement of the course objectives.</p> <p>All qualifiers must be met.</p>	<p>a. The course assessment must have an evaluation standard (examples: Pass/Fail, minimum score).</p>	<p>State evaluation Type, Method, and Standard.</p>
<p>5. Course must have a lifecycle maintenance plan and be reviewed and updated to ensure course content currency.</p> <p>All qualifiers must be met.</p>	<p>a. Maintenance plan established for OPR to review and update course for revisions in joint doctrine, time-sensitive information, and/or content modifications to ensure content accuracy.</p> <p>b. Recertify course every thirty six months.</p>	<p>a. State the maintenance schedule or the next date for review.</p> <p>b. Submit Certifications RFS on JIDB.</p>

<p>6. Course must be beneficial, accessible, and recognized across the Services.</p> <p>Must meet qualifiers a and b or c.</p>	<p>a. Must be accessible to students with related functions of any Service.</p> <p>b. Benefits two or more Services.</p> <p>c. Benefits a joint organization.</p>	<p>a. State how the content will be accessed and any access restrictions.</p> <p>b. State how the content benefits two or more Services.</p> <p>c. State how the content benefits a joint organization.</p>
<p>7. Joint course instructors must possess relevant experience and knowledge of joint operations and/or activities related to the course.</p> <p>Must meet qualifiers a and b or c.</p>	<p>a. Graduate of a Service accredited instructor training course or equivalent.</p> <p>b. Experience and knowledge of joint operations.</p> <p>c. Participated in activities related to the course.</p>	<p>Provide policy statement regarding basic instructor qualifications and course instructor qualifications.</p>
<p>8. Prior to course development, the OPR should consult the Joint Individual Learning Database to verify that the course content does not already exist.</p> <p>Must meet qualifiers a or b.</p>	<p>a. Course does not already exist.</p> <p>b. Use and/or modify existing content to fulfill a joint training requirement.</p>	<p>a. State when the database was checked.</p> <p>b. List existing content used.</p>

Figure H-2. Joint Certification Criteria

ENCLOSURE I

JOINT EXERCISE GUIDANCE

1. General. Joint exercises serve a multitude of purposes – joint training, concept analysis, doctrine validation, and support of TCPs are just a few examples. This enclosure provides guidance on various aspects of joint event planning and coordination.

2. Coordination Requirements

a. The supported combatant commands must coordinate directly with other supporting commands, Services, and agencies on all relevant matters pertaining to the planning and execution of joint exercises. Coordination should be conducted as early as possible in the planning cycle. The use of collaborative tools is highly recommended during the coordination process. The Joint Staff need only be kept informed through each command's point of contact in JS J-7. Special attention should be given to exercise timing, force lists, and force protection requirements. When two or more commands expect to use the same forces in exercises, force requirements should be exchanged to facilitate the planning effort. USJFCOM is responsible for deconfliction of assigned forces by UIC and/or time and training objectives. USJFCOM will maintain a scheduling deconfliction role for assigned forces, to include worldwide joint exercise and training event scheduling, and inform the requesting command when and why a force is not available. The supported commander is responsible for ensuring that force protection is an integral part of the exercise planning process. This coordination occurs throughout the entire planning and execution phases of an exercise.

b. Normally, combatant commanders and Service components will perform direct liaison with their respective multi-national commanders for all aspects of U.S. participation in multi-national joint training events.

c. OSEs will consolidate and submit validated common-user transportation requirements to USTRANSCOM IAW references d and r. USTRANSCOM will then task appropriate transportation component commands (TCCs) to schedule the required lift.

d. Force/capability requests for exercise forces will be initiated in JTIMS as far in advance as possible. JOPES will be used in conjunction with all Combatant Commander-sponsored (JEP) or CJCS-sponsored (CEP) exercises that involve movement of forces. For command post exercises, separate TPFDD will be built for exercise plan as well as for the actual movement of exercise

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players. When used, JOPES system performance and user capability will be an evaluated training objective within combatant command AARs.

e. Requests for mobile communications support and equipment controlled by the JS J-6, should be submitted IAW reference s. Commands requesting these assets fund all associated transportation and personnel support costs, less pay and allowances, incident to deployment and recovery.

f. Detailed requests for tanker support will be submitted via JTIMS to USTRANSCOM NLT 60 days before the quarter for which an exercise is planned. USTRANSCOM will forward the requirement to the Air Mobility Command (AMC) Tanker Airlift Control Center (TACC)/Operational Training Division, Directorate of Operations and Training. A request update for exercises scheduled in second and third months of the quarter should be submitted 90 days prior to STARTEX. The JTIMS Force Request should include specific dates, air refueling control times, track, number and type of receivers, altitude, on load, whether probe or drogue, and other pertinent data.

g. Intelligence support is an inherent part of the joint training process. Use and evaluation of national intelligence assets should be considered in the development of joint training activities. To ensure effective and efficient national-level intelligence support from the relevant CSAs (DIA, NSA, NGA) and other intelligence support organizations (i.e., National Reconnaissance Office), exercise planners should involve these organizations at the earliest possible exercise planning stage. Requests for intelligence exercise support should be entered in JTIMS and sent to the relevant CSA. DIA will determine if a Consolidated Exercise Support Request (CESR) is required when requesting national intelligence support. Information about CESR and CESR formats can be provided by DIA/DIOCC. Requests for support should include DIA/J2 Exercise Branch (J25) and DIA/DIOCC as addressees. The NSA, NGA, and NRO can be contacted directly to provide specific training and exercise assistance with regard to national systems.

h. USSTRATCOM is the space point of contact for exercise use of DOD space systems. Assistance in developing space scenarios is available from Joint Functional Component Command – Space (JFCC Space).

i. USCYBERCOM, a subunified command under USSTRATCOM, is chartered to lead, integrate, coordinate the day-to-day defense, protection, and operation of DOD networks. Additionally, USCYBERCOM plays a leading role integrating cyber operations into operational and contingency planning (including training and exercises). Therefore, USCYBERCOM J7 should assist in developing exercise scenarios related to cyber operations and or systems.

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j. Combatant commands that desire forces assigned to another combatant commander will request those forces from the appropriate joint force provider through:

(1) JTIMS when the event is scheduled to take place 1 to 3 years in advance of the date the request is submitted.

(2) Record message traffic, in addition to JTIMS entry, when the event is scheduled to take place within 365 days of the date the request is submitted.

k. Combatant commands that require the participation of exercise SMEs (individual) to support their respective joint exercises will pursue initial sourcing from their own staff and assigned Service Component HQ. In cases where the assigned Service component cannot source the SME, the combatant command can request SME augmentation in JTIMS. The JTIMS Exercise SME request should clearly identify the functional requirements and capabilities required in order to facilitate sourcing. An Exercise Individual SME force request allows the supported command to identify requirements for capabilities at a level below the Unit Identification Code (UIC). The Exercise SME force request focuses on a low density, high demand capability performed by an individual or small group of individuals. This capability is not intended as a means to create/fill a combatant command/JTF Joint Manning Document (JMD), nor is it to be used to build a unit by adding one individual at a time. The Exercise SME (Individual) Requirements beyond organic combatant command capacity should be forwarded to the appropriate joint force provider (USJFCOM, USSOCOM, USTRANSCOM, USSTRATCOM).

3. Political Constraints. Political considerations can significantly impact the joint training process. Many training events and joint exercises are driven by the need to maintain military presence, provide visible support to allied nations, or warn potential opponents of U.S. resolve to meet treaty obligations. Some of these events cannot be altered or canceled without significant coordination with allies. Also, combatant commands and Services must continually review their training programs in an era of rapid geopolitical change to ensure exercise objectives remain valid; some training requirements may not be met as a result of exercise changes caused by political sensitivities.

4. Significant Military Exercise Briefs (SMEB). JS J-7 will inform the Secretary of Defense of significant military exercises via SMEBs IAW reference t. OSD, following coordination with the Office of the Secretary of State, provides advance notification to the NSC Staff. Enclosure L defines significant exercises and provides the SMEB format.

5. Resources. Transportation, logistics, personnel, and equipment are critical issues that must be coordinated throughout the training process. Initially, commands should receive resource availability estimates from the JS

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J-7, joint force providers, and USTRANSCOM during the WJTSC in September each year. These estimates allow combatant commanders to conduct initial planning for the out-years and to continue to refine near-term years in final coordination. Combatant commands need to be flexible in the planning process, due to the effect real-world events and budget considerations can have on event planning and execution. To assist combatant command exercise planners in preparing budgets, representatives from USTRANSCOM and its components visits each combatant command annually via the Budget Tiger Team (BTT) program. Combatant commands should contact USTRANSCOM J3-T to coordinate scheduling of the BTT.

6. Natural Resources Management. Scheduling commands will ensure that participating units comply with federal, state, local, and applicable host-nation laws and regulations concerning protection of the environment. Exercises conducted in the United States will comply with reference u. Exercises conducted outside the United States must comply with references v and w as well as any applicable foreign laws or international agreements.

a. Exercises likely to result in significant diplomatic, interagency, NGO, or media attention due to environmental considerations should be reported in advance in accordance with reference w.

b. To the maximum extent feasible, advance environmental analysis and planning will be incorporated in planning and reflected in the JOPES TPFDD. Documentation should normally appear as an annex to the applicable exercise plan or OPORD.

7. Joint Exercise Directive. Joint exercise directives provide the joint training event participants information concerning the planning and conduct of the event, to include exercise goals, objectives, and conduct. Many of the support and technical plans are attached to the joint exercise directive. Selected portions of the directive become key components of the Exercise Director's Handbook. An example is found at Appendix A. JTIMS software contains templates to assist commands in developing and publishing joint exercise directives. The information in JTIMS may be supplemented with additional directives from the supported command to amplify execution instructions.

8. The Collection Management Plan (CMP). The CMP is developed in the joint exercise preparation phase and serves as the guide for the AAR collection effort. It is based on the supported commander's JMETL-derived training objectives and includes tasks, responsibilities, and training required to support the collection and evaluation requirements of the joint exercise AAR. JTIMS provides the capability to create and generate the Collection Management Plan within the Execution Module.

APPENDIX A TO ENCLOSURE I

JOINT EXERCISE DIRECTIVE SAMPLE FORMAT

1. Description. The joint exercise directive is organized and constructed along the line of a joint operations plan. (Note: This example is for a computer-assisted event and should be tailored to the specific training event).

2. Format

a. Cover Page. Command, joint exercise name, date of publication, highest classification.

b. Record of Changes

c. Plan Summary. The plan summary contains the following:

(1) Purpose

(2) Conditions for implementation

(3) Operations to be conducted

(4) Key assumptions

(5) Joint exercise constraints

(6) Joint exercise time line

(7) Command relationships

(8) Logistic appraisal

(9) Personnel appraisal

(10) Consolidated listing and impact assessment of shortfalls and limiting factors

d. Security Instructions and Classification Guidance

e. Table of Contents and List of Effective Pages

f. Basic Plan

(1) Situation - General. Includes the OSE, training audience(s), purpose, tasked units, and exercise overview.

(a) Area of Concern. Describes the joint training event “play box.”

(b) Deterrent Options. Discussion of possible actions that might preclude combat operations if applicable.

(c) Enemy Forces. Type and nature of opposition forces. References the scenario background in the exercise background in the appropriate annex to the joint exercise directive.

(d) Friendly Forces. Includes all units and their command relationships. Includes supporting combatant commands and relationships. Augmentee and liaison-tasking units are also identified.

(e) Assumptions. List all assumptions that were made relevant to the scenario and lead-in actions.

(f) Legal Considerations. Describes all considerations, both real-world and scenario-relevant, to the joint training event, scenario, and participants.

(g) Joint Exercise Objectives. Separate paragraphs to discuss combatant command, task organization, and supporting command joint exercise objectives. These joint exercise objectives may or may not be directly related to training objectives.

(h) Training Objectives. Separate paragraphs to state all training objectives by source and UJTL (JMETL) references.

(2) Mission. Full mission statement, task, and purpose. Includes the who, what, where, when, why, and how (relevant doctrine and SOP).

(3) Execution

(a) Concept of Operations. Summary of organization and responsibilities to accomplish the stated mission. Joint exercise phasing is included (if applicable). Identifies the model and/or simulation and what will be simulated.

(b) Tasks. Joint exercise development and execution tasks are described for all participating and supporting units and/or agencies.

(4) Administration and Logistics. References the logistics support annex and all other support annexes.

(5) Command and Control. Physical locations of the command and control and/or HQ structure. Reference to the communications support annex.

g. Annexes, as required (examples follow):

- (1) Annex A, Task Organization
- (2) Annex B, Intelligence
- (3) Annex C, Operations
- (4) Annex D, Logistics
- (5) Annex E, Personnel
- (6) Annex F, Public Affairs
- (7) Annex G, AAR Collection Management Plan
- (8) Annex H, Environmental Services
- (9) Annex J, Command Relationships
- (10) Annex K, Command, Control, and Communications
- (11) Annex L, Operations Security
- (12) Annex M, Geospatial Information and Services
- (13) Annex Q, Medical Services
- (14) Annex S, Joint Visitor Operations
- (15) Annex U, Reports
- (16) Annex V, Space Operations
- (17) Annex X, Execution Checklist and Milestones
- (18) Annex Y, Definitions and Glossary
- (19) Annex Z, Distribution

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APPENDIX B TO ENCLOSURE I

JOINT EXERCISE PROGRAM NOMINATION PROCESS

1. General. The JEP is a principal means for combatant commanders to maintain trained and ready forces, exercise their theater campaign plan, and achieve joint and multinational (combined) training. Combatant commander sponsored JEP events train to mission capability requirements described in the command JMETL as well as theater security cooperation requirements as directed in theater campaign plans. The definitive list of exercises that qualify for CE2 funding is managed by the JETP manager. This list, organized by fiscal year, is posted to JTIMS in the Information Center by Joint Staff J-7 JETD. Users can also do a custom query in JTIMS to select all events with the event type "CE2 Funded Event."

a. Exercises are added to the CE2-funded list through the process described in this appendix. Once events are approved for CE2 funding IAW these procedures, exercise planners are responsible for correct identification of CE2-funded training events in JTIMS. This is done in the details tab of the event in JTIMS by selecting the event type. Most CE2 funded events will be identified as "CE2 Funded Event" and "Combatant Command JEP Event." Additional comments on the event can also be placed under the event type.

b. Joint exercises are provided to the Joint Staff J-7 by their combatant command sponsor for inclusion in the JEP based on the following criteria:

(1) Meet the definition of a Joint Exercise as defined in this policy. A joint exercise is a joint military maneuver, simulated wartime operation, or other CJCS- or combatant commander-designated event involving joint planning, preparation, execution, and evaluation.

(2) Be fully coordinated with appropriate Services, commands, and agencies expected to provide support for the exercise. Coordination must include a transportation supportability assessment by USTRANSCOM, when applicable.

(3) Show a direct relationship to the combatant command's mission capability requirements described in the command JMETL or theater security cooperation requirements documented in the theater campaign plan.

(4) Able to be funded from within the command's existing Program Objective Memorandum (POM) submissions for CE2 (JETP, SIF, HQ Support) or other combatant command funds for the year(s) of execution.

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c. Once accepted by the Joint Staff J-7, these combatant commander sponsored exercises are listed in the JTIMS as JEP events and can compete for available SIF and JETP funding to include airlift, sealift, port handling, and inland transportation. The nomination and approval process for new exercises is detailed below:

(1) Combatant commands will coordinate supportability for new exercises with their Service components prior to or during the first quarter of the fiscal year (fall combatant command planning cycle).

(2) Service Component coordination and supportability assessment within current CE2 budgets must be included in the nomination package to the Joint Staff.

(3) The combatant command nominates the new exercise to JS J-7/JETD for presentation at the January/February exercise coordination conference (a video teleconference may replace the conference).

(4) JS J-7 reviews the nomination for consistency with the criteria in this paragraph. If JS J-7 assesses that the proposed exercise is inconsistent with this criteria, the assessment will be provided to the combatant command for consideration. The combatant command may request the nomination and the JS assessment be forwarded to OSD (P&R) for adjudication.

2. Nomination Submissions

a. Proposed JEP events will be submitted to the JS J-7/JETD using the formats at annexes A and B to this appendix.

b. The joint exercise program nomination process quad chart at annex A to this appendix is briefed by the sponsoring command at the Joint Exercise Deconfliction Conference.

c. The joint exercise program nomination process narrative at annex B to this appendix is the primary document submitted by organizations to assess the supportability of the new exercise.

ANNEX A TO APPENDIX B TO ENCLOSURE I

JOINT EXERCISE PROGRAM NOMINATION QUAD CHART

The following quad chart is the first of two documents to support the nomination of a new exercise to the CE2 JEP. This quad chart is briefed by the sponsoring command at the Joint Exercise Deconfliction Conference.

<p>Combatant Commands may tailor header to command format</p>	<h2>Proposed New JEP CE2 Event</h2>	
<p>Map showing exercise location(s)</p>	<h3>Key Dates</h3>	
	<p><u>Proposed</u> CDC: mmm/yyyy IPC: mmm/yyyy MPC: mmm/yyyy FPC: mmm/yyyy Execution: mmm/yyyy</p>	
	<p>Combatant Command GEF Linkage: (Paragraph or table citations may be used to keep unclassified)</p>	
<h3>The 5 W's</h3>	<h3>Resources</h3>	
<p>Who: Countries Involved What: Type of exercise Where: Identify locations When: If specific dates are unknown identify FY and quarter of execution Why: What is the purpose of the exercise? For example: Military engagement spanning spectrum of regular/irregular warfare; Support US access, basing, training; Strengthen mil to mil and regional security; US/Coalition interoperability; etc.</p>	<p>Combatant Command # xx of xx priority event</p>	
	<p><u>Types of Units</u></p>	<p><u>Units/Personnel (estimate)</u></p>
	<p>TAC Air AWACS Mechanized Infantry Bn ARG/MEU SOF/ODA Brigade HQ Staff (List for example purposes only. Tailor to specific needs)</p>	
<p>End State: 1-2 bullets describing the intended outcome of the event 1. 2.</p>	<p>Projected CE2 Costs: JETP: \$x.xM SIF: \$x.xM (Identify by Service) HQ SPT: \$x.xM UFR: \$x.xM (If required)</p>	

Figure I-1. Exercise Nomination Quad Chart

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ANNEX B TO APPENDIX B TO ENCLOSURE I

JOINT EXERCISE PROGRAM NOMINATION PROCESS NARRATIVE

1. General. This narrative format is the second of two documents to support nomination of a new event to the CE2 JEP. The narrative is the primary document organizations will use to assess supportability of the new event.

2. Information Papers. Sponsoring commands will submit narratives as information papers. The following headings will be included as a minimum:

a. Purpose: define the purpose of the information paper.

b. Discussion

(1) New Exercise Name: if applicable, include a discussion of how the name may change as the exercise matures.

(2) Background: Discuss commander's guidance that generated the creation of a new exercise. Why is this event needed?

(3) Exercise Concept: Briefly discuss the scale and scope of the exercise. Include timeframe of exercise execution.

(4) Guidance for Employment of the Force categorization and link to commander's theater Campaign Plan Objectives: Discuss how this exercise fits into strategic guidance for the region.

(5) USTRANSCOM and Component Command supportability assessments: Present a summary of comments from the regional Service components and the initial transportation supportability assessment from USTRANSCOM. These comments will serve as a baseline for additional assessments from Service higher HQ and joint force providers.

(6) Funding: Discuss the overall budget for the new exercise and what CE2 funds will be required to support the new exercise (JETP, SIF, HQ Support). Provide sufficient detail so Service SIF managers can adequately assess supportability. Identify if additional funding will come from other sources. The narrative must show that the new exercise can be funded from within the command's existing POM submission for CE2 or other combatant command funds for the year of execution. Identify if additional funds will be sought in follow-on POM submissions.

c. Additional Comments: If required.

APPENDIX C TO ENCLOSURE I

DOD INTERAGENCY TRAINING COORDINATION

1. Purpose. The DOD Interagency Training Coordination process is intended to improve USG readiness by maximizing the benefit of multi-agency participation in DOD training, education, exercises, and experiments (TEEE).

2. Scope

a. These responsibilities and processes support:

(1) Identifying, requesting, and tracking DOD Component requirements for non-DOD USG interagency partners' (hereafter referred to as non-DOD interagency partners) support to their TEEE events.

(2) Coordination of DOD requirements for non-DOD interagency partner support to their TEEE events involving participation by non-DOD interagency partners at the department level.

(3) Coordination of non-DOD interagency partner requests for DOD support to their TEEE events.

(4) The role of JS J-7 as lead coordinator of requirements for DOD and non-DOD interagency partner support to TEEE events.

b. Exceptions to these rules are as follows:

(1) JS J-7 will coordinate all DOD requirements for non-DOD interagency partner support; however, these business rules do not apply to requirements for support to the CEP or the NEP. The CEP and NEP are governed separately.

(2) These rules do not apply to direct interaction by combatant commands with non-DOD interagency partner entities resident within their areas of responsibility.

3. Responsibilities. Members of the DOD Interagency Working Group must have authority to make decisions for their command/organization regarding TEEE events.

a. Combatant Commands

(1) Participate as voting member.

(2) Identify, in JTIMS, the system of record, interagency support requirements for joint training events for their commands; update requirements annually during the first quarter of each fiscal year (FY).

(3) Enter interagency participation data in JTIMS after each supported event.

b. USJFCOM. In addition to 3a above, annually publish the Partnership Opportunities Catalog to provide visibility on TEEE events to non-DOD interagency partners.

c. Services

(1) Participate as voting member.

(2) Identify, in JTIMS, interagency support requirements for TEEE events for their Services; update requirements annually during the first quarter of each FY.

(3) Enter interagency participation data in JTIMS after each supported event.

d. Combat Support Agencies

(1) Participate as an advisory member.

(2) Identify, in JTIMS, interagency support requirements for TEEE events for their agencies; update requirements annually during the first quarter of each FY.

(3) Enter interagency participation data in JTIMS after each supported event.

e. National Guard Bureau (NGB)

(1) Participate as voting member.

(2) Identify, in JTIMS, interagency support requirements for TEEE events for the National Guard; and update requirements annually during the first quarter of each FY.

(3) Enter interagency participation data in JTIMS after each supported event.

f. JS J-7

(1) Chair the DOD Interagency Working Group.

(2) Organize, manage, and serve as the primary point of contact for interagency TEEE support, consistent with paragraph 3 above.

(3) Collate, during the second quarter of each FY, interagency support requirements generated from JTIMS; develop the unclassified DOD Interagency Participation Plan; and present the Participation Plan opportunities to non-DOD interagency partners.

(4) Present non-DOD interagency partner TEEE requests for DOD support to the DOD Interagency Working Group, consistent with paragraph 3 above.

(5) Provide quarterly interagency participation reports to Director, Joint Staff and to the TEEE Sub-Policy Coordination Committee (PCC).

(6) Identify requirements for interagency participation in the CEP and requirements for DOD participation in the NEP.

g. JS J-5. Participate as an advisory member.

h. JS J-8. Participate as an advisory member.

i. Office of the Under Secretary of Defense for Policy. Participate as an advisory member.

j. Office of the Under Secretary of Defense for Personnel and Readiness

(1) Perform policy and oversight functions consistent with direction in DODD 1322.18.

(2) The Deputy Under Secretary of Defense for Readiness (DUSD(R)). Co-chair the Executive Steering Committee.

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k. Director, Joint Staff (DJS). Co-chair the Executive Steering Committee.

4. Process Cycle (Annex A). The DOD Interagency Working Group will meet no less than quarterly, leveraging the Worldwide Joint Training and Scheduling Conference in March and September, and VTC.

a. First quarter of each FY. Collect requirements for 2 years out (subsequent execution and programming years).

b. Second quarter of each FY. JS J-7 collate and present interagency support opportunities from combatant commands, Services, CSAs, and NGB to non-DOD interagency partners; receive and review non-DOD interagency partner requests for DOD support; forecast 2-year requirements.

c. Third quarter of each FY. JS J-7 develop the DOD Interagency Participation Plan for 2 years out; present the plan to the Executive Steering Committee for approval and adjudication, if necessary.

d. Fourth quarter of each FY. JS J-7 refine and publish DOD Interagency Participation Plan.

5. Requirements Submission. Members will submit requirements for their commands (including the data at Annex B) using JTIMS not later than 31 December annually.

6. Out-of-Cycle Requirements

a. Combatant commands, Services, CSAs, and NGB will submit requirements to JS J-7.

b. JS J-7 will submit out-of-cycle opportunities to non-DOD interagency partners for consideration.

c. Requirements will be deconflicted through VTC, as required.

7. Resolution of Conflicts. Non-DOD interagency partners will select DOD TEEE opportunities they intend to support/participate in based on the information provided by the JS J-7. Deconfliction of competing requirements will be resolved through the DOD Interagency Working Group using the following procedures:

a. There will be 15 voting members (10 combatant commands, four Services, and NGB).

b. The DOD Interagency Working Group will resolve conflicts through consensus.

(1) If consensus cannot be achieved, a straight vote will be taken to present to the Executive Steering Committee for adjudication.

(2) When resolving a multi-option conflict, the Delphi method will be used with the lowest to highest criteria being used for selection.

8. Executive Steering Committee. The Executive Steering Committee, consisting of the DUSD(R) and DJS, will meet annually to approve the DOD Interagency Participation Plan and provide guidance and as needed to resolve conflicts.

9. Reporting. Combatant commands, Services, CSAs, and the NGB will provide data on interagency participation in events through JTIMS. JS J-7 will submit a quarterly report to the DJS and the TEEE Sub-PCC.

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ANNEX A TO APPENDIX C TO ENCLOSURE I

PROCESS CHART

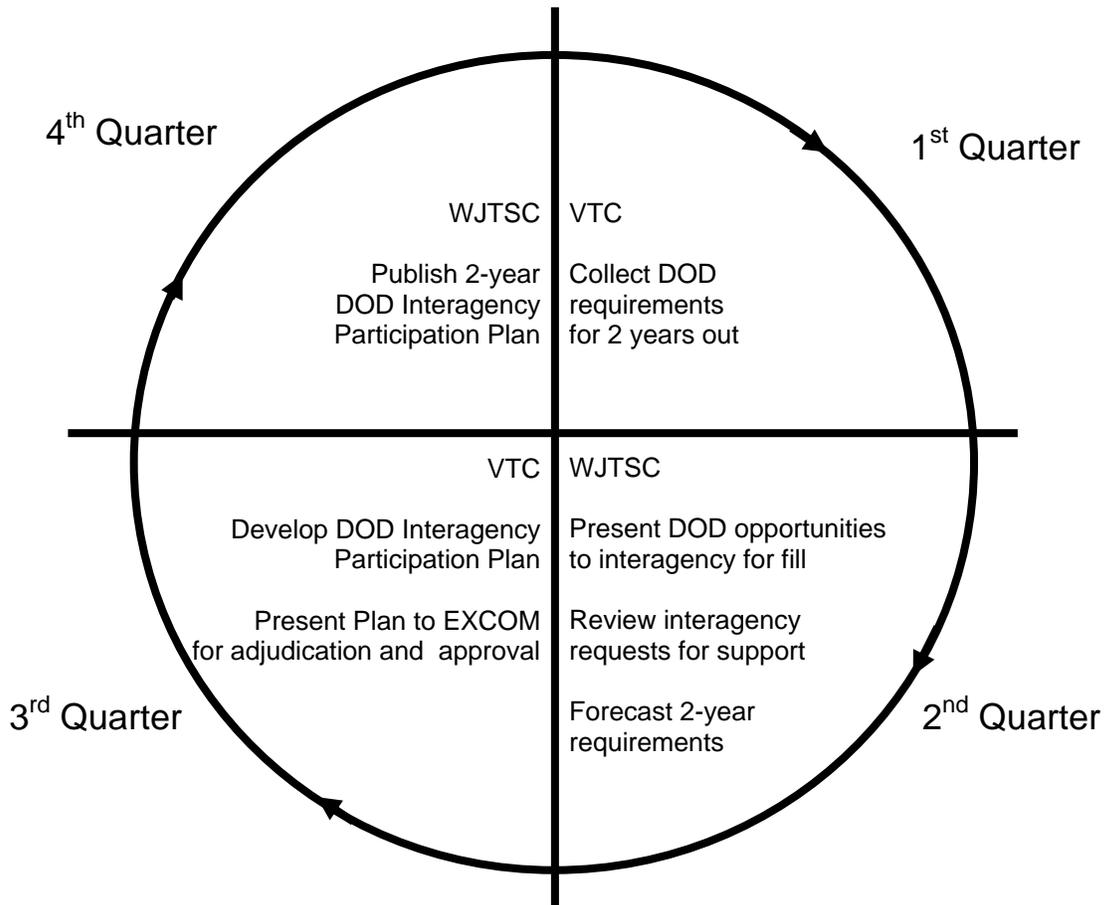


Figure I-2. Interagency Coordination Process

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ANNEX B TO APPENDIX C TO ENCLOSURE I
JTIMS USG PARTICIPATION REQUEST

Home JTP Events Execution Assessment Reports Logged In: Ward, Jane | Selected User Group: USEUCOM

Home > Events Home > (U) FLEXIBLE RESPONSE 10 [Edit Participant Request]

Overall Event Classification: (U) Primary ETL: [Heidt, Max](#)

(U) FLEXIBLE RESPONSE 10
Employment Dates: 07-Dec-2009 thru 10-Dec-2009

Description Details Training Objectives Transportation Milestones **Forces/Participants** Expenses JMSEL Range/Simulation Attachments Reports

*Required

US Gov't Last Modified: 21-May-2009 by [Ward, Jane](#)

*Requirement Type Federal (Headquarters) Federal (within AOR)

*Overall Class (U)

*Requirement/Capability Required Department of State participation in the event is required to simulate DOS activities during execution.

*Opportunity/Benefit to Agency Benefit to DoS...
Benefit to the Command having DoS participate in the event...

*Requested Dates of Participation

Start Date	End Date
13-Apr-2009	25-Apr-2009

*Reason Event Support

*Organization Dept. of State

Recommended Source Bureau of Consular Affairs

Participating Unit/Organization Name Dept. A Number of Participants 2

Remarks/Comments Location to enter General Remarks that may help JS 37 source the requirement.

Save and Return Cancel

Table I-1. JTIMS USG Force Participation Request

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ENCLOSURE J

TRANSPORTATION PLANNING

1. Purpose. This enclosure provides guidance and procedures for planning and executing transportation in support of joint training events. Additional detailed transportation planning guidance is found in references d and r.

2. General. For a joint training event to be effective, all participants must be at their designated place at the selected time. Careful planning and execution of transportation is necessary to make this happen. Transportation normally includes movement of passengers or cargo from home or mobilization location (origin), to a port of embarkation (POE), to a port of debarkation (POD), and to a destination in or near the exercise area. The Services normally pay for transportation from origin to POE for personnel going to the exercise, and from POD to destination for personnel returning from an exercise. Personnel and cargo not accommodated by DOD transportation use procedures for the commercial ticketing and cargo in reference r. Joint Staff “inland transportation” funds pay for transportation of equipment from origin to POE (going) and from POD to destination (returning), unless equipment is moved by Service-owned vehicles. The OSE normally pays for movement from POE to POD and from POD to destination using CE2 funds. Small Commercial Cargo Program (SCCP) funding is managed by JS J7 IAW reference r. USTRANSCOM, as single manager for DOD transportation, works with the OSE/OCE to ensure transportation assets and resources are used effectively to support the joint training program. Planning, scheduling, and executing transportation involves national and theater-level joint tasks. OSEs should coordinate training and assessment of these tasks with supporting commands when creating their JTPs.

3. Planning Conferences and Transportation Planning. Transportation planning is a fundamental requirement of each planning conference. Scheduling the conferences before major transportation planning events and ensuring the correct people attend promotes effective use of resources and assets.
 - a. Sourcing is normally completed after the IPC.

 - b. The MPC should include adequate time and space for representatives from the OSE, supporting commands and agencies, USTRANSCOM, and the TCCs to meet and work transportation requirements. Additionally, JRSOI plans and arrangements should be confirmed and requirements added to the database as necessary. The OSE will record negotiated changes to deployment and redeployment requirements that are generated at the conference. The OSE

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will update the deployment and redeployment databases prior to validation. Airlift and sealift requirements must be refined to a level that can be sourced and validated according to the OSE TPFDD LOI and JOPES Volumes I and III.

c. The FPC should be held before deployment TPFDD validation is required. Final confirmation of JRSOI arrangements and redeployment requirements must be completed at the FPC.

ENCLOSURE K

NATIONAL EXERCISE PROGRAM (NEP)

1. General. Operational events continue to emphasize the critical importance of timely integrated planning, decision making, strategic coordination, and operational awareness of federal, state, local, and private sector officials and organizations. Departments and agencies of the federal government have habitually conducted exercises independently and link exercises between departments as an exception to the rule. The numerous exercise programs, scheduled independently, create a very difficult and turbulent exercise schedule as more and more departments and agencies are focusing exercise objectives on interagency coordination. As a result, the lack of a clear, concise governing directive for the conduct of well-coordinated strategic-level federal exercises spurred the development of the NEP described in reference x. The NEP is a dynamic program which will be adjusted IAW lessons learned and the guidance of national leadership and statutory authorities.
2. Purpose. The purpose of this enclosure is to describe the NEP to the combatant commands, the Joint Staff Directorates, and all other DOD audiences to increase awareness and improve exercise coordination.
3. Overview. The NEP is a top-down driven exercise framework under the leadership of the White House through the Policy, Training, Exercises and Evaluation Policy Coordinating Committee (PTEE PCC). The PTEE PCC functionally runs the program and has representatives from all federal departments and agencies that participate in exercises. The NEP provides the overall framework for the coordination of all federal exercises. The program includes processes to examine and improve the Nation's ability to prevent, prepare for, respond to, and recover from terrorist attacks, major disasters, and other emergencies. Planning events and exercise coordination conferences will be conducted annually and will be used to develop a top-level 5-year exercise schedule that will subsequently be used by all departments, agencies, and their subordinate elements to better synchronize the exercises conducted at the national and regional levels.
4. Exercise Tiers. The NEP categorizes exercise activities into four tiers. These tiers reflect the relative priority for interagency participation, with Tier I as the highest and Tier IV the lowest. USG exercises are assigned to tiers based on a consensus interagency judgment of how closely they align to USG-wide strategic and policy priorities. The NEP Exercise Tiers are as follows:

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a. Tier I Exercises (Required). Tier I exercises are centered on White House directed USG-wide strategy- and policy-related issues and are executed with the participation of all appropriate Cabinet-level Secretaries or their Deputies and all necessary operations centers. (National-level Exercises (NLEs) and Principal-level Exercises (PLEs) constitute Tier I; thus there are five NEP Tier I exercises annually).

b. Tier II Exercises (Commended). Tier II exercises are focused on strategy and policy issues supported by all appropriate departments and agencies either through the National Simulation Cell (Center) or as determined by each department or agency's leadership. (Tier II exercises are endorsed through the NEP process as meriting priority for interagency participation. Tier II exercises take precedence over Tier 3 exercises in the event of resource conflicts. The PTEE PCC shall recommend no more than three Tier II exercises for interagency participation annually).

c. Tier III Exercises (Permitted). Tier III exercises are other federal exercises focused on operational, tactical, or organization-specific objectives and not requiring broad interagency HQ-level involvement to achieve their stated exercise or training objectives. Participation is at the discretion of each department or agency.

d. Tier IV Exercises. Tier IV exercises are exercises in which state, territorial, local, and/or tribal governments, and/or private sector entities, are the primary audience or subject of evaluation.

5. Five Year Schedule. Key to the NEP is the annual development and refinement of a 5-year schedule of exercises for approval of the NSC and Homeland Security Council (HSC) Deputies, on recommendation of the joint HSC-NSC PTEE PCC. The PTEE PCC coordinates development of the schedule, which focuses on Tier I and II exercises. The schedule includes an appendix with summary descriptions of the scheduled Tier I and Tier II exercises. The schedule also includes a classified appendix. This schedule schema corresponds to the JTS JTP construct described in this manual.

a. Current Year. The annual program of exercises being executed. No changes are permitted to the current-year schedule, unless an official at the level of Deputy Secretary or higher petitions the Secretary of Homeland Security, who shall resolve the issue in coordination with the heads of other relevant departments and agencies.

b. Planned Execution Year. This is the year following the current execution year. Since NEP assumes a 12- to 18-month exercise planning cycle for operations-based exercises, specific planning for these exercises may already have commenced as the 5-year schedule is being developed. Therefore, any adjustments to the annual exercise program for the planned execution year

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should be made with caution. No changes are permitted to the schedule for the planned execution year, unless an official at the level of Under Secretary or equivalent (or higher) petitions the Secretary of Homeland Security, who shall resolve the issue in coordination with the heads of other relevant departments and agencies.

c. Budget Year. The budget-year is the key year of concern for the 5-year schedule. Departments and agencies must be able to budget for the exercise program planned for this year. The summary descriptions for budget-year exercises must be detailed enough to permit this. Therefore, summary descriptions for budget-year exercises shall include, at minimum, the theme (e.g., terrorism or catastrophic natural disaster), goals (including the strategic priorities to be addressed), tentative objectives, estimated projected costs, and the scenario hazard or threat.

d. Outyear One. The schedule includes information on exercises planned for the third year following the current year. Summary descriptions of these outyear-one exercises shall include, at a minimum, theme (e.g., terrorism, catastrophic natural disaster), hazard (e.g., anthrax, toxic industrial chemical, earthquake, pandemic influenza), and tentative priority interagency objectives. The summary descriptions for outyear-one exercises must be detailed enough to permit planning for intradepartmental exercises (or exercises with tightly focused interagency participation) that can serve as “building blocks” to prepare for the NEP exercises.

e. Outyear Two. The schedule includes information on exercises planned for the fourth year following the current year. Summary descriptions of these outyear-two exercises shall include, at minimum, the theme (e.g., terrorism, catastrophic natural disaster, etc.), goals (including the strategic priorities to be addressed), tentative objectives, and the scenario hazard or threat.

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ENCLOSURE L

SIGNIFICANT MILITARY EXERCISE REPORTING

1. Criteria. Military Exercises deemed significant due to location within a politically sensitive area, size of forces involved, scope, scenario, participants, visibility, and/or timing require a SMEB. The SMEB process is automated using JTIMS for both tracking and reporting purposes.
2. SMEB Requirements. See references t and y for detailed SMEB reporting criteria.
3. Significant Military Exercise Submissions
 - a. Significant military exercises, as defined by references t and y, require submission of a SMEB from the combatant command to the Chairman for NSC concurrence. Once the SMEB has been fully coordinated at the national level, the JS J-7 will notify the combatant command of the approval.
 - b. The JTIMS process will guide combatant commands in determining whether or not the scheduled event will require a SMEB. For those events requiring a SMEB, combatant commands are then directed to a series of questions in JTIMS requiring completion (see Appendix A). These responses form the basis of the SMEB Executive Overview (see Appendix B) that will be sent to the NSC for approval. Therefore, care should be taken to ensure responses to questions requiring summary information (e.g. scenario overview) are well defined, accurate, and written for an audience unfamiliar with military terminology. Combatant commands will complete the required SMEB data in JTIMS and submit to JS J-7 NLT 50 days before the established critical cancellation date (CCD).
 - c. The CCD is determined by the combatant command and is the last date on which the exercise can be canceled without a severe impact on political, financial, or force commitments. The CCD will normally be a date (other than weekends and holidays) from 7 to 30 days in advance of the employment start date. An earlier date may be necessary when a long-lead commitment is required for exercise or host-country planning.
 - d. Final review and concurrence of the exercise is provided by the NSC Staff on behalf of the President of the United States. JS J-7 will notify the combatant command of final approval, disapproval, or changes.

e. No public announcement of the exercise will be made by the combatant command until exercise approval has been received. ASD Public Affairs must approve exercise public affairs releases.

f. Combatant commands will ensure that, with regard to exercises involving U.S. and foreign forces, the appropriate U.S. embassy is notified before any firm proposals are made to foreign military officials. This procedure will provide the Department of State an opportunity to assess political ramifications early in the exercise planning.

4. Amendments. Combatant commands will report significant amendments to SMEBs without delay by updating and saving the changes in JTIMS accordingly. Major changes include exercise scope, dates, type of forces (Services, active, guard/reserves), force levels, training objectives, and major combatants.

5. Late SMEB Submissions. Late submissions of 10 days or more past the CCD will require a General/Flag Officer Letter of Lateness (Appendix C) forwarded to the JS J-7. The letter (addressed to the Director, Joint Staff) will state a justification for the late submission and a brief outline of steps taken to preclude further late SMEB submissions.

6. Significant Military Exercise Maintenance in JTIMS

a. Combatant commands will ensure their exercises are updated in real time in the JTIMS database. Combatant commands are required to keep JTIMS up to date on a continuous basis.

b. 30 days prior to the start of the 1st and 3rd fiscal quarter, combatant commands will validate and confirm with the JS J-7 all scheduled significant military exercises in JTIMS up to one year in advance of the respective quarter.

c. In preparation for the regularly scheduled de-confliction conference and semiannual WJTSC, the Joint Staff will ensure that combatant commands have verified the accuracy of their exercises submitted in the JTIMS database prior to attendance.

APPENDIX A TO ENCLOSURE L

JTIMS SMEB REQUIREMENTS

Item	Requirement	Tab	Field(s)
1	Date(s)/Duration:	Event Details	Employment Dates
2	Critical Cancellation Date:	Event Milestones	CCD Milestone Date
3	Exercise Locations:	Event Details	Event Location/ Venue and Comments
4	Exercise History:	SMEB Questions / SMEB Template	Additional Questions #1 and #2
5	Exercise Type:	Event Details	Event Type
6	Purpose/Objective of Exercise:	Event Description	Purpose/Goal of Exercise Content
7	Overview of Exercise Scenario:	Event Description	Scenario
8	Concept of Operations (by Phase)	Event Milestones	Milestone; Milestone Dates
9	Combatant Command Point of Contact	SMEB Template	
10	Participants:	SMEB Questions	Additional Questions #5 and #6
11	Key milestones for public releases/public statements:	SMEB Questions	Additional Question #3
12	Possible adverse interpretations or reactions:	SMEB Template	
13	Strategic communications themes and messages to address adverse interpretation/reaction:	SMEB Template	
14	Public Affairs Posture:	SMEB Questions	Additional Question #9
15	Public Affairs Guidance:	SMEB Questions	Additional Question #10

16	Status of Forces Agreement:	SMEB Template	
17	Cross Boundary Coordination:	SMEB Questions / SMEB Template	Additional Question #4
18	Significant political, cultural, military, or political events preceding, concurrent, or post exercise/event:	SMEB Questions	Additional Question #7
19	Significant exercises or major force movements preceding, concurrent, or closely following exercise:	SMEB Questions	Additional Question #8
20	Impact to foreign or defense relations if exercise were canceled:	Event Description	Impact or Effect if Cancelled
21	Financial implications if exercise were cancelled or decision delayed past CCD	SMEB Template	
22	Combatant Command Assessment	SMEB Template	

Table L-1. JTIMS SMEB Process Reporting Criteria

APPENDIX B TO ENCLOSURE L

SMEB EXECUTIVE OVERVIEW

CLASSIFICATION

SMEB EXECUTIVE OVERVIEW - TEMPLATE

Date of Submission

COMBATANT COMMAND / EVENT NAME - FY / Employment Dates

(X) Critical Cancellation Date: October 1, 2009

(X) Exercise Locations: Air - BLUELAND Air Space; Sea – South Mediterranean including BLUELAND Territorial waters; Land-Training Ranges, FUNLAND Air Base (AB) and PARLAND AB in BLUELAND.

(X) Exercise History: Was this exercise previously notified under NSPD-42 / PPD-5? If so, on what Basis? Is this a recurring event? For how long? What were the circumstance of previous cancellations (if applicable)? What if anything has changed about the current exercise? Why is this exercise being notified under PPD-5?

Example: EAGLE TALON (ET) 09-1 was held in January 2009 and ET 09-2 was conducted in August 2009. ET 07 was cancelled due to natural disaster occurring in Host Nation. (Insert number) iterations of Exercise ET have been conducted since (insert date) with similar size, scope, scenario and location (or insert current or past variations in size, scope, scenario, location). ET 10 is being notified due to (give reason per PPD-5)

(X) Exercise Type: US-Israel Bilateral Field Training Exercise (FTX).

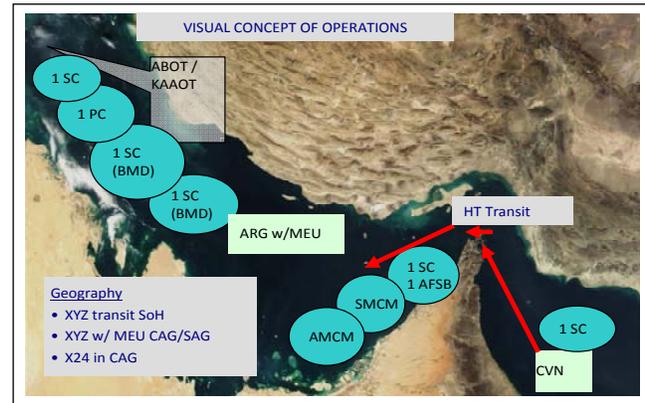
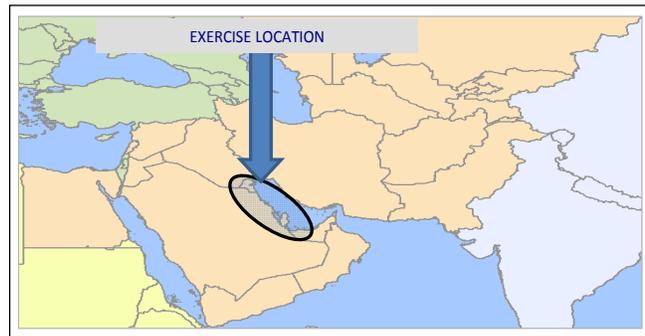
(X) Exercise Purpose/Objective: To conduct engagement operations with a critical regional partner. Assess effectiveness of combined US-BLUELAND multi-tiered Ballistic Missile Defense (BMD) in accordance with Architecture Enhancement Plan (AEP) and CONPLAN XXX.

(X) Exercise Scenario: Mission is to augment Host Nation Theater Missile Defenses (TMD) and Biological Identification Detection System (BIDS) capabilities. IAW with CONPLAN XXXX, COCOM deploys a JTF HQ to BLUELAND to augment BLUELAND defense forces. Mission includes theater missile defense and BIDS augmentation to accomplish this mission.

(X) Concept of Operations (by Phase): Key Events/Dates, Timeline, and Phase for the Exercise:

- | | |
|------------------------|-------------------------------|
| • October 13, 2009: | Torch (ADVON) Party Deploys |
| • October 13-26, 2009: | Deployment Window |
| • October 24-30, 2009: | Field Training Exercise (FTX) |
| • November 1-5, 2009: | Command Post Exercise (CPX) |
| • November 8-12, 2009: | Live Fire Exercise (LFX) |
| • November 1-16, 2009: | Redeployment Window |

(X) COCOM POC: Mr. Point O. Contact, USCOCOM J7
Luke AFB, AZ; Contact number and email



NOTE: Define first use of acronyms. Use written date format.

CLASSIFICATION

Figure L-1. SMEB Executive Overview Template Page 1

CLASSIFICATION

SMEB EXECUTIVE OVERVIEW - TEMPLATE
Command / Event Name FY / Employment Dates

Date of Submission

(X) Participants:

(X) US (Summary): Example – X Carrier Strike Group, X Amphibious Ready Group, Army Patriot Battery and Aviation Attack Detachment, and Air Force Intelligence Surveillance Reconnaissance and Attack Assets.

• HQ, EUCOM (Support)	46
• USAFE/7A	800
• CNE-C6F (USS HIGGINS)	325
• Support Forces/Agencies	45
TOTAL U.S. FORCES:	1,370
TOTAL U.S. FORCES DEPLOYING FROM CONUS:	0

(X) Foreign (Summary):

• BLUELAND Defense Force	TBD
TOTAL FOREIGN FORCES:	TBD

What will units/participants actually be doing during the exercise?

(X) Strategic Communications:

(X) Key Milestones for Public Releases/Public Statements: Example: Initial press release NLT one week before start of exercise. Additional media releases during exercise must be approved by PAO.

(X) Possible adverse interpretations or reactions: Example: Knowledge of, or spillage of sensitive information regarding the CPX could potentially damage current Country X and Country Y relations.

(X) Strategic Communications themes and messages to address

Adverse interpretation/reactions: Example: Exercise will be conducted with units whose primary mission is peace keeping missions in support of coalition operations. COCOM will coordinate strategic communications with USEMB to ensure positive public projection of the exercise.

(X) Recommended public affairs posture and message as of CCD:

Example: Active; "From time to time U.S. agencies participate in scheduled training exercises with nations throughout the COCOM area of responsibility to promote cooperation, understanding and interoperability."

(X) Public affairs guidance: Example: The public affairs approach will be passive/response to query only. This posture entails responding to media queries and allowing media members to report on selected exercise activities. PAO will not solicit media interest, but will issue an initial exercise announcement.

(X) Status of Forces Agreement (SOFA): Example: The U.S.-Host Nation SOFA entered into force on February 9, 1967. Amended 2001.

(X) Cross Boundary Coordination: What agencies/organizations in neighboring or regional states have been notified of the exercise? **Example:** U.S. Embassy Country X will be informed or there are no scheduled or anticipated exercise events that would require consideration by other interagency group.

(X) Converging Significant Assets:

- (X) Operations, exercises, or major unit movements that will be in close proximity to the exercise location within one week preceding, after, or during the exercise: **Example:** SPITTING COBRA 10 (Country X) also conducted during the exercise dates of SHAZAM 10-2 (Country Y).
- (X) Political, Diplomatic, Cultural, or Military events preceding, concurrent, or post exercise/event: **Example:** Annual Hajj pilgrimage commences one week after conclusion of exercise SPITTING COBRA.

(X) Impact to foreign or defense relations if exercise were cancelled:

(X) Financial implications if exercise were cancelled or decision delayed past CCD:

(X) Department / Agency Assessment:

- (X) COCOM: **Example:** Proceed with exercise; possible adverse reaction by country X outweighed by benefits of U.S. – UK interoperability exercise. The SMEB assessment should also make mention of the proximity and credibility of the threat, the complexity of the operational theater, and how the exercise will meet objectives and maintain combat readiness for those war-fighting exercises.

- (X) JS:
- (X) OSD:
- (X) State:

Department / Agency Recommendations:

DOD recommendation: DOS recommendation:

Source/Derivative Classification
and Declassification Instructions
(if classified)

NOTE: Define first use of acronyms

CLASSIFICATION

Figure L-2. SMEB Executive Overview Template Page 2

APPENDIX C TO ENCLOSURE L

SMEB LETTER OF LATENESS



COMMANDER, U.S. XXXCOM
(XXXCOM)
XXXXX, APO AE XXXXX-XXXX

To: Director, Joint Chiefs of Staff, Pentagon, Washington, DC 20318-7000

Subj: HQ COMBATANT COMMAND SIGNIFICANT MILITARY EXERCISE BRIEF
(SMEB) - LETTER OF LATENESS

Encl: (1) SMEB – Exercise name; Location; CCD; Execution date

1. (U) USXXXXCOM respectfully submits this Letter of Lateness for the late submission of the SMEB for (Exercise Name). USXXXXCOM clearly understands that the SMEB process has received close scrutiny from OSD and the NSC due to multiple late SMEB submissions by the Combatant Commanders. While no CJCS exercises have been canceled or delayed due to a late submission, last-minute approvals run counter to PPD-5 and DOD directives.
2. (U) Justification: (Give a justification for the late submission and briefly outline steps taken to preclude late SMEB submissions in the future).
3. (U) My point of contact is LTC Joe Exercise, XXX, USXXXXCOM, DSN (XXX) 123-4567, JOEEXERCISE@XXXcom.smil.mil.

SNUFFY SMITH
MG, U.S. XXXX
Director for Operations

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ENCLOSURE M

FUNDING

1. Funding Overview. JS J-7 has oversight and management responsibility for several funds that support joint training and exercise programs. The CE2 Defense Wide Account is a primary source of funding to support the combatant command joint training programs. Details of the CE2 are found in the CE2 Business Rules (reference z) and in Appendix A. The JEP is the principal means by which the Chairman and combatant commands fulfill their joint training responsibilities under Title 10. The funding is programmed and managed by several HQ activities. Exercise Related Construction (ERC) includes unspecified minor construction supporting in progress or planned exercises in foreign countries and is centrally managed by the Joint Staff Logistics Directorate (Appendix C). JS J-7 also provides oversight and monitors execution of the DCCEP and Bilateral Cooperation Program for Developing Countries, Personal Expenses (PE) (Appendix D)

a. The Services and USSOCOM are responsible for managing the distribution and overseeing the expenditure of CE2 funds to cover incremental expenses, such as consumable supplies, per diem, non-aviation fuel and communications. Incremental funding does not cover those expenses funded in other Service accounts such as flying hours steaming days, or vehicle miles.

b. The JEP does not fund non-U.S. costs or foreign military interaction activities; only exercises in the JEP are eligible for transportation funding under the JEP Element. Details are found in reference r.

2. Combatant Command and Service Roles in the Funding Process. The importance of the roles of the combatant commands and Services in the funding process cannot be overemphasized. Combatant commands, Services, and USSOCOM components identify program and budget requirements to JS J-7 for CE2 training program funding as part of the Planning, Programming, Budgeting, Execution (PPBE) cycle (Figure M-1 shows the PPBE milestones and Joint Training planning and programming cycle). POM transportation requirements are based on combatant command and Service estimates. The accuracy of combatant command and Service estimates and the viability of the combatant command's joint training program contribute to the Joint Staff's ability to successfully describe and defend the program. Quality input with regard to the impact of reduced funding levels provides background used to answer questions, which arise during the budget review process, and defend exercise requirements against proposed reductions. Combatant commands may also verbalize the importance of exercise funding via other avenues such as integrated priority lists and direct input to OSD or Congress. A strong

position supporting exercise requirements, submitted by the combatant commands in a timely manner, contributes significantly to program resource development and sustainment.

Joint Training, Planning, and Programming Cycle

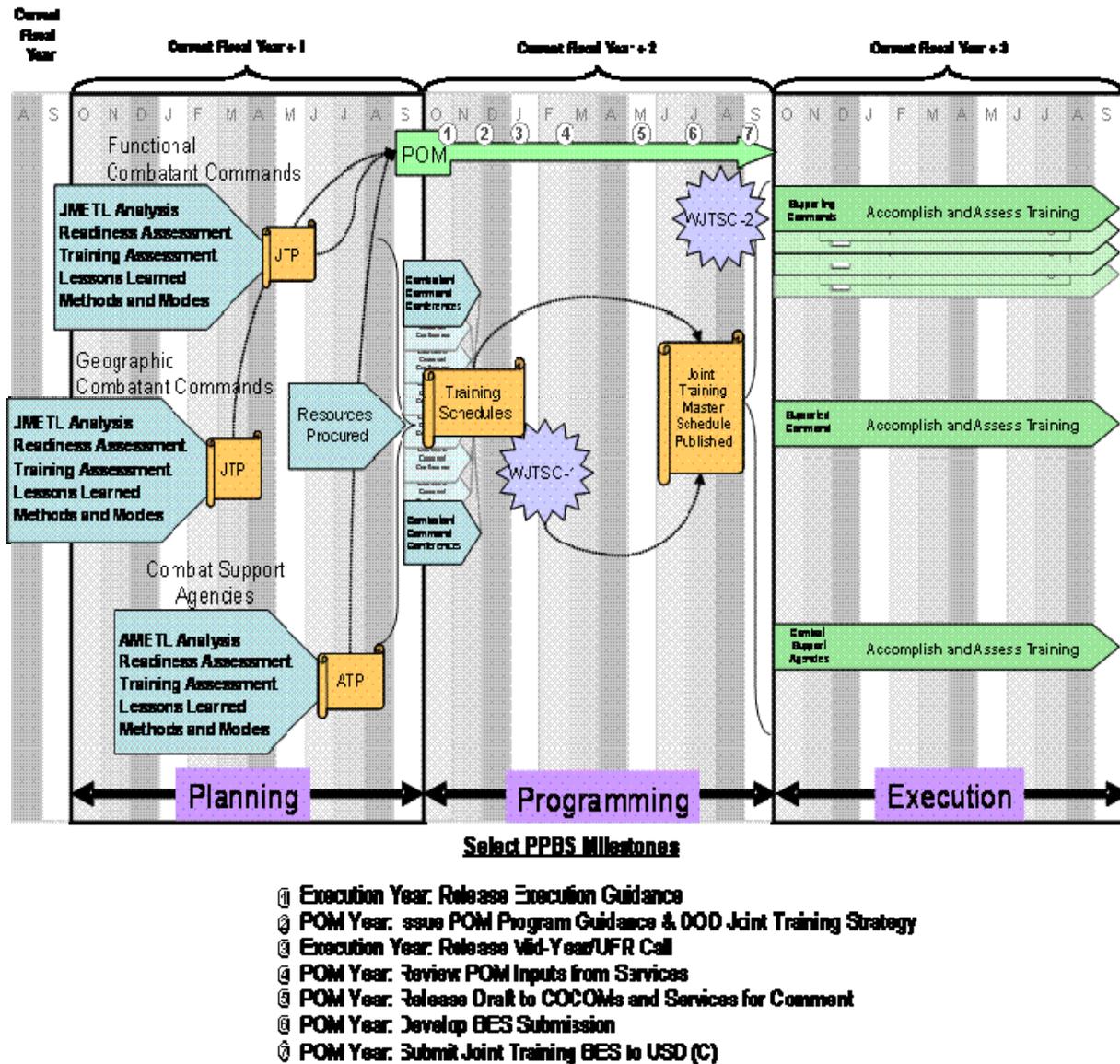


Figure M-1. Joint Training, Planning, and Programming Cycle

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3. Humanitarian Assistance (HA) and Humanitarian Civic Assistance (HCA). HCA funding is managed by the Defense Security Cooperation Agency (DSCA) with staff assistance from the JS J-4 Logistics Directorate. Combatant command exercise planners will coordinate their HCA/HA requirements with their command logistics representatives IAW local policy and procedures. Typically, this involves an annual submission and approval process.

a. HA projects are intended to advance strategic objectives of the United States. Projects should complement but must not duplicate/replace the work of other USG relief agencies. The embassy country team is accountable for all DOD HA provided in their country and close coordination should be made with the embassy country team on proposed projects. Upon completion, all HA projects must be owned by the host nation government. HA projects must benefit the civilian population of the host country by addressing legitimate and basic humanitarian needs of the targeted population and generate a sustained humanitarian impact. HA projects may not benefit foreign militaries or paramilitary groups, such as through training or donated materiel. Participation by U.S. military forces is essential and must be maximized.

b. HCA projects are authorized by Title 10, U.S. Code, Chapter 20, Section 401, which authorizes U.S. military forces to conduct HCA activities while deployed overseas for training, readiness exercises, or operations. HCA funding covers only incremental expenses such as consumable materials, supplies, and limited services. HCA projects are “add-on” events to primary exercise objectives. The main objective of HCA events must be to train U.S. forces in austere environments, giving them field experience. The local population should also benefit from not only U.S. knowledge and expertise, but seeing the U.S. personnel in uniform executing projects that benefit their way of life.

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APPENDIX A TO ENCLOSURE M

CE2 DEFENSE-WIDE ACCOUNT

1. CE2 Defense-Wide Account. The CE2 account is the increment of the Defense-Wide CE2T2 account that consolidates joint training program funding and directly addresses combatant command joint training requirements. The T2 Program Plan guides the development of policy and business rules for execution of the T2 planning and resource management process. Specific business rules that apply to the CE2 portion of the account are found in the CE2 Program Goals and Objectives.

a. The Stakeholder Leadership Team (SLT) is the coordination body for the CE2. The SLT is charged to collaboratively plan and execute the CE2 program, ensuring collaboration across all the combatant commands and Services and coordination with T2. The CE2 SLT is comprised of primary and advisory members. Primary members consist of O-6/GS-15 (principal plus two) representatives from each combatant command, the Services, OUSD (Readiness), and JS J-7. Primary members are the collaborators for the CE2 Program Plan Increment build, annual Program Execution Plan (PEP), and prioritization and allocation of funds within the CE2 account. Advisory members support the SLT coordination and collaboration process. The combat support agencies and other organizations become advisory members by invitation from a primary member and approval by the SLT.

b. JS J-7 chairs the CE2 SLT and serves as the CE2 Account Manager on behalf of the stakeholders. JS J7 is responsible for the program management, development of the CE2 PEP, and execution of the CE2 Program in accordance with the PEP. Joint Staff also validates collaboratively adjudicated realignment of resources.

c. Combatant commands and Services are the primary voting members of the CE2 SLT. They request realignment of resources through the account manager and will prioritize allocation of discretionary spending based on the Delphi method.⁶ Additionally, the combatant commands support the Joint Staff in developing the Program Goals and Objectives, Program Plan Increment, Budget Estimate Submission (BES), and PEP/Obligation Plan.

2. The CE2 major activities. Currently, the following projects are included within the CE2:

⁶ The Delphi method is a silent voting technique used to achieve consensus.

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a. The Joint Exercise Transportation Program (JETP) provides transportation funding to include airlift, sealift, port handling (PH), and inland transportation (IT) for JEP events (Appendix B).

b. JTIMS provides the joint warfighter a web-based, collaborative automated tool set supporting all four phases of the JTS. JTIMS uses a spiral development approach to expand the capabilities aligned to support the JTS.

c. The JTS Specialist Program provides JTSS, Joint Interagency Training Specialists (JIATS), Joint Training Facilitator Specialists (JTFS), and Joint Lessons Learned Program Specialists (JLLPS) to the combatant commands, CSAs, Services, NGB, and other USG departments and agencies. These specialists integrate joint training issues, requirements, and lessons learned into a cohesive joint training program that supports the combatant commands and CJCS in implementing joint training across the DOD.

d. Combatant Command HQ Support (formerly Service Executive Agent support). This program provides funding to combatant command training and exercise programs. It covers associated costs that combatant command HQ incur to execute their training/exercise programs. These funds are essential to each combatant command to ensure their readiness to conduct their assigned operational missions. This project includes the JS J-7 CE2 Management Support.

e. JWFC Support for Combatant Command Exercises. JWFC provides training support to combatant commander joint and interagency multinational training exercises. The JWFC provides common joint training support and maintains overarching architectures and standards for joint training that address exercise support and maintenance of training infrastructure, to include distributed modeling and simulation capabilities. JWFC funding is obligated to supporting two exercises per year for each combatant command and one per year for the Joint Staff, as well as planning for the following year's events.

f. Joint Task Force/Functional Component HQ (JTF/FC HQ) Training. This program provides funding for combatant commanders to train assigned HQ staffs designated to perform as a JTF HQ. This program supports the provision of additional joint enabling capabilities to better replicate the operational environment necessary to certify a potential JTF or FC HQs in an existing exercise or to fund a separate exercise necessary for certification.

g. Joint Innovative Training Methods and Tools (JITMT) Alternatives 4 and 5. The JITMT provides funding to develop innovative acquisition approaches such that the training audience is able to procure joint training capabilities more efficiently and effectively utilizing firm, fixed-price contracts;

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and low-cost alternatives to large-scale constructive simulations that address the full spectrum of joint training at the combatant commands and JTF individual and staff levels.

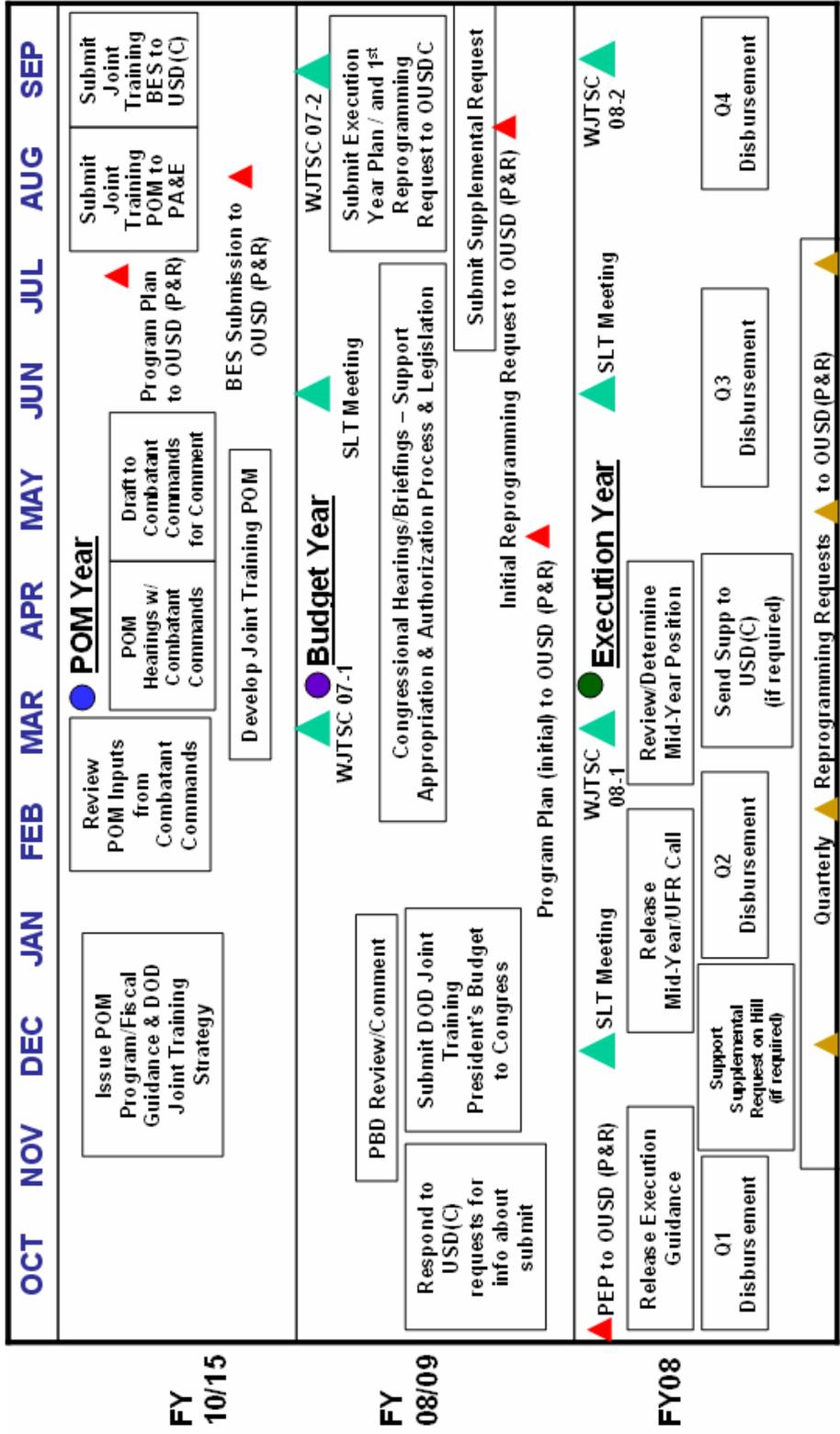
h. Regional Security Cooperation Network (RSCN) Program. The RSCN program assists in the development of open source and open standards based collaborative Advanced Distributed Learning (ADL) capabilities to enhance the multinational collective training environment. The program has developed products and tools that enable multinational aspects of the JNTC by providing freeware to the multinational training community.

i. Joint Deployment Training Center (JDTC). JDTC is the Department of Defense's sole provider of individual functional training and education on joint deployment, global force management, and situational awareness processes and joint applications. JDTC provides training and education to the Joint Planning and Execution Community, joint exercises, and professional military education institutions on the JOPES, JCRM, Common Operational Picture (COP), Integrated Imagery and Intelligence (I3), as well as other select Global Command and Control System – Joint (GCCS-J) applications. JDTC produces trained and qualified personnel who are ready to plan and support joint operations.

j. Service Incremental Funding (SIF). SIF funds Service requirements for participation in combatant command exercises, exclusive of JETP requirements, including travel and per diem for attendance at planning conferences and exercise events.

3. Interagency Participation. Integration of interagency partners in Department integrated operations training activities is fundamental to achieve mission capability requirements. To ensure full participation, CE2 funds are authorized for use by combatant commands and Services as an enabler to support interagency participation in joint events throughout the Joint Event Life Cycle process, including planning and Master Scenario Event List conferences, academics, and exercise execution.

4. Account Fund PPBE Cycle. The Account Manager will host quarterly CE2 SLT meetings to finalize decisions affecting the account (see Figure M-2). Spring and fall meetings will be held in conjunction with the WJTSC. Summer and winter meetings will be conducted by video teleconference. Prioritized exercise support requirements will be locked in at the Spring WJTSC and address two years from the current year. For example, exercise support for FY14 will be determined at WJTSC 12-1.



▲ = Stakeholder Leadership Team (SLT) Meeting (Mar/Sep in conjunction with WJTSC)
(NOTE: FY08 activities shown for illustration purposes; cycle is continuous.)

Figure M-2. Planning, Programming and Budgeting Cycle

APPENDIX B TO ENCLOSURE M

TRANSPORTATION FUNDING

1. Background. Transportation funding is managed within the CE2 by the JS J-7 IAW reference r. The current management process, with its coordinated planning, centralized funding, and decentralized execution, is intended to prevent degradation of the overall program that could result from conflicting interests among combatant commands and the Services. The process also allows commanders the flexibility to determine how to best apply available resources to accomplish their training requirements. Therefore, the combatant commands design their own joint training programs consistent with their regional and/or functional combatant command priorities, while the Joint Staff coordinates exercise scheduling and allocates exercise funding. Typically, combatant command JTPs contain an execution year, a budget/programming year, and two planning years.

2. Planning. For combatant commander-sponsored exercises, transportation requirements are refined for the current year and estimated for the subsequent 4 years. These requirements are in JTIMS in each combatant commander's joint training plan (JTIMS Stratlift module discussion in step 5 of the JTP development process in Enclosure D). This document then serves as the planning document for programming transportation resources. Hence, the planning phase of the PPBE is primarily a combatant command responsibility.

3. Programming. Airlift and sealift costs, together with PH and IT estimates, serve as the foundation for the POM submission. The POM submission is reviewed during the winter months, with the program manager typically addressing requirements, shortfalls, and their impact to various levels of leadership as required. Any adjustments to program funding made by OSD are then transmitted through a program decision memorandum, which is the mechanism used to adjust the Future Year Defense Program in preparation for the budgeting phase.

4. Budgeting. Typically, not all transportation requirements identified in the POM are funded. Consequently, JS J-7 must apply resource constraints to combatant command transportation requirements and issue specific funding targets to the combatant commands and Services for their exercises. Budget year funding targets (usually current year plus 2) are usually released in early July. Combatant commands must then update their programs accordingly in JTIMS, reflecting funded and unfunded exercises. To assist combatant command exercise planners in preparing budgets, representatives from USTRANSCOM and its components visits each combatant command annually

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via the Budget Tiger Team (BTT) program. Combatant commands should contact USTRANSCOM J-3T to coordinate scheduling of the BTT. Combatant commands in coordination with their Service components will provide the JS J-7 with a separate spending plan by exercise, reflecting both funded and unfunded requirements for all classes of JEP funding; airlift, sealift, PH, and IT cost estimates by exercise. These resource-constrained, updated requirements form the basis for the budget estimate submission to OSD in September. Any further adjustments to program funding made by OSD as part of the budget review are transmitted via Program Budget Decision. At the very least, program adjustments are usually required to reflect revised airlift and sealift rates. Program adjustments (whether increases or decreases) result in changes to combatant command and Service spending targets, requiring further revision to spending plans. This revised program becomes the basis for the President's Budget Submission to Congress in January.

5. Execution. JS J-7 will confirm final combatant command and Service transportation spending targets for the execution year, once Congress enacts the appropriation. Several items specific to program execution merit attention:

a. Realignment of Funds. Excess transportation funds resulting from the cancellation or downscaling of an exercise revert to Joint Staff control. These funds are then used to offset execution year program funding reductions or are reallocated to other high-priority CE2 requirements. The affected combatant command or Service may request to internally realign the funds to unfunded requirements.

b. Distribution of Funds. Transportation funds are distributed from the Joint Staff to AMC for airlift, MSC for sealift, to SDDC for liner service and partial PH and IT, and to the combatant commands and Services for CTP, PH, and IT.

APPENDIX C TO ENCLOSURE M

EXERCISE RELATED CONSTRUCTION

1. Exercise-Related Construction. ERC is defined as an unspecified minor military construction project, outside of the United States, in support of an in-progress or planned CJCS exercise that result in a facility, or facilities, that remain, in any part, after the end of the exercise.

2. Construction Projects. ERC is designed to support the OSE's readiness objectives in its area of responsibility by improving exercise effectiveness, enhancing safety, facilitating resource savings, and training engineer troops. Additionally, it may foster better relations with host nations; however, it is not a nation-building or a foreign assistance program. ERC is intended to benefit the United States, although corollary benefits may incidentally accrue to host foreign countries.

3. ERC Programming Guidance. The JS J-4 issues ERC programming guidance prior to the beginning of the fiscal year. Guidance will include the status of project approvals for the budget year, a request for the program years (budget year plus one) and other future year submissions, and a projection of ERC fund allocations for the program year. OSEs must alert the JS J-4 to unfunded program year requirements and be prepared to defend them during budget deliberations.

4. Request for Approval. The OSE will submit a formal request for approval of ERC projects IAW reference aa, Enclosure B, section 3, to JS J-4.

a. Submissions of projected requirements for the program year and future years must be prioritized by FY of planned accomplishment.

b. Unexpected, out-of-cycle requests must be identified to the JS J-4 NLT 45 days prior to desired funding obligation. Requests must include either a suggested funds offset (for inclusion within an approved ERC program) or a new priority order for projects (for inclusion in programs that are awaiting approval).

c. Notify JS J-4 immediately if schedule changes result in a change to fiscal year funds obligations.

5. Congressional Notification. Congress will be notified of Joint Staff intent to execute all ERC projects. No funds may be obligated in support of an ERC project until the appropriate congressional committees have expressly approved the project or a period of 21 days has elapsed from the date of notification, whichever occurs first.

6. Approval of ERC Program. The JS J-4 programs, budgets, and approves the ERC program IAW reference ab. Approval of ERC projects assumes requests have been thoroughly staffed within the OSE, with other commands, and with the Services. Availability of engineer troop units, if scheduled, is critical. The JS J-7 must coordinate and approve any addition, deletion, or change to the funding of lift requirements associated with ERC project requests. After worldwide priorities and associated fund allocations have been established, OSE priorities will be honored. Joint Staff priorities will be based on the extent to which projects:

- a. Promote U.S. national interests.
- b. Contribute to exercise objectives.
- c. Support OPLAN(s).
- d. Contribute to the welfare of exercise units.
- e. Train engineer troops.
- f. Result in net resource savings.
- g. Are not eligible for alternative funding.
- h. Obligate funds early.

7. ERC Costs. The costs of projects constructed in support of military training exercises will be determined IAW reference aa, Enclosure B, section 4.

a. As soon as possible after funding authority is available, the JS J-4 will request the Joint Staff Comptroller to formally sub-allocate ERC funds to the comptroller activity for the OSE. OSEs may spend ERC funds for approved projects up to the approved funded costs. A change in scope or project location requires approval by JS J-4 and re-notification to Congress. Any cost increase greater than 25 percent of the approved funded cost must be reported to J-4. A change in method of accomplishment (troop or contract) requires formal approval by the J-4.

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b. Although a military construction appropriation is available for use for 5 fiscal years, the DOD goal is for 90 percent of the exercise-related, unspecified minor military construction obligations to occur within the first year of an appropriation. Any remaining funds should be obligated by the end of the second fiscal year. This action will preclude undermining current budget requests by carrying significant amounts of un-obligated balances forward into succeeding fiscal years. This will also minimize the potential impact from sequestration if a balanced budget or emergency deficit control act is passed by Congress.

8. Scheduling. Commands will report project obligations to JS J-4, with information copies to the Joint Staff Comptroller IAW reference aa. Starting in the fiscal year of project approval, report obligations for funded projects quarterly until obligations are complete. Reports must either originate with, or indicate coordination with, the combatant command's office responsible for officially recording obligations in the accounting system (usually the comptroller). ERC project costs will be developed IAW Table P-C-1 and the established construction practices and cost-accounting procedures.

PROJECT	FUNDS FY	FUNDS AUTH	FUNDS OBLIG	FUNDS EXPENDED	FUNDS BALANCE	% OBLIG
AAA	XX	AA	AA	AA	AA	AA
BBB	XX	BB	BB	BB	BB	BB
TOTAL FY	XX	--	--	--	--	--
CCC	YY	CC	CC	CC	CC	CC
DDD	YY	DD	DD	DD	DD	DD
TOTAL FY	YY	--	--	--	--	--

Table M-1. Exercise-Related Construction Program Obligation Report Format

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APPENDIX D TO ENCLOSURE M

DEVELOPING COUNTRIES COMBINED EXERCISE PROGRAM (DCCEP) AND
BILATERAL COOPERATION PROGRAM (PERSONNEL EXPENSES)

1. DCCEP Incremental Expenses. IAW Title 10, U.S. Code, Section 2010, the Secretary of Defense, after consultation with the Secretary of State, may pay incremental expenses that are incurred by a developing country while participating in a multinational exercise (DCCEP). Incremental expenses are the reasonable and proper costs of goods and services that are consumed by a developing country as a direct result of that country's participation in a multinational exercise with the United States, including rations, fuel, training ammunition, and transportation. Pay, allowances, and other normal costs are not included. Any developing country listed in the DOS developing country list can qualify for this program if the exercise participated in meets the following criteria:

- a. The exercise is undertaken primarily to enhance U.S. security interests.
- b. The country supported is considered a developing country.
- c. The developing country's participation is necessary to achieve exercise objectives, and those objectives could not be achieved without the United States providing the incremental expenses.
- d. Additionally, OSD guidelines for assessing "developing country status" include review of the World Bank "List of Economies," the International Monetary Fund (IMF) "World Economic Outlook (WEO)," and the United Nations Development Program (UNDP) "Human Development Report (HDR)" lists. Current lists are found online by searching World Bank List of Economies, IMF WEO, and UNDP HDR.

(1) A country listed in the highest income/development category on two of three lists should be considered a high income country, and will not be eligible for funding without submission and approval of a funding justification.

(2) No funding justification is required for a country listed in the highest income/development category on one list, but listed in a lower category on the remaining two lists.

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(3) A country listed in the highest income/development category on one list, but listed in a lower category on one other list and does not appear on the third list, will require a funding justification.

(4) Highest income/development categories on each list are labeled as follows:

(a) "High Income" on the World Bank "List of Economies"

(b) "Advanced" on the IMF WEO

(c) "Very high human development" on the UNDP HDR

2. Foreign National Defense Personnel. IAW Title 10, U.S. Code, Section 1051, the Secretary of Defense may pay the travel, subsistence, and similar PE of defense personnel of developing countries in conjunction with the attendance of such personnel at a bilateral or regional conference, seminar, or similar meeting if the attendance of the foreign nation defense personnel is in the national security interest of the United States.

a. These expenses may only be paid in connection with travel within the area of responsibility of the unified combatant command in which the developing country is located or in connection with travel to Canada or Mexico.

b. In cases in which the HQ of the unified combatant command is located within the United States, expenses may be paid in connection with travel of developing country personnel to the United States.

3. Program Management. JS J-7 coordinates the statutory requirements between combatant commands and OSD through the development and submission of a 2-year combined exercise program. Combatant commands develop their exercise plan in support of this program and submit a 2-year plan annually NLT 31 March.

a. The Joint Staff validates the combatant commands' requirements and submits a consolidated plan to OSD, whose approval authorizes execution of the first year of the plan.

b. In mid-November, J-7 will, by message, request a detailed report of actual DCCEP/PE expenses for the year from participating combatant commands. No later than 31 December, combatant commands will provide the report to J-7. The report will include the country receiving the funds, type of funds (DCCEP/PE), and amounts. J-7 will compile the combatant command submitted data and prepare a DCCEP/PE report for ASD. The compiled report

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will be submitted by the Secretary of Defense to Congress, no later than 31 March each year, as required by Title 10.

c. Proposed additions or significant modifications during the execution year should be submitted to JS J-7 (with information copies to J-5 and ASD(ISA)) for coordination and approval.

d. DCCEP and PE funds are programmed and dispensed by combatant command executive agents (Services). OSD and JS J-7 have no control of, or access to, the DCCEP/PE funds. It is combatant command responsibility to engage with their Service executive agent during the planning and programming cycle to document and defend their DCCEP/PE requirements.

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ENCLOSURE N

U.S. JOINT FORCES COMMAND TRAINING SUPPORT CAPABILITIES

1. Purpose. To describe the training capabilities of USJFCOM and its subordinate commands.

2. Joint Force Trainer. USJFCOM J-7/JWFC provides common joint training support to combatant commands and maintains overarching architectures and standards for joint training. These architectures and standards address network modeling and simulation capabilities.
 - a. The CE2 program, managed by the Joint Staff J-7, provides funding to support the joint training program. The JWFC is typically funded and resourced to support two combatant command events and one Joint Staff event annually.

 - b. Each joint exercise is unique and designed and constructed to support the joint force commanders' JMETs and TOs. The supported training audience for each exercise participates in all exercise planning and design efforts. The level of support in each particular area will depend on the requirements, construct, and objectives of the event.

 - c. The following paragraphs briefly describe USJFCOM joint training support options and resources. For more detailed information, see reference e, USJFCOM Joint Warfighting Center Event Handbook - 2010.

 - d. JWFC Event Support. JWFC will provide exercise design, planning, execution and evaluation support throughout the JELC. For the planning and execution phases, JWFC combatant command desk officers will arrange transportation, billeting, meals (if required) and equipment. Exceptions to combatant commander training directives will be specified in the memorandum of agreement between the Commander, JWFC and the supported Combatant Commander.

 - e. Scenario-MSEL Support
 - (1) Scenario Development
 - (a) Development of an exercise scenario that describes the strategic and operational environment in sufficient scope and detail to allow accomplishment of the exercise and training objectives.

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(b) Coordination of all environmental inputs to ensure a single, realistic, plausible, and coherent environment. Creation of a Road to Crisis (RTC), an Operational Environment Overview, ground truth documents, start of exercise (STARTEX) situation, the storylines (or threads), and MSEL injects. Environmental inputs may also include an Intelligence Summary, a threat campaign plan, one or more simulations, an information operations study, situation reports from U.S. embassies and international organizations or NGOs, United Nations Security Council Resolutions, etc.

(2) MSEL Development

(a) Creation of a series of realistic situations requiring the training audience to practice tasks drawn from their JMETL. The JMSEL is an automated system for MSEL management.

(b) Development of a Web-based JMSEL interface for exercise design and planning, document development, management, and tasking. The JMSEL will support geographically dispersed organizations and a wide variety of functional areas in a collaborative, data-sharing environment. The JMSEL also supports both SME users and MSEL Managers.

f. Opposing Force/Situational Forces Support provides a robust and realistic opponent that supports joint event training objectives. Specifically, the opposing forces (OPFOR)/situational forces (SITFOR) cell portrays the traditional military, paramilitary, irregular military, insurgents, terrorists, or any other type of organizations representing OPFOR or SITFOR as required by the scenario in the simulation as well as the simulation of commercial shipping and air assets. The OPFOR/SITFOR cell can:

(1) Prepare and implement “the threat” for the training audience following the OPFOR Campaign Plan (approved by the Event Director or his designated representative).

(2) Ensure all OPFOR Campaign Plan activities support the MSEL as well as provide dynamic events as coordinated and approved by Senior Control.

g. Modeling & Simulations (M&S) Support

(1) JWFC supported events are supported with modeling & simulation (M&S) tools and technical oversight. The use of M&S is planned and executed by a designated JWFC event M&S planning team. Event requirements will come from the desk officer, lead event planner and functional planners.

(2) JWFC uses a suite of tools, the Joint Training Tool Kit to support joint training for combatant commands and Service JNTC programs. Two M&S

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federations are developed within the Joint Tool Kit. These federations are the Joint Live, Virtual, Constructive and Joint Multi-Resolution Model.

(3) To properly support JWFC exercises, the technical aspects of the exercise require verification to ensure that the systems will provide the training audience with the stimulation required to meet training objectives. Differences in exercise size and scope, as well as simulation selection will dictate exactly what is required. The lead M&S Planner will make the final determination of what pre-exercise testing is required to ensure a successful exercise. In support of this effort, the M&S Planner provides technical oversight and conducts associated event tests.

h. Joint Exercise Control Group (JECG) Support. The USJFCOM JWFC provides JECG personnel for managing and directing the execution phase of all exercises. These personnel consist of subject matter experts from all functional areas. The JECG manages MSEL injects, provides role playing actions, and controls the flow of the exercise to ensure exercise and training objectives are met. The JECG is also responsible for all dynamic scripting.

i. Observation, Training, and Analysis Support

(1) Academic Training Phase

(a) The JWFC's Operations Group, Joint Training Division (JTD), is responsible for the development of the academic training plan. The purpose of this plan is to identify and describe the overall content of the scheduled academic portions of a particular combatant commander or JTF joint event or exercise. Considerations in developing the content of the plan include: joint mission essential tasks; exercise/training objectives; exercise mission and scenario; major focus areas; commander's guidance and commander's critical information requirements; and observations from previous exercises.

(b) The JTD will provide senior mentor/highly qualified expert (HQE), observer/trainer (O/T), and AAR analyst support required to complete academic training.

(c) The term "academic" refers to all knowledge-based instructional opportunities and events preceding the practical application (operation order planning and/or execution) portions of an exercise. There also may be an event that is strictly "academic," with no follow-on application/execution.

(d) Training support available includes:

1. Seminars: doctrinal centric presentations/discussions conducted or facilitated by observer/ trainers for the commander and primary

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staff in plenary sessions tailored to meet the training objectives of a particular exercise.

2. Functional Training: more focused learning by individual J-codes, staff sections, and various boards/centers/cells in both formal and informal settings.

3. Senior Leader Seminars: seminars aimed at providing the commander's flag and general officers and other designated personnel the opportunity to study and discuss what the commander considers to be key issues, as they relate to a particular exercise or command issue.

4. Crisis Action Planning Workshop: a series of functional-level sessions during which the training audience works through the crisis action planning/operational planning process, developing appropriate staff section estimates.

(2) Planning, Operational Rehearsal, and Execution Phases

(a) During a supported exercise or event a task organized Deployable Training Team (DTT) composed of a senior mentor/HQE, O/Ts, AAR analysts, doctrine representatives, and technical support specialists support the particular activity. The goal of this tailored team is to enable the training audience to achieve their exercise and training objectives. This is accomplished by providing feedback through daily contact and functional AARs, facilitated after-action reviews (FAARs), and a single CSR given to the combatant commander or designated subordinate commander. As a rule, the JWFC will fund for one senior mentor/HQE per exercise. Combatant commanders and/or JTF commanders requesting senior mentor/HQE support beyond this must request the additional support in writing and be prepared to fully fund their request.

(b) The following products may be provided:

1. Functional After-Action Review. Cover specific staff areas and are designed to capture areas for sustainment and improvement.

2. Facilitated After-Action Review. An overall exercise/event review conducted at the conclusion of the exercise at a time and place determined by the supported commander.

3. CSR. Provided to the primary training audience's commander. Supports the commander's post-exercise assessment. The CSR will be completed and provided to the commander generally within 10 working days of event completion.

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j. Intelligence Support. JWFC Intelligence Branch provides varying levels of planning and execution support throughout the exercise/event JELC process. To do this, USJFCOM establishes an intelligence planning team, to include military, civilian and contractor planners and supporting functional representatives. The Military Intelligence Lead Planner acts as the conduit between the training audience(s) intelligence planners and the JWFC. The major areas of support in the planning process includes: lead planning, intelligence production, manning, training, intelligence models and simulations, intelligence communication systems (CS), targeting, and collections. The necessity for individual products varies with each exercise, and is determined under the guidance of the lead intelligence planner.

k. Exercise Sustainment Planning Support

(1) Sustainment training encompasses logistics and personnel services necessary to maintain and prolong operations until mission accomplishment. JWFC Sustainment Planners facilitate training in the following functional areas: supply support, maintenance, transportation, human resources support, religious ministry support, financial management, legal support, health service support, explosive ordnance disposal (non-improvised explosive device), field services, and general engineering. The level and fidelity of sustainment play is dependent upon exercise objectives, training objectives, and availability of required resources.

(2) External Sustainment Agencies. Sustainment exercise play can be enhanced with the participation of external agencies and commands such as USTRANSCOM, Defense Logistics Agency, and Army Sustainment Command. As mentioned above, the JWFC can help identify requirements and coordinate this participation.

1. Interagency Support

(1) Researching and developing the interagency program of instruction to support joint academic training.

(2) Development of the appropriate level of interagency interaction/replication in exercises, to include defining interagency issues and problems to be addressed in exercise planning.

(3) Coordinating with representatives of the USG agencies/ departments to coordinate and link the training of the Washington, D.C. based interagency group with the JWFC Training Program.

(4) Identifying JECG requirements for interagency participants and applicable role players during the planning and execution phases of exercises.

m. Information Operations Range (IOR)

(1) The IOR is an alliance of IO environments (sites) linked together to form a secure, holistic, virtual range network. Interconnecting more than 60 member sites, the IOR enhances the representation of operationally relevant IO conditions in, and the integration of non-kinetic activities into live, virtual, and constructive environments. It is a Defense Intelligence-approved closed-loop environment, comprised of traditional military and government ranges, laboratories, operations centers, training facilities, and tool and weapon development sites.

(2) The IOR interconnects the infrastructure and assets to provide a relevant, realistic, and secure test, training, and exercise environment for the development and operationalization of IO capabilities and their associated tactics, techniques, and procedures. It also facilitates the creation of event-specific environments representative of actual combat targets, systems, and situations to conduct technical and performance assurance testing for weapons systems certification.

n. Integrated Joint Special Technical Operations (IJSTO) support. The JWFC Special Technical Operations (STO) Office provides joint exercise support, training expertise, integration of STO capabilities in support of combatant command's operational plans and training objectives. The STO planner assists in the development of the STO training environment by achieving the corresponding STO training objectives identified by the Combatant Commander and training audience. The STO planner will coordinate live fire activities as necessary to support STO training objectives, coordinate additional STO support externally from the STO community, and will partner with other functional control cells (IO, JFMCC, JFACC, JFLCC) as well as external organizations as necessary (e.g. Joint Staff, NSA, CIA) to ensure STO training opportunities exist as tied to the combatant commander's training objectives.

o. Synthetic Media Support. World News Network (WNN) provides joint force commanders, staffs, component staffs, and other event participants with relevant information pertaining to the operational environment and scenario in the form of real-time synthetic television, print, and radio media. WNN products facilitate training in public communications, perception management, information management, open source intelligence collection, and strategic communication. These products include:

(1) Road-to-Crisis (RTC) Videos. The RTC Video is a scene-setter newscast that sets the stage for an exercise, STAFFEX, vignette, or experiment.

(2) WNN Broadcasts. The WNN newscast provides current scenario-related information and a reflection of public support for a military operation.

(3) WNN Special Reports. The WNN special report is a short newscast that provides pertinent scenario information that must be injected quickly or at a specific time during an exercise.

(4) Adversarial and Regional News. Adversarial and regional (atypical) newscasts provide information from the perspective of an adversary, geographic region, ethnic group, or other social influence on military operations.

(5) Print News Stories. Print news stories provide exercise controllers with an alternative to WNN video products for injecting MSEL events and scenario information.

(6) World News Radio. World News Radio provides an additional medium for simulated news, editorials, and interviews.

(7) Press Role Players. Media role players may be provided for simulated press events and interviews.

(8) Media Training. The Media Branch may assist the Joint Public Affairs Support Element (JPASE) and supported commands in providing tailored media training to commanders, public affairs officers, and other joint staff members

p. Doctrine and Education Group (DEG) Support

(1) Subject matter experts (SMEs) are available to support Desk Officers, Event Planners, and analysts throughout the joint events life cycle.

(2) Pre-event preparation - doctrine research, analysis, and feedback to ensure that doctrine topics and terminology are addressed appropriately.

(3) Event execution - coordination with OTs and AAR analysts to provide doctrine research and oral and written feedback that supports the coaching/mentoring effort.

(4) Event Execution - support to the training audience as needed by providing doctrine information and identification of doctrine resources for internal staff training.

(5) CSR development - assist in the production of the CSR by reviewing the text for doctrinal accuracy and providing editing support.

(6) FAAR Review – Review the FAAR products for doctrinal accuracy and consistency.

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q. Communications Systems Support

(1) Exercise CS planners are responsible for integration of the control network into the overall exercise architecture. They analyze joint and service exercise objectives, operational command and control systems and processes, and integrate exercise simulation architectures into exercise CS architectures. CS planners assist joint service or coalition training audience J-6 planners with planning and accessing the CS requirements to support the execution of joint training exercises.

(2) USJFCOM will provide the majority of secure and non-secure data, voice and video teleconference services to the JTF HQ and subordinate elements in support of exercises conducted at the JWFC. The JTF J-6, in conjunction with the JTF J-3, provides communications systems support requirements by exercise phase: Phase I – Academics; Phase II - Crisis Action Planning; and Phase III – Execution. The JWFC will validate all communications systems requirements and work with the JTF HQ throughout the JELC to ensure support requirements are met prior to execution.

r. Joint Public Affairs Support Element. JPASE helps develop joint public affairs capabilities through training, doctrine development, and the establishing joint standards and requirements. JPASE provides quality joint public affairs training to prepare the joint force to deal successfully with today's complex media environment. JPASE has multiple operational teams, aligned with combatant commands, to provide exercise and training support to combatant command staffs. These teams offer expertise in developing comprehensive communication plans for exercises, existing theater security cooperation plans and evolving operational scenarios.

3. Partnership for Peace Program (PfP). This program is executed in cooperation with the Office of the Secretary of Defense (Global Security Affairs), USEUCOM, and USCENTCOM. Through the use of Warsaw Initiative Funds (WIF) and Traditional Combatant Command Activity (TCA) monies, JWFC supports Theater Security Cooperation events and activities by OSD, USEUCOM, or USCENTCOM. These activities are directed towards the 23 PfP nations that desire to join or maintain interoperability with the North Atlantic Treaty Organization (NATO). The activities include, but are not limited to: computer assisted training exercises, seminars, tabletop exercises, and training and exercise support.

4. Joint Forces Intelligence School (JFIS). The USJFCOM Joint Intelligence Operations Center (JIOC) operates JFIS. JFIS leads joint intelligence training and education supporting joint transformation, joint task force operations, exercises, and experiments. The JFIS provides guidance, standards, and curriculum that define joint intelligence training targeted at the operational level of war. JFIS joint functional and systems intelligence training utilizes

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various approaches to include traditional live in-residence instruction, mobile training teams (MTTs), Web/computer-based training (W/CBT) and combinations thereof (blended training). Course details, schedules and prerequisites can be found online.

5. Joint Intelligence Training Joint Management Office (JIT JMO). The JIT JMO manages and executes a JIT Program in support of joint force trainer activities. It develops JIT standards, performs JIT accreditation and certification activities, manages JIT requirements, and directs JIT solution development and implementation. The JIT JMO accomplishes these activities through the combined efforts and on behalf of JIT stakeholder organizations across the Department of Defense. For an expanded description of joint intelligence training, see DODI 3305.14.

6. Senior Leader Education. In support of National Defense University, JWFC conducts a Joint Operations Module (JOM) supporting “senior” JPME.

a. PINNACLE. A three-star--level course conveys to the prospective joint/combined force commander an understanding of national policy and objectives with attendant international implications and focuses on the ability to operationalize objectives/policy into integrated campaign plans. The overarching goal is to set conditions for future success in the joint, combined, and interagency arenas by utilizing advanced knowledge of operational art to underpin the instinct and intuition of the prospective commanders.

b. CAPSTONE. A course designed to convey to newly selected one-star officers an understanding of joint operational art, how to integrate the elements of national power in order to accomplish national security and national military strategies, and how joint, interagency, and multinational operations support national strategic goals and objectives. The CAPSTONE JOM prepares officers for service in a JTF by focusing on the six phases of the JTF HQ life cycle.

c. KEYSTONE. This course provides enlisted joint professional military education to senior enlisted leaders (reference ac). Modeled on the same curricula as the Capstone JOM, it examines the command senior enlisted leader’s (CSEL) role in, and the unique challenges of, joint and multinational operations. It uses various methods to explore command senior enlisted leadership, including participation in a series of interactive events focusing on key lessons learned from past joint operations and exercises and video teleconferences with CSELs deployed in the field.

7. JKO Support. JKO, the operational arm of the Joint Knowledge Development and Distribution Capability, is a comprehensive Web-based source of joint task force and combatant command battle staff training information. It provides initial training opportunities prior to participating in

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joint training events, or in preparation for real-world operations. JKDDC Multinational, formerly the Regional Security Cooperation Network, provides education and training capabilities through JKO to combatant commanders and multinational partners in an effort to strengthen security cooperation strategies in their areas of operations.

8. Joint Individual Augmentee Training Support. Joint Individual Augmentee Training prepares individuals to serve on JTF and Functional Component HQ staffs through online training and education (T/E) opportunities and provides Joint Force fundamentals and AOR-specific training. A variety of joint training materials and resources, such as JKO, provide online IA support.

9. Joint Deployment Training Center (JDTC). The JDTC provides a consistent training program for the joint community through its standardized instructional material, instructor proficiency, and centralized management and control. The JDTC provides training to the joint community through resident instruction, MTTs and distributed learning products via the SIPRNET.

10. Joint Interoperability Division (JID). The JID manages the Joint Tactical Air Operations Interface Training Program for the combatant commanders, Services, and defense agencies. The JID focuses on preparing U.S. joint and multinational warfighters to support the various tactical data systems such as Link 16.

a. Operate Joint Multi-Tactical Data-link School to include development of interface training materials.

b. Provide operational support to combatant commanders, Services, and defense agencies.

c. Review Service/Joint Network Design (JND) and maintain JND Library.

d. Maintain and Operate Joint Tactical Information Distribution System Pulse De-confliction Servicer.

e. Joint Interface Control Officer Support Team Capability that includes a Joint Link engineering Response Team, Joint Network Design Team, and Joint Interface Control Cell-Deployable.

11. Joint Command, Control, Communications and Computers (C4) Planners Course (JC4PC). The JC4PC is a four-week operational level course designed to educate C4 planners in doctrinal C4 concepts in the joint, interagency, and coalition environments. The target audience is the O-3 to O-5, W3 to W5, E-7 to E-9, coalition service member, and DOD civilian equivalent level. The course focuses on the technical aspects of Joint C4 planning associated with

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strategic-, theater-, and tactical-level systems within the deliberate and crisis action planning (CAP) processes.

12. Joint Personnel Recovery Agency (JPRA). JPRA supports DOD's preparation, planning, execution, and adaptation of Personnel Recovery (PR). PR includes military, diplomatic, and civil efforts to affect the recovery and reintegration of personnel who become isolated while participating in a U.S.-sponsored military activity or mission and are, or may be, in a situation where they must survive, evade, resist, or escape. Based on inherent staff capacities, JPRA can provide tailored on-site operational support to train and advise commanders and staffs responsible for conducting or supporting personnel recovery operations.

a. Personnel Recovery Education and Training Center (PRETC). The PRETC, located in Fredericksburg, Virginia, is a dedicated education and training facility focused on educating commanders and their staffs as well as select interagency and international PR professionals in the art and science of planning and executing personnel recovery operations. PRETC exercise planners and observer-trainers are also fully integrated into the USJFCOM JWFC exercise lifecycle process. The PRETC curriculum is available via in-residence, ADL, and via MTT worldwide.

b. Personnel Recovery Academy (PRA). The PRA, based in Spokane, Washington, with small satellite training facilities at Pope AFB, North Carolina, and Naval Air Station North Island, is the DOD center of subject matter expertise for isolated personnel issues. It is a center for research, education, and training in specialized Survival, Evasion, Resistance, and Escape (SERE) and Code of Conduct applications for USG personnel. Training is tailored to customers' needs based on mission profiles and operating environments, urgency, and time available for training. Training is provided in-residence and by mobile training teams. The PRA also provides training for Service SERE instructors.

13. Joint Targeting School Support. The Joint Targeting School instructs mid-career personnel in the Joint Targeting process, based on the six-step joint targeting cycle. Four core periods of instruction are given:

a. Staff. Starts with national strategic end state and objectives, and translates those into combatant command and component command objectives, effects, and targeting guidance. The course proceeds through target development and how the joint target list is formed, matched with capabilities, and disseminated for execution and combat assessment.

b. Applications. A week-long course focused on determining the quantity of a specific type of lethal or non-lethal weapons (air to surface and/or surface to surface delivered) required to achieve a specific level of damage to a given

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target (point targets, area targets, buildings, runways, bridges, tunnels, bunkers, target complexes) mainly using the Joint Munitions Effectiveness Manual Weaponering System.

c. Battle damage assessment. Focus is on the assessment process, combat assessment concepts, and conducting physical, functional, and target systems assessment for lethal/non-lethal target types.

d. Collateral Damage. A week-long course of instruction and qualification using the DOD five-step process for collateral damage estimation that provides decision makers the risk to non-combatants, so that military advantages can be weighed against collateral concerns.

14. Joint Fires Integration and Interoperability Team (JFIIT). JFIIT – based at Eglin Air Force Base, Florida – takes a holistic approach to improving joint fires by providing solutions that produce effective target acquisition, command and control, and interoperable firing systems, thereby reducing fratricide and collateral damage. JFIIT conducts assessments of joint fires capabilities and training, and supports training on selected joint fires issues.

15. Special Operations Command Joint Forces Command (SOCJFCOM). SOCJFCOM supports the special operations exercise support requirements of JWFC and the joint training requirements of designated SOF unique exercises.

a. Support. The Special Operations Forces Joint Training Program is executed by SOCJFCOM through the deployments of its SOF joint training teams (JTTs). SOF JTTs are task-organized elements drawn from across SOCJFCOM. The SOC may deploy a JTT to accomplish one of two basic functions:

(1) Train commanders and staffs of theater joint special operations commands or USSOCOM component commands on staff processes and procedures for operating a Joint Special Operations Task Force (JSOTF) and how to integrate SOF into joint task force operations.

(2) Train joint conventional force HQ (geographic combatant command or JTF battle staffs) on the proper employment and integration of special operations forces.

b. SOF JTTs consist of a team of SMEs that understand staff processes and procedures and the Joint Training System and its embedded JELC requirements. The team has in depth experience in SOF operations, training development, exercise design, and exercise control procedures.

16. Office of the Command Surgeon Support

a. Exercise/Event Support. The Office of the Command Surgeon provides medical subject matter experts for the planning and execution of Combatant command exercises, to include but not limited to mission rehearsal exercises in support of global operations.

b. Joint Task Force Senior Medical Leader Seminar (JTF SMLS). This seminar supports the training of senior medical department personnel. A 5-day seminar, hosted in conjunction with the Joint Operational Medical Manager's Course, JTF SMLS provides insight into current DOD and NATO joint health service support capabilities, and prepares participants to serve in the role of a JTF senior medical leader and work in joint operational environments, including interagency coordination. The course is offered twice a year. Key areas:

(1) Lessons learned and operational insights from previous JTF commanders, JTF surgeons, line, and senior medical leaders.

(2) Overview of joint health service support capabilities, strengths, issues, and limitations.

(3) Venue to discuss and apply JTF SMLS classroom information and operational experiences to support operational missions that include, but are not limited to: humanitarian assistance, disaster response, major combat, and stability, security, transition, and reconstruction operations.

c. Medical Planner Internship Program. The Office of the Command Surgeon offers a one-year full time internship program. The purpose is to produce skilled and competent medical planners capable of working in and sustaining joint operations. Interns participate in formal courses, Service training platforms, and joint sponsored courses, events, and rotations.

17. Joint Irregular Warfare Center (JIWC). JIWC provides Irregular Warfare (IW) SME's to the USJFCOM JWFC as requested to assist in the events that include IW activities. These SME's assist in the development of the event e.g. operational environment, storylines, and MSEL injects and participate as required in the execution of the event.

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ENCLOSURE O

GLOBAL COMMAND AND CONTROL SYSTEM SUPPORT CAPABILITIES

1. Purpose. This appendix describes automated systems that can provide simulation or modeling capability to support joint training events such as CPXs, computer assisted exercises (CAXs), and war games.
2. General. A variety of modeling and simulation tools are available to support joint training events. Modeling is using computer programs to process user-provided data yielding results that approximate reality. Modeling tools primarily are useful in answering “what if” questions. Simulation is similar to modeling, but more dynamic and interactive. Simulation tools use manual and automated systems to process user-provided data and real-time inputs yielding results that approximate reality. JOPES can be used as a simulation tool to support joint training; procedures are specified in reference d. The aggregated-level simulation protocol confederation is a group of simulation and modeling tools that also can support joint training events.
3. GCCS Capability. GCCS-Joint is a key system for the command and control of joint and coalition forces. It incorporates the force planning and readiness assessment applications required by battlefield commanders to effectively plan and execute military operations. Its COP correlates and fuses data from multiple sensors and intelligence sources to provide warfighters the situational awareness needed to be able to act and react decisively. It also provides an extensive suite of integrated office automation, messaging, and collaborative applications.
4. JOPES Procedures. Using the procedures in reference d will greatly improve JOPES support to CPXs, CAXs, and war games.
5. Planning Conferences and JOPES Support. OSEs normally use planning conferences to ensure CPX, CAX, or war game planning fully supports execution. Simulation planning at each conference is important, so last minute data development is not required. Exercise planning normally includes an IPC, MSEL conference, MPC, and FPC. Table O-1 shows relationship between JOPES simulation planning steps and planning conferences. In Table O-1, each conference is related to the JOPES data development steps. The second column indicates whether the JOPES data development step should be completed before or after the associated conference.

Conference	Should happen (Before/After)	JOPES Data Development Step
Initial Planning	After	Conduct Concept Development Conference
	After	Select Crisis Action Phases
	Before	Request Participation and Support
	Before	Publish Assumptions
	Before	Complete Requirements Database and Direct Sourcing
MSEL Conference	After	Complete Requirement Sourcing
Mid Planning	After	Validate Requirements for Transportation Scheduling
	After	Verify Requirements and Direct Scheduling
Final Planning	After	Complete Scheduling and Allocation of Transportation Assets
	After	Complete Simulation of Transportation Execution
	Before	Training Event Starts

Table O-1. Conferences and JOPES Data Planning

6. GCCS Components. Table O-2 describes automated components of the GCCS that are useful for supporting joint training. JS J3/CSOD is the functional proponent for GCCS.

Component Name	Description	Application to Joint Training
I3	Integrated Imagery and Intelligence	Supports intelligence and warning for training event and exercise participants
ACOA, DVT, and TurboPlanner	Adaptive Course of Action application and Deployment Visualization Tool	Supports COA development for training event and exercise participants
Geofile	JOPES Geographic Reference file	Support assumptions and events about location availability
GSORTS and DRRS	Provides identification, location, deployment status, OPCON, readiness, equipment, and other unit data	Supports assumptions about units. May allow construction of custom unit database for training event
TPFDD Management	Allows user to generate a TPFDD and move	Allows exercise planners to generate a TPFDD and move

Component Name	Description	Application to Joint Training
Tool (TMT).	TPFDD files among GCCS and supporting applications	TPFDD files among GCCS and supporting applications
Newsgroups	Bulletin board-style communication tool for uploading and downloading files to communication servers	Provides communication tool that can support planning and execution
Common Operational Picture (COP)	Provides a common graphical depiction of the battlespace of an area of operation. Uses NIMA geospatial data	Depicts and amplifies current disposition of forces used in the exercise, enabling the commander to predict and influence future disposition
Rapid Query Tool (RQT)	Generates queries and reports against JOPES database	Execute queries and reports during planning and execution
Web Browser	Provides access to World Wide Web (WWW). Allows communication and file transfer	Supports event planning and execution coordination requirements
JOPES Editing Tool (JET)	JOPES External System Interface-Allows validation of requirements prior to scheduling	Modify exercise JOPES requirements database
Web Scheduling and Movement (S&M)	Provides in-transit visibility of requirements and transportation assets.	Produce and maintain transportation schedules, allocations, and manifests. Simulate execution of transportation

Table O-2. GCCS System Components and Joint Training

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ENCLOSURE P

REFERENCES

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- d. CJCSM 3122.02 Series, "Joint Operation Planning and Execution System (JOPES) Volume III (Crisis Action Time-Phased Force and Deployment Data Development and Deployment Execution)"
- e. USJFCOM Joint Warfighting Center Handbook, 2010
- f. Joint Publication 1, 2 May 2007, Incorporating Change 1, 20 March 2009, "Doctrine for the Armed Forces of the United States"
- g. Joint Publication 5-0, 26 December 2006, "Joint Operation Planning"
- h. CJCSM 3500.04 Series, "Universal Joint Task Manual"
- i. DOD Instruction 1322.26, 16 June 2006, "Development, Management and Delivery of Distributed Learning"
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- l. CJCSI 5120.02 Series, "Joint Doctrine Development System"
- m. Chairman of the Joint Chiefs of Staff Vision for Joint Officer Development, November 2005
- n. Strategic Plan for the Next Generation of Training for the Department of Defense, 23 September 2010
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- y. Presidential Policy Directive (PPD)-5, dated 11 August 2010 (Secret), (Title Classified Confidential)
- z. Combatant Command Exercise Engagement Fund Business Rules, May 2007
- aa. CJCSI 4600.02 Series, "Exercise-Related Construction Program Management"
- ab. DOD Directive 4270.5, 12 February 2005, "Military Construction"
- ac. CJCSI 1805.01 Series, "Enlisted Professional Military Education Policy"

GLOSSARY

Part I--Abbreviations and Acronyms

AAR	after action review
AC	Active Component
ACOA	Adaptive Course of Action
ADL	Advance Distributed Learning
ALD	Available to Load Date
AMC	Air Mobility Command
AMET	Agency Mission Essential Task
AMETL	Agency Mission Essential Task List
AMHS	Automated Message Handling System
AOI	area of interest
AOR	area of responsibility
APEX	Adaptive Planning and Execution
ASD	Assistant Secretary of Defense
BES	budget estimate submission
BL	blended learning
BTT	Budget Tiger Team
C2	command and control
C2W	Command and Control Warfare
CAX	computer assisted exercise
CAP	crisis action planning
CBI	computer-based instruction
CBT	computer based training
CCD	Critical Cancellation Date
CCHQTG	Combatant Command Headquarters Training Guide
CD	compact disk
CD-ROM	compact disk – read only memory
C-day	unnamed day on which a deployment operation begins
CDC	Concept Development Conference
CEP	Chairman's Exercise Program
CESR	Consolidated Exercise Support Request
CE2	combatant command exercise engagement
CE2T2	combatant command exercise engagement and training transformation
CIA	Central Intelligence Agency
CJCS	Chairman of the Joint Chiefs of Staff
CJCSI	Chairman of the Joint Chiefs of Staff Instruction
CJCSM	Chairman of the Joint Chiefs of Staff Manual
CJTG	Chairman's Joint Training Guidance

CJTF	Commander, Joint Task Force or, Combined Joint Task Force (NATO)
CJTFHQ SOP	Common Joint Task Force Headquarters Standing Operating Procedure
COA	course of action
CONOPS	Concept of Operations
CONPLAN	Concept Plan
CONUS	Continental United States
COP	common operational picture
CPXs	command post exercises
CRS	CJCS readiness system
CS	communications systems
CSA	Combat Support Agency
CSEL	Command Senior Enlisted Leader
CSP	campaign support plan
CSR	Commander's Summary Report
CTP	commercial ticket program
DAWG	Deputy's Advisory Working Group
DCCEP	Developing Country Combined Exercise Program
DEG	Doctrine and Education Group
DIA	Defense Intelligence Agency
DIOCC	Defense Intelligence Operations Coordination Center
DL	distributed learning
DOD	Department of Defense
DODI	Department of Defense Instruction
DOS	Department of State
DOTMLPF	doctrine, organization, training, materiel, leadership and education, personnel, and facilities
DPPG	Defense Planning and Programming Guidance
DRRS	Defense Readiness Reporting System
DSCA	Defense Security Cooperation Agency
DTT	Deployable Training Teams
DUSD(R)	Deputy Under Secretary of Defense for Readiness
DVD	digital video disc
DVT	Deployment Visualization Tool
EA	Executive Agent
EAD	Earliest Arrival Date
E-JDA	experience joint duty assignment
EJPME	enlisted joint professional military education
ENDEX	exercise termination
ERC	Exercise Related Construction
ETA	event task assessment
ETL	event team leader

FAAR	Facilitated After-Action Review
FC HQ	functional component headquarters
FCC	functional combatant command
FPC	Final Planning Conference
FSE	full scale exercise
FTX	Field Training Exercise
FY	fiscal year
GATES	Global Air Transportation Execution System
GCC	geographic combatant command
GCCS	Global Command and Control System
GEF	Guidance for Employment of the Force
GSORTS	Global Status of Resources and Training System
GTN	Global Transportation Network
HA	Humanitarian Assistance
HAZMAT	Hazardous Materials
HCA	Humanitarian Civic Assistance
HDR	Human Development Report
HITI	high interest training issues
HITR	high interest training requirement
HQ	headquarters
HQE	highly qualified expert
HSC	Homeland Security Council
HTML	hypertext markup language
HTTP	hypertext transfer protocol
I3	Integrated Imagery and Intelligence
IA	interagency
IAW	in accordance with
IJSTO	Integrated Joint Special Technical Operations
IMF	International Monetary Fund
IO	information operations
IOR	information operations range
IPC	Initial Planning Conference
IPO	input – process – output
ISD	instructional series development
IT	inland transportation
JAEC	Joint Assessment and Enabling Capability
J/AMET	joint and/or agency mission essential task
J/AMETL	joint and/or agency mission essential task list
JAOC	Joint Air Operations Center
JTP	joint and/or agency training plan
JCA	joint capability area
JCCA	Joint Combat Capability Assessment

JCD	Joint Course Database
JCIDS	Joint Capabilities Integration and Development System
JCOA	Joint Center for Operational Analysis
JCRM	joint capability requirements manager
JDDS	Joint Doctrine Development System
JDTC	Joint Deployment Training Center
JDEIS	Joint Doctrine, Education, and Training Electronic Information System
JECG	Joint Exercise Control Group
JEL	joint electronic library
JELC	Joint Event Life Cycle
JEP	Joint Exercise Program
JET	Joint Event Teams; JOPEs Editing Tool
JETP	Joint Exercise Transportation Program
JFACC	Joint Force Air Component Commander
JFC	Joint Force Commander
JFCC	joint functional component command
JFIIT	Joint Fires Integration and Interoperability Team
JFIS	Joint Force Intelligence School
JFITC	Joint Force Intelligence Training Council
JFLCC	joint force land component commander
JFMCC	joint force maritime component commander
JFRR	Joint Force Readiness Review
JFSC	Joint Forces Staff College
JIDB	joint investment database
JILD	joint individual learning database
JITMT	Joint Innovative Training Methods and Tools
JIWC	Joint Irregular Warfare Center
JKDDC	Joint Knowledge Development and Distribution Capability
JKO	Joint Knowledge On-line
JLLIS	Joint Lessons Learned Information System
JLLP	Joint Lessons Learned Program
JLLS	Joint Lessons Learned Specialist
JMD	joint manning document
JMET	joint mission essential task
JMETL	joint mission essential task list
JNTC	Joint National Training Capability
JOA	joint operations area
JOC	Joint Operations Center
JOM	Joint Operations Module
JOPEs	Joint Operation Planning and Execution System
JOPP	Joint Operational Planning Process
JP	joint publication
JPASE	Joint Public Affairs Support Element
JPME	Joint Professional Military Education
JPOI	Joint Program of Instruction

JPRA	Joint Personnel Recovery Agency
JQO	Joint Qualified Officer
JQS	joint qualification system
JROC	Joint Requirements Oversight Council
JRSOI	joint reception, staging, onward movement, and integration
JS	Joint Staff
JSCP	Joint Strategic Capabilities Plan
JSOTF	Joint Special Operations Task Force
JTF	joint task force
JTF HQ	Joint Task Force Headquarters
JTFHQTG	Joint Task Force Headquarters Training Guide
JTFS	Joint Training Facilitation Specialist
JTIMS	Joint Training Information Management System
JTM	Joint Training Manual
JTP	joint training plan
JTS	Joint Training System
JTSS	Joint Training System Specialist
JTT	Joint Training Team
JWFC	Joint Warfighting Center
KSAA	knowledge, skill, attitudes, and abilities
LAD	Latest Arrival Date
LDA	Lead Development Agent
LL	Lessons Learned
LMS	learning management system
LOI	letter of instruction
M&S	modeling and simulation
MECC	Military Education Coordination Council
MET	mission essential task
METL	mission essential task list
MPC	Mid Planning Conference
MPF	Maritime Preposition Force
MSC	Military Sealift Command
MSE	Master Scenario Event
MSEL	Master Scenario Event List
MTA	mission training assessment
MTT	Mobile Training Team
N-day	unnamed day an active duty unit is notified for deployment or redeployment
NATO	North Atlantic Treaty Organization
NBC	nuclear, biological, and chemical
NEP	National Exercise Program
NGA	National Geospatial-Intelligence Agency

NGB	National Guard Bureau
NGO	non-government organizations
NIPRNET	non-secure internet protocol router network
NLE	National Level Exercise
NLT	not later than
NMS	National Military Strategy
NSC	National Security Council
OCE	organization conducting the event
OCONUS	outside Continental United States
OP	operational
OPFOR	opposing force
OPMEP	officer professional military education policy
OPORD	operation order
OPLAN	operation plan
OPR	office of primary responsibility
OPTEMPO	operating tempo
OSD	Office of the Secretary of Defense
OSE	Organization Scheduling the Event
O/T	observer/trainer
OUSD (P&R)	Office of the Undersecretary of Defense for Personnel & Readiness
P	partially trained
PBR	program budget request
PCC	Policy Coordinating Committee
PE	practical exercise, personal expense
PEP	Program Execution Plan
PERSTEMPO	personnel tempo
PfP	Partnership for Peace
PG&O	program goals and objectives
PH	port handling
PME	Professional Military Education
POC	point of contact
POD	port of debarkation
POE	port of embarkation
POM	Program Objective Memorandum
PPBE	Planning, Programming, Budgeting, Execution
PR	personnel recovery
PRA	Personnel Recovery Academy
PRD	program requirements document
PRETC	Personnel Recovery Education and Training Center
PROVORG	providing organization
PRST	Personnel Recovery Support Teams
PTEE PCC	Policy, Training, Exercises and Evaluation Policy Coordinating Committee

PVO	private voluntary organizations
RC	Reserve Components
RDD	required delivery date
RFS	request for service
ROE	rules of engagement
ROM	rough order of magnitude
RQT	rapid query tool
RSCN	Regional Security Cooperation Network
RTC	road to crisis
SAD	strategic air drop
SAT	systems approach to training
SCCP	Small Commercial Cargo Program
SCP	Security Cooperation Plan
SDDC	Surface Deployment and Distribution Command
SE	support element, staff element
SERE	Survival, Evasion, Resistance and Escape
SecDef	Secretary of Defense
SIF	service incremental funding
SIPRNET	Secret Internet Protocol Router Network
SITFOR	situational forces
S-JDA	standard joint duty assignment
SJFHQ	Standing Joint Force Headquarters
SLT	Stakeholder Leadership Team
SME	subject matter expert
SMEB	Significant Military Exercise Brief
SMLS	Senior Medical Leader Seminar
SN	Strategic National
SOCJFCOM	Special Operations Command, Joint Forces Command
SOF	special operations forces
SOP	standing operating procedure
SSTR	Stability, Security, Transition and Reconstruction
ST	Strategic Theater
STAFFEX	staff exercise
STAR	Sensitive Target Approval and Review
STARTEX	start of exercise
STO	special technical operations
Stratlift	strategic lift
T	trained
T-day	first day of the month in which deployment or redeployment starts
T2	Training Transformation
T2IP	Training Transformation Implementation Plan
TA	tactical

TA	Training Audience
TACC	Tanker Airlift Control Center
TAL	Training Audience Leader
TCA	traditional combatant command activity
TCC	Transportation Component Command
TCP	Theater Campaign Plan
T/C/S	task/condition/standards
T/C/S/O	task/condition/standards/organization
T/E	training/education
TEEE	training, education, exercises, and experiments
TFO	task field observation
TO	training objective
TPA	Training Proficiency Assessment
TPE	Training Proficiency Evaluation
TPFDD	time-phased force and deployment data
TPO	task performance observations
TRADOC	Training and Doctrine Command
TRO	training and readiness oversight
TRR	training requirements registry
TSC	theater security cooperation
TSCMIS	theater security cooperation management information system
TTP	tactics, techniques, and procedures
U	untrained
UAG	user advisory group
UCP	Unified Command Plan
UFR	unfunded request
UIC	unit identification code
ULN	unit line number
UJTL	Universal Joint Task List
UNDP	United Nations Development Program
US	United States
USAFRICOM	United States Africa Command
USCENTCOM	United States Central Command
USCYBERCOM	United States Cyber Command
USEUCOM	United States European Command
USG	United States Government
USJFCOM	United States Joint Forces Command
USNORTHCOM	United States Northern Command
USPACOM	United States Pacific Command
USSOCOM	United States Special Operations Command
USSOUTHCOM	United States Southern Command
USSTRATCOM	United States Strategic Command
USTRANSCOM	United States Transportation Command
UTDT	UJTL Task Development Tool

VTC	video teleconference
VTT	video tele-training
Web S&M	Web Scheduling & Movement
WEO	World Economic Outlook
WIF	Warsaw Initiatives Fund
W/CBT	Web/Computer-based Training
WJTSC	Worldwide Joint Training and Scheduling Conference
WNN	World News Network
WPC	Warrior Preparation Center
WWW	World Wide Web

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Part II -- Terms and Definitions

The following terminology is chiefly specialized for joint training and is intended for use in this publication and the activities described herein. Unless indicated by a parenthetical phrase after the definition that indicates the source publication or document, these terms have not been standardized for general, DOD-wide use and inclusion in the Department of Defense Dictionary of Military and Associated Terms (JP 1-02). In some cases, JP 1-02 may have a general, DOD-wide definition for a term used here with a specialized definition for this instruction

Adaptive Planning and Execution System -- A system of joint policies, procedures, and reporting structures, supported by communications and computer systems, that is used by the joint planning and execution community to monitor, plan, and execute mobilization, deployment, employment, sustainment, redeployment and demobilization activities associated with joint operations. Also called APEX. See also contingency planning; joint operation planning; Joint Operation Planning and Execution System.

after-action review -- 1. A process designed by a commander or director to provide commanders direct feedback on the accomplishment of selected joint mission essential tasks, conditions, and standards stated in terms of training objectives for the commander to evaluate training proficiency. 2. An analytical review of training events that enables the training audience, through a facilitated professional discussion, to examine actions and results during a training event. Also called AAR.

agency mission essential task list -- A list of agency mission essential tasks selected by an agency director to accomplish an assigned or anticipated mission that includes associated tasks, conditions, and standards and requires the identification of command-linked and supporting tasks. Also called AMETL. (CJCSI 3500.01)

capability --The ability to achieve a desired effect under specified standards and conditions through combinations of means and ways to perform a set of tasks. (CJCSI 3500.01)

The capability definition was revisited by the Deputy's Advisory Working Group (DAWG) during critical comment adjudication for DODD 7045.20, 25 September 2008, Capability Portfolio Management. The DAWG approved a new definition that includes reference to DOTMLPF: "The ability to achieve a desired effect under specified standards and conditions through a combination of means and ways across the DOTMLPF (Doctrine, Organization, Training,

Leadership, Materiel, Personnel, and Facilities) to perform a set of tasks to execute a specified course of action.”

chairman’s exercise program (CEP) -- Exercises, scheduled and sponsored by the Chairman of the Joint Chiefs of Staff, that examine plans, policies, and procedures under a variety of crisis situations. These strategic-national level joint exercises are intended to improve the readiness of U.S. forces to perform joint operations, and as appropriate, to integrate non-DOD and interagency partners to improve overall USG readiness.

collective joint training -- Instruction and applied exercises that prepare organizational teams to integrate and synchronize owned and provided capabilities to execute assigned missions. (CJCSI 3500.01)

combatant command joint training schedule -- A resource-constrained program developed and updated annually by the combatant command staff that integrates the combatant commands’ joint training plans and the schedule of the combatant command-sponsored exercises. The schedule normally includes exercise summaries for the program year as well as proposed summaries for the following four years.

command-linked tasks -- Discrete activities or actions designated by a joint force commander or identified by the lead federal agency that must be performed by commands and combat support agencies outside the command or directive authority of the joint force, if the joint force is to successfully perform its missions. Command-linked tasks are selected by the supported command or lead federal agency and are normally scheduled for training, evaluated, and assessed by the organization providing the support. Command-linking is intended for information exchange and for assessment feedback, and can be used both by the supporting command to link to the supported command or by the supported command to link to the supporting command. (CJCSI 3500.01)

common training -- Training that is not unique to a particular DOD component; training that has no special distinction or quality to an individual DOD component and is widely required.

condition -- Variable of the operational environment, including scenario that affects task performance. (CJCSI 3500.01)

contingency planning -- The Joint Operation Planning and Execution System planning activities that occur in non-crisis situations. The Joint Planning and Execution Community uses contingency planning to develop operation plans for a broad range of contingencies based on requirements identified in the Contingency Planning Guidance, Joint Strategic Capabilities Plan, or other planning directive. Contingency planning underpins and facilitates the

transition to crisis action planning. (Approved for inclusion in the next edition of JP 1-02).(JP 5-0)

criterion -- The minimum acceptable level of performance associated with a particular measure of task performance. It is often expressed as hours, days, percent, occurrences, minutes, miles, or some other command stated measure. (CJCSI 3500.01/CJCSM 3500.04)

delphi method -- A silent voting technique used to achieve consensus. Each voting member casts a hidden vote which are then gathered and tallied to determine the selected course of action.

education -- conveys general bodies of knowledge and develops habits of mind applicable to a broad spectrum of endeavors.

effect -- A change to a condition, behavior, or degree of freedom. (JP 3-0)

endstate -- The set of conditions, behaviors, and freedoms that defines achievement of the commander's mission.

Enlisted Joint Professional Military Education (EJPME). A CJCS-approved body of objectives, policies, and procedures supporting the educational requirements for enlisted personnel.

essential task -- Tasks based on mission analysis and approved by the commander that are absolutely necessary, indispensable, or critical to the success of a mission. (CJCSI 3500.01)

evaluation -- An internal command responsibility tied to a specific training event and intended to determine whether specific training objectives were met. (CJCSI 3500.01)

event design -- The JTS and the JTS Execution Phase JELC were formed as adaptations of the instructional design or instructional systems design (ISD) principles and model phases. Application of instructional design principles involves organizing training support resources to ensure the training audience achieves the required learning and performance outcomes. Following the processes of the JTS, training event designers focus on what occurs before, during, and after the training event as well as the training content.

exercise -- A military maneuver or simulated wartime operation involving planning, preparation, and execution. It is carried out for the purpose of training and evaluation. It may be a multinational, joint, or single-Service exercise, depending on participating organizations. (JP 1-02)

exercise objective -- Specific statement of purpose, guidance, and/or direction for an exercise.

functional plans -- Plans involving the conduct of military operations in a peacetime or permissive environment developed by combatant commanders to address requirements such as disaster relief, nation assistance, logistics, communications, surveillance, protection of U.S. citizens, nuclear weapon recovery and evacuation, and continuity of operations, or similar discrete tasks. They may be developed in response to the requirements of the Joint Strategic Capabilities Plan, at the initiative of the combatant commander, or as tasked by the supported combatant commander, Joint Staff, Service, or Defense agency. Chairman of the Joint Chiefs of Staff review of combatant commander -initiated plans is not normally required. (JP 1-02)

high interest training issue -- Special interest issues selected and published annually by the CJCS to ensure appropriate visibility by the combatant commands and CSAs in developing their JTPs. HITIs are an un-prioritized list that normally address broad mission areas or operational capabilities that need focused attention to achieve desired effects in the joint operational environment.

high interest training requirement -- Prioritized combatant commander designated training requirements that require joint resources and training focus from joint force providers to achieve desired readiness to support combatant commander mission capability requirements.

implied task -- A task that is not stated but is necessary to do the mission. (CJCSI 3500.01/CJCSM 3500.04)

individual joint training -- Training that prepares individuals to perform duties in joint organizations (e.g., specific staff positions or functions) or to operate uniquely joint systems. Individual staff training ensures that individuals know, are proficient in, and have the joint competencies and skills to apply joint doctrine and procedures necessary to function as staff members. Individual joint training can be conducted by OSD, the Joint Staff, combatant commands, and activities and agencies responsive to the Chairman, Services, Reserve forces, or CSAs. (CJCSI 3500.01)

integrated operations -- The synchronization, coordination, and/or integration of DOD and other U.S. Government agencies' activities, in coordination with partner nations, and non-Governmental entities across the full range of military operations, which achieves a comprehensive approach that advances U.S. Government goals and objectives. (DOD 1322.18).

Note: The CJCS concept of unified action (including allies, coalition, international partnerships, interagency, intergovernmental, international organizations, and nongovernmental organizations in an integrated approach) addresses this concept of integrated operations as described in DOD 1322.18. Interagency and some allied partners prefer the term comprehensive approach to describe this concept.

interagency – U.S. government agencies and departments, including the Department of Defense. (JP 3-08)

interagency coordination -- Within the context of Department of Defense involvement, the coordination that occurs among elements of the Department of Defense and engaged U.S. government agencies, for the purpose of accomplishing an objective. (JP 3-0)

interagency operations -- Operations in which government or non-government agencies interact with the Armed Forces of the United States. These agencies may include the National Security Council, headquarters of operating elements of the Departments of State and Transportation, the Central Intelligence Agency, and the Adjutants General of the 50 states and four territories; other U.S. government agencies; agencies of partner nations; nongovernmental organizations; regional and international organizations such as NATO and the UN; and the agencies of the host country. (CJCSI 3500.01)

interagency training -- Training of individuals, units, and staffs considered necessary to execute their assigned or anticipated missions in support of interagency operations. (CJCSI 3500.01)

interoperability -- The ability of systems, units, or forces to provide services to and accept services from other systems, units, or forces and to use the services so exchanged to enable them to operate effectively together. (CJCSI 3500.01)

irregular warfare -- A violent struggle among state and non-state actors for legitimacy over the relevant populations. Irregular warfare favors indirect and asymmetric approaches, though it may employ the full range of military and other capacities, in order to erode an adversary's power, influence, and will. (DODD 3000.7)

issue -- An observed, analyzed, interpreted, and evaluated shortcoming, deficiency or problem that precludes performance to standard and requires resolution. Issues are also deficiencies or shortfalls identified during joint activity that preclude training or operating to JMETs standards and requires focused problem solving. (CJCSI 3150.25)

Joint Capability Areas -- Collections of like DOD capabilities functionally grouped to support capability analysis, strategy development, investment decision making, capability portfolio management, and capabilities-based force development and operational planning. (JP-1)

joint combined exchange training -- A program conducted overseas to fulfill U.S. forces training requirements and exchange the sharing of skills between U.S. forces and host nation counterparts. Training activities are designed to improve US and host nation capabilities. Also called JCET. (JP 3-05)

joint event life cycle -- Describes the design, planning, preparation, execution, and evaluation and reporting stages required to successfully execute a discrete training event. Also called the JELC. (CJCSI 3500.01)

joint exercise -- A joint military maneuver, simulated wartime operation, or other CJCS- or combatant commander-designated event involving joint planning, preparation, execution, and evaluation.

joint force -- A general term applied to a force composed of significant elements, assigned or attached, of two or more Military Departments operating under a single joint force commander. (JP 1-02)

joint force headquarters -- A staff organization operating under a flag officer providing a combatant commander with a joint command and control element to conduct military operations or support to a specific situation. Also called JFHQ. (Derived from JP 3-33)

Joint Individual Learning Database -- A reference database of available individual joint training courses that address various aspects of joint operations. The database is updated by USJFCOM.

Joint Innovative Training Methods and Tools -- Employs innovative methodology and tools to serve joint education and training enabling unique approaches to meet joint individual & JTF staff training requirements.

joint learning continuum -- A coordinated progression of integrated and disciplined processes and events that qualifies DOD personnel to defined performance standards through education, training, self-development, and experience to inculcate habits of mind, skills, abilities, and values.

joint mission essential task -- A mission task selected by a joint force commander, deemed essential to mission accomplishment, and defined using the common language of the Universal Joint Task List in terms of task, condition, and standard. Also called JMET. (JP 1-02)

joint mission essential task list -- A list of joint mission essential tasks selected by a commander to accomplish an assigned or anticipated mission that includes associated tasks, conditions, and standards and requires the identification of command-linked and supporting tasks. Also called JMETL. (CJCSI 3500.01)

joint operation planning -- Planning activities associated joint military operations by combatant commanders and their subordinate joint force commanders in response to contingencies and crises. Joint operation planning includes planning for the mobilization, deployment, employment, sustainment, redeployment, and demobilization of joint forces. (This term and its definition modify the existing term and its definition and are approved for inclusion in the next edition of JP 1-02). (JP 5-0)

joint operation planning process -- An orderly, analytical process that consists of a logical set of steps to analyze a mission; develop, analyze, and compare alternative courses of action against criteria of success and each other; select the best course of action; and produce a joint operation plan or order. Also called JOPP. See also joint operation planning. (This term and its definition modify the existing term and its definition and are approved for inclusion in the next edition of JP 1-02). (JP 5-0)

joint professional military education -- A CJCS-approved body of objectives, outcomes, policies, procedures and standards supporting educational requirements of joint officer management. Also called JPME. (CJCSI 1800.01)

joint publication -- A publication containing joint doctrine that is prepared under the direction and authority of the Chairman of the Joint Chiefs of Staff and applies to all US military forces. Also called JP. (CJCSI 5120.02)

joint readiness -- The combatant commander's ability to integrate and synchronize ready combat and support forces to execute his or her assigned missions. (JP 1-02)

joint task force -- A joint force that is constituted and so designated by the Secretary of Defense, a combatant commander, a subunified commander, or an existing joint task force commander. Also called JTF. (JP 1)

JTF Capable Headquarters -- A designated Service HQ that has achieved and can sustain a level of readiness to stand up as a JTF HQ, which is acceptable to the supported/assigned combatant commander. (Derived from JP 3-33)

Joint Task Force Headquarters (JTF HQ) -- Any headquarters for a joint task force that is constituted and so designated by the Secretary of Defense, combatant commander, a sub-unified commander, or an existing joint task

force commander to conduct military operations or support to a specific situation. (Derived from JP 1-02)

joint training -- Training, including mission rehearsals, of individuals, units, and staffs using joint doctrine or tactics, techniques, and procedures to prepare joint forces or joint staffs to respond to strategic, operational, or tactical requirements considered necessary by the combatant commanders to execute their assigned or anticipated missions. (DODD 1322.18)

joint training audience -- An individual, staff element, staff or joint command that performs a particular joint task or set of joint tasks. (CJCSI 3500.01)

joint training capability requirement -- A requirement that address a joint training gap or shortfall that if left unresolved will impact a joint mission capability requirement. A joint training capability is divided into two categories: joint training requirements and joint training support requirements.

joint training courseware -- Materials to support joint courses or joint training events such as individual study, lectures, seminars, practical exercises, table top exercises, and other such events. These materials include single courses or joint programs of instruction (JPOI), documents such as training guides, interactive courseware, computer-based training, and non-JPOI materials such as videotapes, stand-alone handbooks, and other joint validated items.

joint training objective -- A statement that describes the desired outcome of a joint training activity in terms of performance, training situation, and level of performance. Joint training objectives are derived from joint mission essential tasks, conditions, and standards and based on joint doctrine, commander's guidance, and organizational standing operating procedures. (CJCSI 3500.01)

joint training plan -- A plan developed and updated annually by each combatant commander and CSA Director that defines the strategy for training assigned forces (training audience) in joint doctrine to accomplish the mission requirements over the selected training period. Specifically, the plan conveys the commander's guidance, identifies the training audience, the joint training objectives, the training events, and required training resources. Also called JTP. (CJCSI 3500.01)

joint training requirement -- Training content that addresses joint functional skills (Crisis Action Team operations, counterinsurgency, consequence management, etc) that are required to satisfy job performance requirements (train an audience (individual, staff, organization) to perform designated tasks, under specified conditions, to required standards).

joint training strategy -- A command-specific, resource-unconstrained description and intent for a command's joint training program and joint training environment. It is a statement of how a command intends to generate and sustain required capabilities through training.

joint training support requirements -- Training infrastructure that facilitates the delivery/execution of joint training (classrooms, instructors, advanced distributed learning systems, learning management systems, simulations, etc).

lesson learned -- Results from an evaluation or observation of an implemented corrective action that contributed to improved performance or increased capability. A lesson learned also results from an evaluation or observation of a positive finding that did not necessarily require corrective action other than sustainment. (CJCSI 3150.25)

measure -- A parameter that provides the basis for describing varying levels of task performance. (CJCSI 3500.01/CJCSM 3500.04)

military training -- The instruction of personnel to enhance their capacity to perform specific military functions and tasks. 2. The exercise of one or more military units conducted to enhance their combat readiness. (JP 1-02)

mission -- 1. The task, together with the purpose, that clearly indicates the action to be taken and the reason therefore. 2. In common usage, especially when applied to lower military units, a duty assigned to an individual or unit; a task. (JP 1-02)

mission training assessment -- A commander's subjective assessment of the command's ability to perform assigned missions. Also called MTA. (CJCSI 3500.01)

model -- A physical, mathematical, or otherwise logical representation of a system, entity, phenomenon, or process. (CJCSI 3500.01)

modeling -- Application of a standard, rigorous, structured methodology to create and validate a physical, mathematical, or otherwise logical representation of a system, entity, phenomenon, or process. (CJCSI 3500.01)

modeling and simulation -- The use of models, including emulators, prototypes, simulators, and stimulators, either statically or over time, to develop data as a basis for making managerial or technical decisions. The terms "modeling" and "simulation" are often used interchangeably. (CJCSI 3500.01)

multinational exercises -- Exercises that train and evaluate US and other national forces or staffs to respond to requirements established by

multinational force commanders to accomplish their assigned missions. (CJCSI 3500.01)

multinational operations -- A collective term to describe military actions conducted by forces of two or more nations, usually undertaken within the structure of a coalition or alliance. (JP 3-16)

multinational training -- Training of individuals, units, and staffs considered necessary to execute their assigned or anticipated missions in support of multinational operations, including coalition operations. (CJCSI 3500.01)

office of collateral responsibility -- Includes all the organization, usually staff elements that should be kept informed or coordinated on the JMETL task. Also called OCR.

office of primary responsibility -- The single staff element with overall staff responsibility for managing the JMET on behalf of the commander. Also called OPR.

other participants -- Additional organizations (other than the Training Audiences) that participate in or support the execution of a particular event. This includes exercise observers, controllers, evaluators, non-operational support, and forces that would not normally go to war with the OSE.

operation -- 1. A military action or the carrying out of a strategic, operational, tactical, service, training, or administrative military mission. 2. The process of carrying on combat, including movement, supply, attack, defense, and maneuvers needed to gain the objectives of any battle or campaign. (JP 1-02)

practical exercise -- An exercise used to practice specific joint skills and the execution of joint tasks primarily at the individual and small group level of training. This mode of exercise is often used in conjunction with academic modes of training to build, refine, and sustain joint skills in focused joint individual and staff tasks.

procedures -- Standard, detailed steps that prescribe how to perform specific tasks. (CJCSI 5120.02)

professional military education -- PME conveys the broad body of knowledge and develops the habit of mind essential to the military professional's expertise in the art and science of war. Also called PME. (CJCSI 1800.01/CJCSI 1805.01)

program of instruction -- A series of related lessons designed to satisfy a specific joint training requirement (e.g., joint task force headquarters). (CJCSI 3500.01)

Service training -- Military training based on Service policy and doctrine to prepare individuals and interoperable units. Service training includes basic, technical, operational, and interoperability training in response to operational requirements deemed necessary by the combatant commands to execute assigned missions. (CJCSI 3500.01)

simulation -- 1. A method for implementing a model over time. 2. A technique for testing, analysis, or training in which real-world systems are used or where real-world and conceptual systems are reproduced by a model. (CJCSI 3500.01)

specified task -- A task explicitly stated and assigned. (CJCSI 3500.01/CJCSM 3500.04)

staff exercise (STAFFEX) -- The staff exercise is used to train, build, and evaluate staff proficiency in staff tasks.

staff joint training -- Training that prepares joint staffs or joint staff elements to respond to strategic and operational taskings deemed necessary by combatant commanders and subordinate joint force commanders to execute their assigned missions. Staff joint training includes training which prepares joint staff sections (J1, J2, J3 ...) or other joint staff elements (i.e., boards, bureaus, centers, or cells operating within a joint force headquarters) to accomplish their JMETS, staff tasks, subordinate tasks and command linked tasks to standard. (CJCSI 3500.01)

standard -- Quantitative or qualitative measures and criteria for specifying the levels of performance of a task. (CJCSI 3500.01/CJCSM 3500.04)

standing operating procedure -- A set of instructions covering those features of operations that lend themselves to a definite or standardized procedure without loss of effectiveness. The procedure is applicable unless ordered otherwise. Also called SOP. (JP 1-02)

supported commander -- 1. The commander having primary responsibility for all aspects of a task assigned by the Joint Strategic Capabilities Plan or other joint operation planning authority. In the context of joint operation planning, this term refers to the commander who prepares operation plans or operation orders in response to requirements of the Chairman of the Joint Chiefs of Staff. 2. In the context of a support command relationship, the commander who receives assistance from another commander's force or capabilities, and who is

responsible for ensuring that the supporting commander understands the assistance required. (JP 3-0)

supporting commander -- 1. A commander who provides augmentation forces or other support to a supported commander or who develops a supporting plan. This includes the designated combatant commands and Department of Defense agencies as appropriate. 2. In the context of a support command relationship, the commander who aids, protects, complements, or sustains another commander's force, and who is responsible for providing the assistance required by the supported commander. (JP 3-0)

supporting task -- Specific activities that contribute to accomplishment of a joint mission essential task. Supporting tasks associated with a command or agency's mission essential task list are accomplished by the joint staff or subordinate commands or agencies. (CJCSI 3500.01/CJCMS 3500.04)

tactics -- The employment and ordered arrangement of forces in relation to each other. (CJCSI 5120.02)

task -- An action or activity (derived from an analysis of the mission and concept of operations) assigned to an individual or organization to provide a capability. (CJCSI 3500.01/CJCSM 3500.04)

task performance observations -- For joint training, a listing of a training audience, training objectives, observer reports, and an executive summary for the commander to review and make a training proficiency evaluation. Also called TPO. (CJCSI 3500.01)

techniques -- Non-prescriptive ways or methods used to perform missions, functions, or tasks. (CJCSI 5120.02)

training -- Instruction and applied exercises for acquiring and retaining skills, knowledge, and attitudes required to complete specific tasks. (DODD 1322.18)

training assessment -- An analytical process used by commanders to determine an organization's current levels of training proficiency on mission essential tasks. This process also supports CJCS and combatant commanders' cumulative assessments of overall joint readiness. (CJCSI 3500.01)

Training Audience Leader (TAL) -- A TAL is a specifically designated organizational representative responsible to prepare and train personnel to execute staff operations to meet JMETL capability requirements. A TAL can be a director, but is typically O-6 level, e.g, division chief, and is the primary trainer for a training audience (TA). The TAL assesses the TA's training, takes action to correct deficiencies, reviews and approves TOs, and provides TO input

to exercise development. Ideally, a TAL is also the primary POC for his organizations JMETs and supporting tasks to the JMETL, ensuring synchronization among JMET standards, TOs, and readiness assessments.

training evaluation -- The process used to measure the demonstrated ability of the training audience to accomplish specified training objectives. (CJCSI 3500.01)

training event -- Training events are distinguished from exercises. A training event focuses primarily on improving individual or collective ability to perform. An exercise focuses primarily on evaluating capability, or an element of capability (such as a plan or policy).

training proficiency assessment -- Derived from the primary trainer's subjective assessment of an organization by comparing collective training proficiency evaluations and other training inputs over time against joint mission essential tasks, conditions, and standards. Also called TPA. (CJCSI 3500.01)

training proficiency evaluation -- An objective evaluation of an organization's performance with respect to training objectives produced during the execution phase of the joint training system. Also called TPE. (CJCSI 3500.01)

training and readiness oversight -- The authority that combatant commanders may exercise over assigned RC forces when not on active duty or when on active duty for training. As a matter of DOD policy, this authority includes: a. Providing guidance to Service component commanders on operational requirements and priorities to be addressed in Military Department training and readiness programs; b. Commenting on Service component program recommendations and budget requests; c. Coordinating and approving participation by assigned RC forces in joint exercises and other joint training when on active duty for training or performing inactive duty for training; d. Obtaining and reviewing readiness and inspection reports on assigned RC forces; and e. Coordinating and reviewing mobilization plans (including post-mobilization training activities and deployability validation procedures) developed for assigned RC forces. Also called TRO. (JP 0-2)

unified action -- The synchronization, coordination, and/or integration of the activities of governmental and nongovernmental entities with military operations to achieve unity of effort. (JP 1)

war game -- A simulation, by whatever means, of a military operation involving two or more opposing forces, using rules, data, and procedures designed to depict an actual or assumed real-world situation. (JP 0-2)

whole of government approach -- An approach that integrates the collaborative efforts of the departments and agencies of the United States Government to achieve unity of effort toward a shared goal. (Field Manual 3-07)