

The Joint Training System

A Primer for Senior Leaders



1998





Commanders at all echelons are responsible for preparing their commands to accomplish assigned missions. To be successful we must train our forces, first and foremost, on warfighting; we must train the way we intend to fight. These forces must also be prepared to successfully conduct military operations other than war (MOOTW) and operate in the interagency and multinational processes. Being trained and ready is commanders' business. Joint force commanders provide the training guidance that forms the basis for planning meaningful, effective training, executing and evaluating it in a resource constrained environment, and assessing the results.

This handbook is designed for joint force commanders and other senior leaders. It provides an overview of the Joint Training System and highlights the role of our senior leadership in the execution of joint training. I strongly recommend reading this primer; it summarizes the Chairman's guidance and the processes required to execute the Joint Training System that are laid out in detail in several CJCS Instructions and Manuals on joint training. The foundation of commander's training guidance to staff and subordinates is the Joint Training System; that guidance assures focused, effective joint training. Read, learn, and apply. Joint warfare is team warfare.

A handwritten signature in black ink that reads "G. Close". The signature is fluid and cursive, with a long horizontal stroke at the end.

GEORGE F. CLOSE, JR.
Director, Operational Plans and
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Chapter 1 - Introduction

“The teams and staffs through which the modern commander absorbs information and exercises his authority must be a beautifully interlocked, smooth working mechanism. Ideally, the whole should be practically a single mind.”

General Dwight D. Eisenhower

This primer is designed to help combatant commanders, subordinate joint force commanders, functional or Service component commanders and other senior officers understand the value and importance of the Joint Training System (JTS). More importantly, it will underline their role in using that system to train their forces to accomplish assigned missions.

*JTS Components:
Identify requirements,
develop plans, execute,
evaluate and assess joint
training events.*

*JTS aligns training with
assigned missions.*

Definition of the Joint Training System. The Joint Training System is a framework used by the joint community to: identify training requirements; develop training plans; and execute, evaluate, and assess joint training events.

Importance of the Joint Training System. The Joint Training System is your training system. In broad terms, the JTS is designed to ensure the Armed Forces of the United States are trained and prepared to promote peace and stability and to defeat adversaries. More specifically, it provides an **integrated, requirements-based method for aligning training programs with assigned missions** consistent with command priorities and available resources. The JTS should be applied by commanders with these **five basic tenets** as guiding principles:

- *Focus on the warfighting mission*—it is the most dangerous and likely mission tasked by the JSCP.
- *Train the way you intend to fight*—training events, particularly exercise training events, should reflect realistic conditions.

- *Commanders are the primary trainers*—they are responsible at all echelons for preparing their forces to accomplish their mission.
- *Apply joint doctrine*—it establishes fundamentals of joint operations and provides guidance on how to employ forces to achieve assigned objectives.
- *Centralize planning, decentralize execution*—of training, just as would be done in real operations.

The Joint Training System is based on “mission-to-task” training.

Joint Training System in Perspective. Military training has evolved with the nature of the strategic environment. The case can be made that US and Allied forces fought jointly during WWII. They did so out of necessity in order to bring the greatest amount of force to the enemy in the most efficient manner possible. *Training* to fight jointly, however, did not come to fruition until the 1980s (see Figure I - 1). Following the DESERT STORM after action review (AAR), the JCS determined the need to institutionalize a “mission-to-task” (requirements-based) training system. CJCS findings brought about a master plan that has

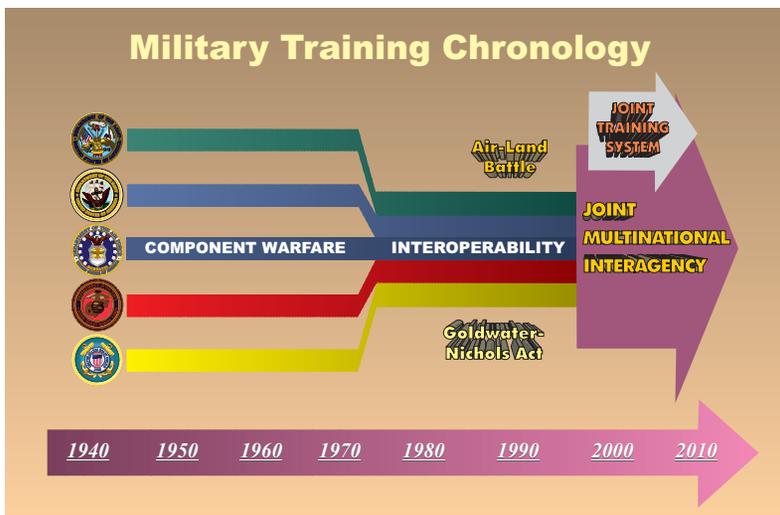


Figure I - 1. History of Military Training

evolved from events-based training to requirements-based training and is embodied in the four-phase Joint Training System. The JTS was initiated in FY 1994.

Commanders' Commitments. As a commander, what are your responsibilities within the Joint Training System and where can command emphasis be placed with best results? The following “commitments” identify those areas where commanders have specific responsibilities:

Assign Staff Responsibilities

Designate staff responsible for joint training and ensure they use the Joint Training System.

Approve and Forward JMETL

Approve and forward command Joint Mission Essential Task List (JMETL), to supported combatant commanders, agencies, the JWFC and the Joint Staff annually in October.

Provide Guidance

Provide commanders' guidance to promulgate your Joint Training Plan to component commanders and joint staff.

Approve Training Plans

Approve annual training plans and joint training schedules in March for geographic CINCs and in May for functional CINCs.

Consider Resource Availability

Consider resources available to meet joint training requirements. Begin prioritization of resource needs.

Add or Change Training Events

Forward requests to add or change training events to the Joint Training Master Schedule to JCS.

Evaluate Training

Evaluate the effectiveness of specific training events conducted under your training plans.

Assess Training

Assess overall effectiveness of command's Joint Training Plan in training to command's JMETL. Also, assess adequacy of your JMETL in describing your assigned missions.

Submit AAR

Submit joint **after action reports** for all operations and CJCS joint training exercises.

Identify Shortfalls

Identify and report program and resource **shortfalls** and the **impact these shortfalls** have on your command's ability to accomplish its joint training requirements.

These commitments will be stressed throughout the pamphlet to show where the commander has specific **input** as well as overall **responsibility**.

The Bottom Line. The JTS provides you with a process to determine what capabilities you need to bring to the fight; where you need to focus your training (functions and people); what training events you will conduct that will get you, your staff, and your forces trained; and finally, how effective your training was and where to direct your training in the future.

Chapter 2 - Goals and Visions

“We need to learn to set our course by the stars, not by the lights of every passing ship.”

General Omar Bradley

No system can be expected to function properly without guidance or direction. **The long term goal of the JTS is a US military trained and ready for joint operations.** The vision for accomplishing that goal is depicted in Figure II-1 and delineated in the following paragraphs.



Figure II - 1. Joint Training System Vision

Improve Mission Performance.

Enhance joint readiness. The JTS is designed to enhance the joint readiness of joint forces, i.e., **improve their capability to perform assigned missions.** Readiness enhancement, from a training perspective, starts by determining what tasks the joint

force must do to accomplish its assigned missions. In joint trainer parlance: mission task requirements. Commanders must always take advantage of opportunities within their control to enhance readiness, and **joint training is surely driven by the commander.**

Translate Military Strategy to Training Events.

Align Joint Training with National Military Strategy. The 1997 National Military Strategy (NMS) has two objectives. The first is to promote peace and stability and the second is to defeat our adversaries. The NMS and the guidance provided in the Joint Strategic Capabilities Plan (JSCP), Unified Command Plan (UCP), Theater Engagement Plan (TEP), treaties, etc., provide commanders with some very specific missions they must accomplish. The JTS process is designed to focus on training joint forces to the specific capabilities required to accomplish those missions.

Interoperability Training is a Component Responsibility.

Improve Interoperability. The ability of systems, units or forces to provide services to and accept services from other systems, units or forces is critical to successful operations. Taken a step further, the ability to use the forces so exchanged to operate effectively together further defines interoperability. From a JTS perspective, interoperability training is a component responsibility. An example of Service sponsored component interoperability might include air to air refueling between aircraft from different Services. The Universal Joint Task List (UJTL) is a tool to aid in improving interoperability. It identifies a common language to help communicate and accomplish mission requirements. This publication will be discussed further in Chapter 3.



*Joint Training Provides
Readiness Synergy Within
US Government and
Multinational Agencies.*

Complete Integration of DOD and Multinational Agencies. The future of joint training is an integrated and synchronized training effort for supporting the NCA and the combatant commanders. This effort includes training with other federal departments and agencies (i.e. Defense Intelligence Agency [DIA], Defense Logistics Agency [DLA], National Security Agency [NSA], etc.). Examples of multinational agencies include the International Red Cross, UNICEF, and various UN High Commissions.

These agencies play a critical role in conducting Military Operations Other Than War (MOOTW). Pulling these agencies into the training effort is important when preparing for MOOTW. In these types of operations, commanders can spend more time than they ever thought possible in dealing with what amount to political and diplomatic considerations. The military may not be the primary player and may support other agencies. Rules of engagement will be more restrictive and the commander's entire mindset may be required to shift from offensive tactics to restraint.

Under any circumstance, he must be aware that the desired end-state is a cohesive network of combatant commands, Service components and agencies that will achieve greater efficiency in joint training, as well as increased overall readiness.

Focus scarce dollars on essential training.

Optimize Scarce Service Resources. The drawdown in US military forces experienced during this decade has been pronounced and decidedly precipitous. Consider the information presented in Figure II-2 below. One method of operating effectively with fewer resources is to train and operate jointly.

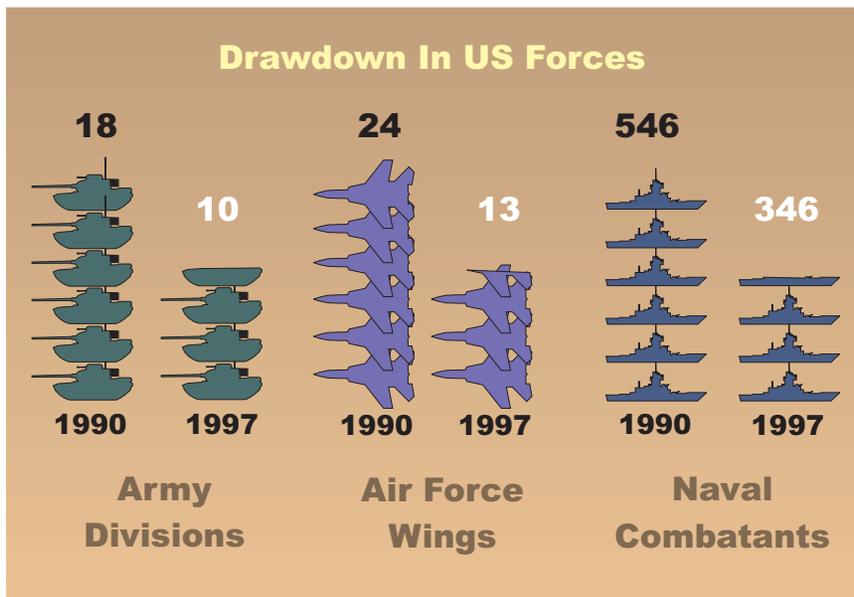


Figure II - 2. Drawdown in US Military Forces

Chapter 3 - Key Reference Documents

“First, and foremost, the Joint Training System . . . is focused on warfighting.”

Gen John M. Shalikashvili

Figure III - 1 displays five documents that provide the written framework for the Joint Training System. They are: *Joint Training Policy* (CJCSI 3500.01A), *Joint Training Master Plan* (CJCSI 3500.02A), *Joint Training Manual* (CJCSM 3500.03), *Universal Joint Task List* (CJCSM 3500.04A) and the *Joint Training Master Schedule*. Together, they provide the foundation for the Joint Training System.

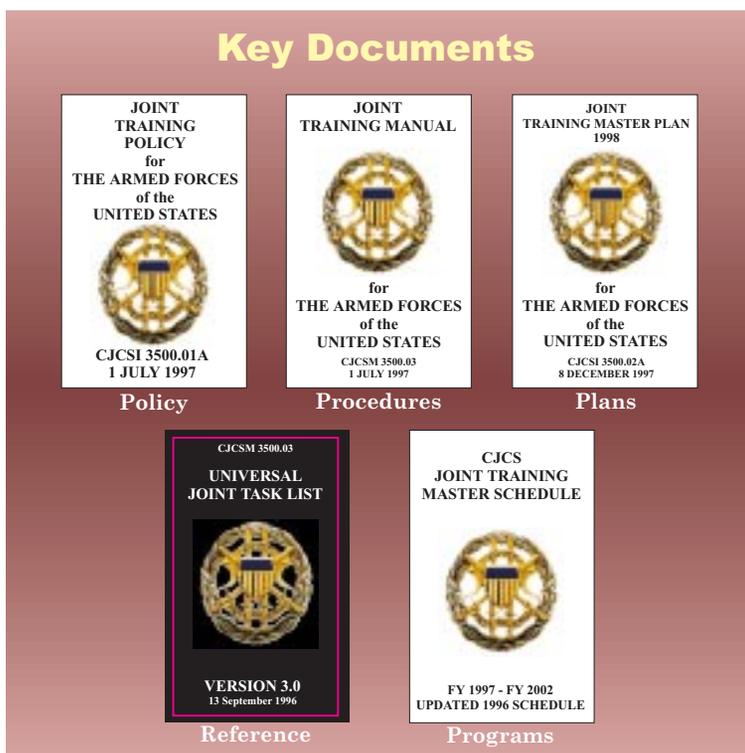


Figure III - 1. Key Documents Supporting Joint Training

CJCS Joint Training System aligns training with the National Military Strategy.

Assess Training

The desired end-state is improved readiness of joint forces.

Joint Training Policy (JTP). This instruction describes CJCS policy for joint training as a means to enhance joint readiness. It institutionalizes a requirements-based Joint Training System and directs commanders to examine their missions and document their command’s warfighting requirements based on tasks in the Universal Joint Task List. ***This policy statement reaffirms the role of the commander as the primary trainer and assessor of readiness as well as the importance of the Defense agencies in supporting the warfighting mission.*** It derives from and builds upon the principles laid out in the National Security Strategy of the United States publication, “A National Security Strategy for a New Century, May 1997,” as well as the National Military Strategy publication, “Shape, Respond, Prepare Now: A Military Strategy for a New Era, 1997.” Moreover, it emphasizes preparing US forces for joint, multinational, and interagency operations across the range of military operations.

Joint Training Master Plan (JTMP). This instruction provides **CJCS guidance** to combatant commanders, Services, Joint Staff, and Defense agencies **for planning and conducting joint training events on a cyclical basis.** It typically covers a three-year planning cycle. The JTMP also identifies the ways and coordinates the means to implement the “mission-to-task” Joint Training System. It contains CJCS Com-mended Training Issues (CCTIs) that should be considered for special emphasis during training cycles, common joint tasks for USACOM and USSOCOM to train CONUS-based forces, and programmatic guidance from Defense Planning Guidance. It outlines milestones for Defense agencies and joint organizations to mark their entry into a requirements-based training system. Guidance is also provided to integrate multinational forces into joint training programs. In addition, the JTMP delineates missions and responsibilities for joint organizations and combatant commanders in support of joint training.

Contains all processes for implementation of the JTS.

Joint Training Manual (JTM). Most systems require a “how to” booklet to help guide the user. The JTS is no different, and the publication that meets this need is the JTM. Primarily, this manual describes the overall architecture of the JTS and processes for developing each of the four JTS phases.

The first phase, or **Requirements Phase**, talks about stating requirements in terms of Joint Mission Essential Tasks (JMETs), conditions that describe the mission environment, and commander-approved joint standards.

The **Plans Phase** is concerned with developing the commander’s Joint Training Plan (JTP). The plan consists of various tabs that document missions, restate JMETs, provide guidance, specify the training audience, identify joint training events, establish priorities and identify resources.

In the third phase, or **Execution Phase**, the commander focuses on executing and evaluating the training event. These events may take the form of academic sessions or exercises. Within this phase, there is something called the Joint Exercise Life Cycle (JELC). The four stages within the JELC (planning, preparation, execution and post-exercise evaluation) help design the training event and ensure its proper completion.

In the final phase, or **Assessments Phase**, the commander seeks to determine the command’s mission capability from a training viewpoint. The commander ultimately makes his assessment using the assessment plan outlined in the command’s Joint Training Plan. Each of these four phases is discussed in greater detail in Chapter 4 of this pamphlet.

The UJTL is used to translate missions and operations to tasks.

Universal Joint Task List (UJTL). The UJTL serves as a common language and reference system for joint force commanders, operational planners, combat developers, and trainers. The UJTL describes what tasks are to be performed in terms common to multiple combatant commands and joint force components. It does not address how a task is performed or who performs the task. As applied to joint training, the Universal Joint Task List is a key element of the requirements-based, “mission-to-task” Joint Training System. In this system, commanders look at their mission and document their command warfighting requirements in a Joint Mission Essential Task List (JMETL). The language used to build the JMETL comes from the UJTL. The tasks in the UJTL are organized by the strategic national, strategic theater, operational, and tactical levels of war. The UJTL also contains a common language of conditions that is used to describe the physical, military, and civil environments that may affect task performance. Finally, the UJTL contains a menu of measures of performance for every UJTL task. These are used by commanders to develop task standards.

Contains schedule of CJCS-sponsored exercises.

Joint Training Master Schedule (JTMS). The JTMS is a program developed and updated annually by the Chairman of the Joint Chiefs of Staff that integrates the CINCs’ Joint Training Plans and the schedule of the CJCS-sponsored exercises. The schedule includes, as a minimum, exercise summaries for the program year, as well as proposed summaries for the following five years. The JTMS contains approximately 250 exercises or training events per year. It is used primarily by the CINCs as a planning and exercise deconfliction document. In addition, the Worldwide Exercise Scheduling Conference is held annually in February to develop the CJCS Joint Training Master Schedule for the next five years and update the current schedule.

Chapter 4 - Joint Training System

“As we consider the nature of warfare in the modern era, we find that it is synonymous with joint warfare.”

Joint Pub 1

“Joint Warfare of the Armed Forces of the United States”

Provides common approach to identify, schedule, and evaluate training events.

Assign Staff Responsibilities

In an era of dwindling military resources, the JTS provides a common approach that helps joint force commanders identify and evaluate their training needs, plan and schedule training events and support the JCS requirement to monitor the readiness of US military forces.

However, any system, no matter how well thought out or conceived, is of little value unless people are trained and encouraged to use it. ***It is important, therefore, to assign responsibility for the JTS across all disciplines within your staff.*** The processes of JMETL development, of determining training objectives, and of developing the Joint Training Plan all require the skill and corporate knowledge of many people on your staff. What are the joint training requirements of your staff? What courseware is available to enhance their level of expertise in the Joint Training System? These considerations will help you develop a well-trained staff capable of really using the JTS. Avoid making one individual the “joint training person.” Train the entire staff in the system and their role in it.

The JTS consists of four phases, beginning with identification of capabilities required based on assigned missions, proceeding through the planning and scheduling of training events, the execution of training, and finally, an assessment of how well the training was accomplished. The results of the Assessments Phase then feed back into the process, driving the next iteration.

The Joint Training System cycle is represented in Figure IV - 1.

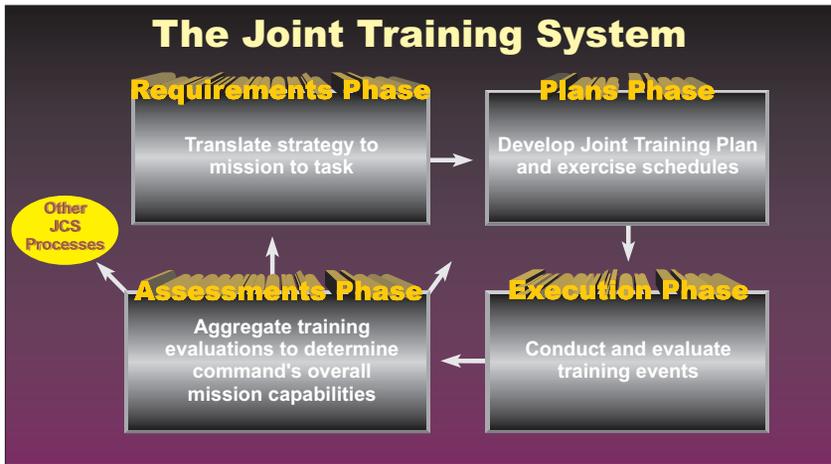


Figure IV - 1. The Joint Training System

Translates missions to tasks through mission analysis.

Approve/forward JMETL

Requirements Phase. This phase answers the question, “what must my command be able to do?” The purpose here is to define mission requirements in terms of tasks that must be performed and the responsible organizations at all levels throughout the force. Sources from which missions and ultimately tasks are derived include the Joint Strategic Capabilities Plan (JSCP), Unified Command Plan (UCP), and joint doctrine. ***A Joint Mission Essential Task List (JMETL) outlines those tasks that are essential to a combatant’s command’s ability to perform assigned missions.*** This listing results from the mission analysis conducted during this phase, and provides the supporting documentation from which training requirements are derived. Resources available to assist combatant commanders in developing their specific tasks, in the format and language required, include the Universal Joint Task List (UJTL), JMETLs from other commands, Master Training Guides (MTGs), and joint doctrine. Common joint tasks are mission essential tasks from two or more combatant command JMETLs and are found in the JTMP. Command-linked tasks

(those that must be performed by another major command in order for a combatant command to perform its own mission) must also be identified. Supporting tasks (those that contribute to the accomplishment of a JMET) are performed by subordinate elements of a joint force, such as joint staff or functional components, etc. A sample JMET containing examples of these features is shown below in Figure IV-2.

Sample JMET

JMET: Coordinate Theater-wide Information Operations (IO) (ST 5.5)
Organization: J-3

- Conditions
 - C 2.3.2.3 Flexibility of Warfare Style (Flexible)
 - C 2.4.4 Theater Intelligence Organizations (Mature)
- Standards
 - 90 percent of subordinate plans have integrated C2W efforts
 - 10 days to achieve information superiority
- Supporting Tasks - Identify Theater Issues and Threats (ST 2.4.1.1)
 - Conditions
 - C 2.3.2 Military Style (Predictable)
 - Standards
 - 10 hours or less to identify enemy COG
- Command-linked Tasks - Support National and JTF Surveillance Reconnaissance Requirements (ST 2.2.2)
 - Conditions
 - C 1.3.2 Visibility (High)
 - Standards
 - 90 percent of JOA has surveillance coverage

Figure IV - 2. Sample JMET

There are other uses of the JMETL structure beyond the Joint Training System. For example, JMETL assessments can assist in the joint monthly readiness review (JMRR) process. In addition, the JMETL structure can be used to help focus requirements for joint simulation (i.e., JSIMS).

The Requirements Phase (input/process/output) is depicted in Figure IV - 3 below.



Figure IV - 3. Requirements Phase

Identifies the training required to execute the missions from the requirements phase.

Provide Guidance

Approve Training Plans

Plans Phase. This phase begins once a command’s JMETL is developed and approved. Here, the commander asks the questions, “what training is needed?”, “who must be trained?” and “what are my priorities?” *In answering these questions, the commander provides essential guidance to his staff and begins the Plans Phase.*

Training objectives, derived from JMETL, consist of performance, training conditions, and level of performance. They provide the basis for building Joint Training Plans, which lead to exercise and training schedules and the CJCS Joint Training Master Schedule (see Figure IV- 4 on the following page).

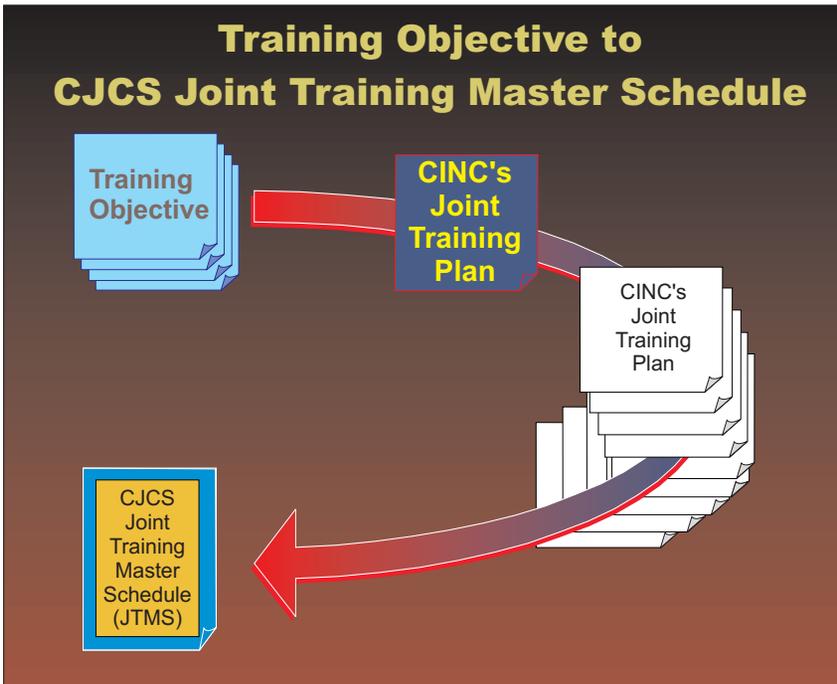


Figure IV - 4. Training Objective to CJCS Joint Training Master Schedule

Add or Change Training Events

Determining a command's training needs and scheduling or changing training is a complex process that must consider the proficiency of subordinate and supporting organizations, as well as the command's own performance.

Consider Resource Availability

Another question that the commander must begin to address in this phase concerns resources required vice those available, such as time, personnel, organizations, etc. This question does not get answered here, but it is an important issue influencing many aspects of the JTS.

The JTP is an opportunity to put your training guidance in writing.

All of these considerations should be identified in the CINC Joint Training Plan. It states missions in general terms, restates JMETL, presents commander's training guidance, specifies training audience, identifies training objectives, identifies events and timing, presents training event priorities, identifies event resources and provides commander's assessment plan. See Figure IV - 5 below.



Figure IV - 5. CINC's Joint Training Plan

JTPs coordinated with supporting commands, combat support agencies and defense organizations ensure cohesive training.

Interoperability training (units providing services to and accepting services from other units) must also be considered in the Plans Phase. This type of training may, in some cases, focus on C4I or C2 issues. Combat support agency and Joint organization training concerns are yet another aspect to consider in the Plans Phase. See Figure IV - 6 on the following page for a brief listing of these organizations.

Combat Support Agencies

- DIA - Defense Intelligence Agency
- DISA - Defense Information Systems Agency
- DLA - Defense Logistics Agency
- DTRA - Defense Threat Reduction Agency
- NIMA - National Imagery and Mapping Agency
- NSA/CSS - National Security Agency/Central Security Service

Joint Organizations Include:

- JC2WC - Joint Command And Control Warfare Center
- JTAO - Joint Tactical Air Operations Group
- JCSE - Joint Communications Support Element
- JMITC - Joint Military Intelligence Training Center

Figure IV - 6. Combat Support Agencies and Joint Organizations

Figure IV - 7 summarizes the Plans Phase.

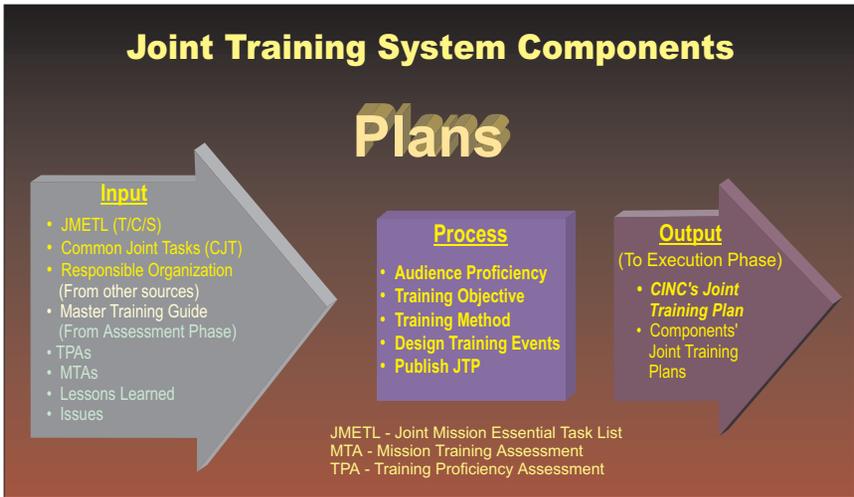


Figure IV - 7. Plans Phase

Training event evaluation is based on the commander's criteria for success.

Execution Phase. In this phase, the commander's focus is executing and evaluating the training event. He does this by using the product of the Plans Phase, the CINC's JTP, to develop discrete training events. Those training events may take the form of academic sessions (e.g., seminars, workshops, facilitated conferences) or exercises to include Field Training Exercises (FTX), Command Post Exercises (CPX) or Computer Assisted Exercises (CAX).

There are four stages within the Execution Phase. They are: Planning, Preparation, Execution, and Post exercise-evaluation. Each stage is conducted for each discrete event. These four stages comprise what is known as the Joint Exercise Life Cycle (JELC) (see Figure IV - 8 below). Taken together, they help frame the exercise and assist in its proper completion. The Post exercise-evaluation stage is particularly significant, because it provides input to guide development of the next training cycle.

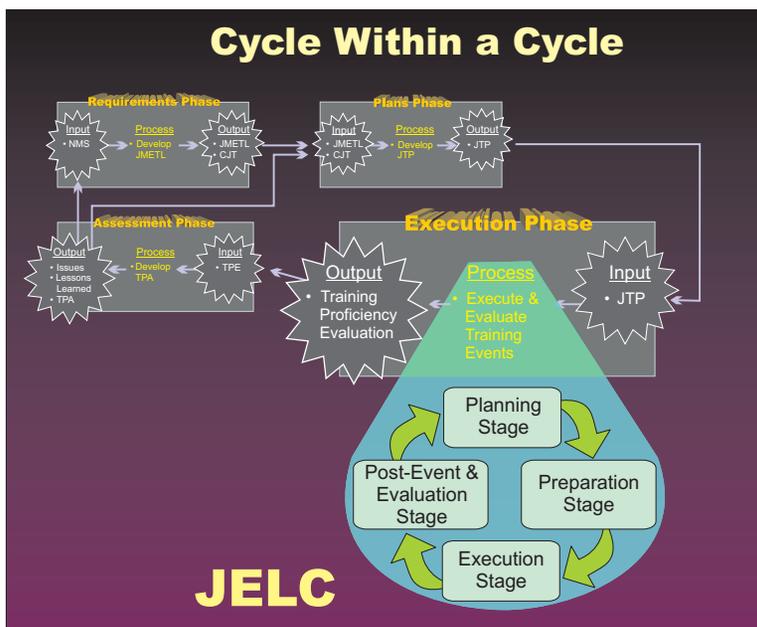


Figure IV - 8. Joint Exercise Life Cycle (JELC)

Evaluate Training

Evaluation of training is a command responsibility linked to assessments in Phase IV. Beyond a command's training proficiency, evaluation also supports development of issues (those issues that are beyond a command's ability to resolve) for resolution by the joint community. For example, these include input into the Joint Universal Lessons Learned System (JULLS), and task proficiency observations that must be included in the Joint After Action Report (JAAR).

Submit AAR

All exercises listed in the CJCS Joint Training Master Schedule (JTMS) require the commander to submit Joint After Action Reports (JAARs) to the Joint Staff (J-7) Evaluation and Analysis Division. The type of JAAR to be submitted (complete or abbreviated) is at the discretion of the commander. Amplifying information is contained in CJCSI 3150.25 dated 25 August 1997. Figure IV - 9 below summarizes the Execution Phase.



Figure IV - 9. Execution Phase

Assessment is a commander's responsibility.

Assess Training

Identify Shortfalls

Assessments Phase. In this final phase, the commander seeks a determination of the command's mission capability from the training viewpoint. Although assessments complete the joint training cycle, they also begin the next cycle, because they drive future training plans. The products from the Execution Phase become the inputs of the Assessments Phase. ***Actual assessment is performed by the commander, taking into account the results gathered using the assessment plan outlined in the command's Joint Training Plan.***

The Assessments Phase serves three purposes. First, it provides the structure that allows the commander to view the level of training in his command and make judgements on his ability and confidence to accomplish assigned missions. ***Secondly, it provides the necessary feedback to adjust or improve training shortfalls (forces/staffs etc.) within his command.*** Finally, the Assessments Phase supports external processes related to readiness. Some of these include the Joint Monthly Readiness Report (JMRR), Joint Warfighting Capabilities Assessment (JWCA), Joint Center for Lessons Learned (JCLL), and the Chairman's Com-mended Training Issues (CCTIs). Figure IV - 10 depicts the Assessments Phase.

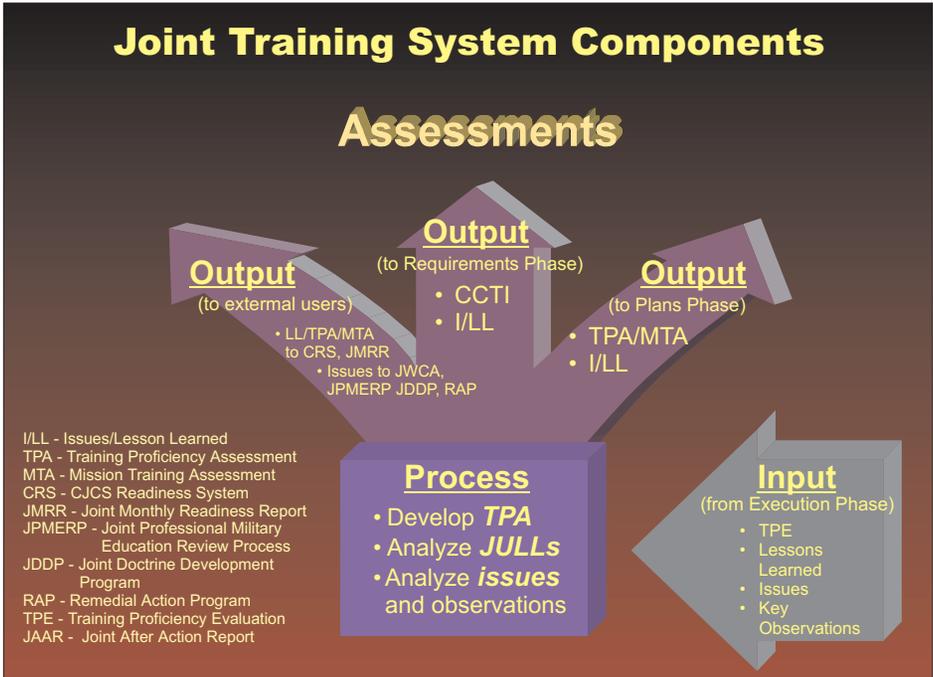


Figure IV - 10. Assessments Phase

Summary. The JTS provides the commander with a process to look at all of his missions and determine which tasks are most important to those missions. He then can focus his limited resources on those tasks. Having done that, he then develops a training plan that identifies who he'll train (training audience) and what will be the objective of his training. He then executes that plan and follows through with an assessment of how well the training was accomplished.

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Chapter 5 - Joint Center For Lessons Learned (JCLL)

“Lessons are only really learned when we incorporate them into our planning, doctrine, tactics, and training.”

LtGen Edwin J. Rokke, USAF

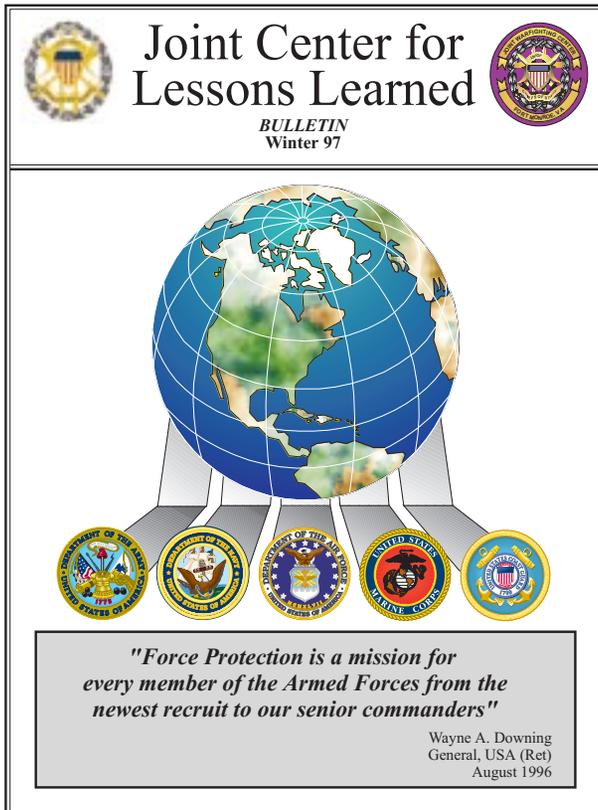


Figure V - 1. JCLL Bulletin
<http://www.jwfc.js.mil/pages/bulinter.htm>

The Joint Center for Lessons Learned (JCLL) collects, processes, analyzes, and distributes joint information and lessons learned from operations, training events, and other sources to enhance the combat effectiveness and interoperability of joint forces.

Lessons Learned, exercise design and management issues, and summaries of past exercises are available through JCLL.

Assess Training

Submit AAR

JCLL can be accessed through the Internet and SIPRNET.

JCLL Services. The Joint Warfighting Center (JWFC) is the principal provider of JCLL services to the combatant commanders, the Services, and the combat support agencies (CSAs). Services include a wide range of assistance that may be helpful to the joint force commander in the planning, preparation, and execution of training. ***JCLL can provide the commander and his staff the latest information pertaining to the CJCS Commended Training Issues.*** Lessons Learned and issues related to exercise management and design are available as well as the summaries and assessments of past exercises. ***JCLL personnel can also work with the command's training staff to develop an exercise after action reporting plan that will ensure all the requirements of CJCSI 3150.25, 15 July 1997, "Joint After-Action Reporting System" are met.***

In the case of JWFC supported exercises, the JCLL can leverage the collection and analysis operations of the JWFC Exercise Analysis Branch to produce a draft exercise Joint After-Action Report (JAAR) IAW CJCSI 3150.25. The JCLL is also available to conduct limited issue and Lessons Learned database research for joint staffs.

JCLL Access. The Joint Center for Lessons Learned operates home pages on the Internet and the SIPRNET that contain the latest JCLL information, copies of the published JCLL Bulletins (see Figure V - 1 on previous page for URL/Web address) and linkages to other DOD Lessons Learned sites. The SIPRNET page also includes a searchable JCLL Master Database.

Chapter 6 - JEMP-Joint Exercise Management Package

The Joint Exercise Management Package (JEMP) is designed to provide automation of certain processes of the JTS. The concept behind JEMP is to make the commander's job easier, through automation, in determining joint training requirements, building his joint training plan (JTP) and joint exercise schedule, executing and evaluating his JTP, and then assessing that training and determining his mission readiness.

JEMP I. JEMP I was the first attempt at this automation and consisted of four DOS-based programs (modules) that automated a portion of each phase of the JTS. The drawback of these four modules was that they were not integrated with each other and information developed in one module was not easily imported into another. The four modules were: Joint Conflict and Tactical Simulation (J-CAT) for use in JMETL development, EXSCHED for use in developing exercise schedules, Master Scenario Events List (MSEL) for use in developing exercise design, and Joint Universal Lessons Learned System (JULLS) for use in reporting Lessons Learned.

JEMP II includes updates to JEMP I.

JEMP II. JEMP II is a continuing effort to enhance the automated JTS process. JEMP II adds a Windows-based version of JEMP I software. JEMP II software is still not integrated between modules.

JEMP III provides integration between modules.

JEMP III. JEMP III is designed to eliminate the integration problem. JEMP III will be completely Windows-based, and when completed, all four phases of the JTS will be integrated into one software package. JEMP III is being developed by module to parallel the phases of the JTS. Each module will build on the preceding module's software package. At the final release of the Module 4 software, JEMP III will be a complete package, fully integrated to support the management of all four phases of the JTS (see Figure VI - 1 on page 29).

Descriptions of JEMP III Modules:

Identifies JMETL and organization responsible for each task.

Translates JMETL tasks to a training strategy for training events.

Supports how the training events will be executed.

Provides a format for linking training performance to mission success.

Module 1: Mission Requirements Module (MRM).

This module consists of software to automate the Requirements Phase of the JTS. MRM supports development of the combatant commander's JMETL and responsible organizations. It also automates the development of common operational tasks.

Module 2: Mission Planning Module (MPM).

This software module integrates the Planning Phase of the JTS with the Requirements Module. MPM will support development of the Joint Training Plans required by the JTM. MPM will allow the user to produce Joint Training Plans and Joint Training Schedules, and identifies resources required to conduct joint training activities.

Module 3: Mission Execution Module (MEM).

This module will consist of integrated software from the previous two modules and software to automate the support of the Execution Phase of the JTS. MEM will support the Joint Exercise Life Cycle (JELC) as described in the Joint Training Manual (JTM).

Module 4: Mission Assessment Module (MAM).

The final software package will consist of all four phases of the JTS. MAM will add the automated support for the Assessments Phase. It will support the user by assisting in the documentation process of capturing lessons learned of the joint activities. Information from the Assessments Module will feed back into the Requirements (Phase I JTS) and Planning (Phase II JTS) Modules of JEMP III.

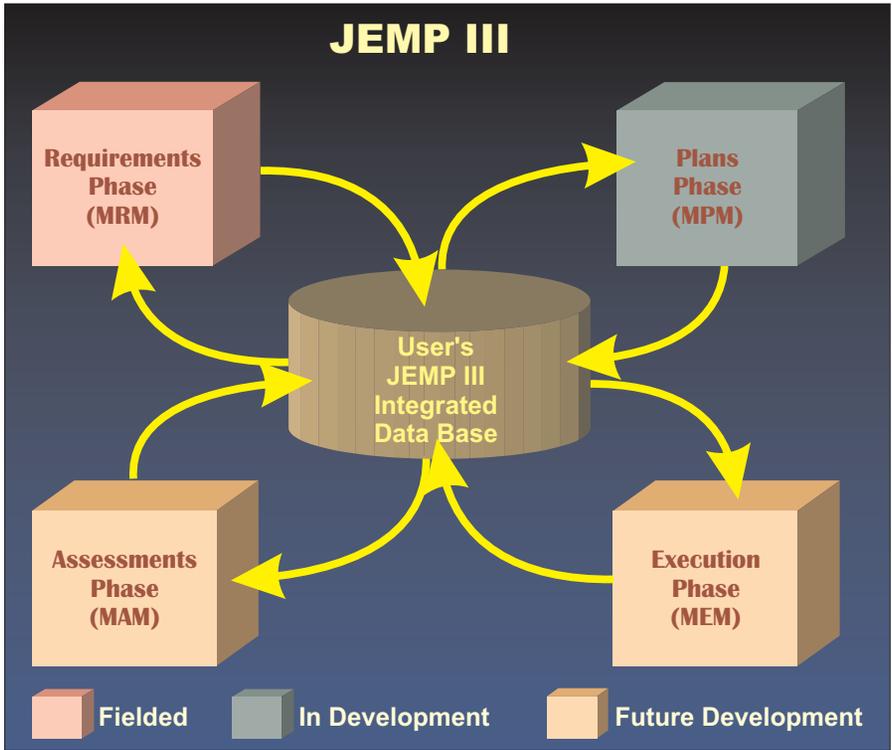


Figure VI - 1. JEMP III

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Chapter 7 - JTS Support to JV2010

“The vision is the first step.”

BG Robert Dees

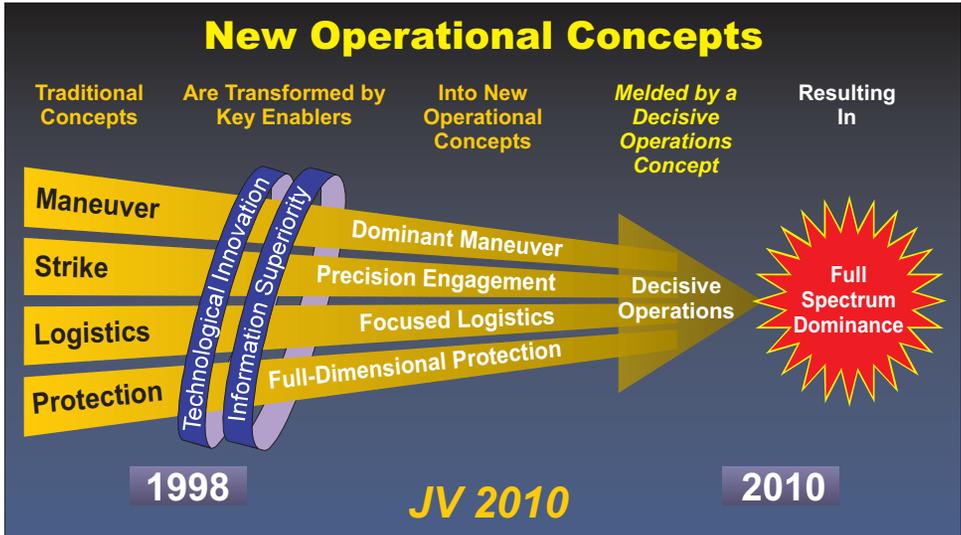


Figure VII - 1. Traditional to New Operational Concepts

The JTS provides a baseline from which to measure changes toward achieving JV 2010.

JTS Support to JV 2010. Each of the preceding chapters has discussed present-day aspects of the JTS. A look at future joint warfare challenges is the focal point of the JV 2010 concept. JTS support to JV 2010 is a two-way street. The JTS adds to JV 2010's capability to investigate future warfighting concepts by providing the baseline (i.e., trained joint forces) to begin those investigations. Results of Desired Operational Capabilities (DOCs) assessments and joint warfighting experiments are reported to senior leaders. Doctrine and Tactics, Techniques, and Procedures; Organizational Structure; Training and Education, Leader Development and Requirements for High Quality People (DOTL-P) are five of the JV 2010 six critical considerations -- they are the elements of

change. The sixth is materiel and even that critical consideration has a training and education component.

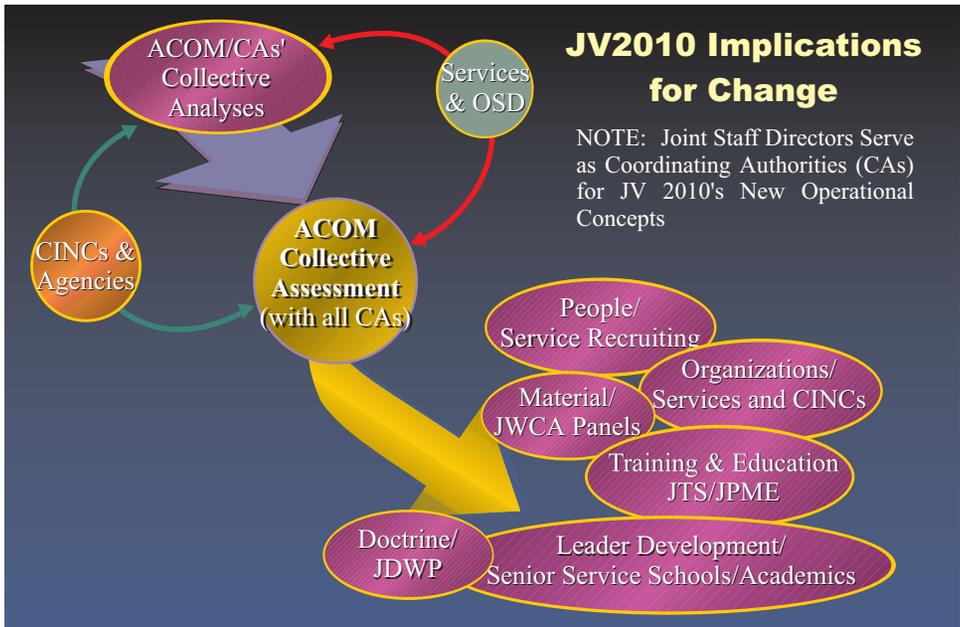


Figure VII - 2. JV 2010 Assessments and Implications for Change

Future changes documented by JV 2010 will affect how we train today.

JV 2010 Implications for Change. JV 2010 assessment results will describe future training requirements by showing what changes in DOTML-P are required in the future. Changes in doctrine and TTP, organization, PME, leaders, and people identified by JV 2010 will feed into the existing mechanisms for change (Joint Doctrine Working Parties, Military Education Development, Senior Leader Curriculum Development, and Recruiting and Accession Priorities). These mechanisms provide the logic for amending JTS training events (academics or exercises).

JV 2010 uses the UJTL as a timeless language of key actions.

JV 2010 and the UJTL. Also, both the JTS and JV 2010 are grounded in the Universal Joint Task List (UJTL). For the JTS, the UJTL is the common language to develop the joint training plans of today. For JV 2010, the UJTL represents not just today's tasks,

but a timeless language of key actions to serve as the baseline for describing the differences in accomplishing tasks today and how those tasks might be accomplished in 2010. The development and assessment of JV 2010 concepts and capabilities will impact the 2010 UJTL.

JV 2010 piggybacks on JELC on a non-interference basis.

Joint Exercise Life Cycle (JELC). In the process to explore future warfighting concepts and investigate and validate DOCs, JV 2010 will follow the development process of the Joint Exercise Life Cycle (JELC) . . . Planning, Preparation, Execution, and Post-Exercise Evaluation. Joint experimentation uses a design, prepare, conduct, assess life cycle that parallels and will be synchronized with JELC for those exercises that will host JV 2010 assessments and experiments. The JELC provides the potential JV 2010 Assessment Event sponsors with a familiar and proven mechanism for developing experiments. Additionally, the JELC permits (with CINC permission) JV 2010 to piggyback on existing or future joint exercises either as a fully integrated part of the exercise or in parallel, on a completely non-interference basis. This gives the CINC the potential to train forces in the doctrine and procedures of today as well as future warfighting concepts and capabilities.

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Chapter 8 - Conclusions

“Commanders are the primary trainers”

Joint Training Policy,
“The Five Tenets of Joint Training”

The JTS is your training system to develop mission-to-task training requirements.

The JTS provides the commander with a systematic approach to training. It represents a series of interlocking, logical and repeatable processes that are intended to continuously improve joint readiness. Used correctly, the system should help combatant commanders, subordinate joint force, functional or Service component commanders and other senior commanders train more efficiently and identify areas for improvement. This will allow the commander to view the level of training in his command and then make judgments on the command’s ability to accomplish assigned missions. The JTS is summarized in Figure VIII - 1 below.

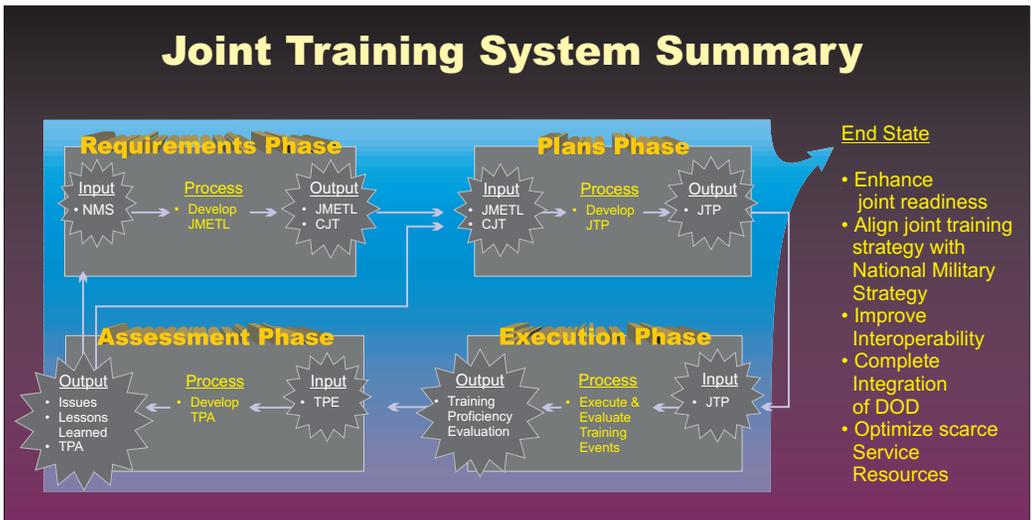


Figure VIII - 1. Joint Training System Summary

Commanders' Commitments. Command emphasis is critical to the success of joint training. Chapter 1 outlined a commander's responsibilities within the JTS and suggested where command emphasis could best be applied. Figure VIII - 2 summarizes these responsibilities.



Figure VIII - 2. Commander's Commitments

Notes

