DDJ7 Joint & Coalition Warfighting

Individual Training/Learning Division

Organizational Overview

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Joint Training System
(CJCSM 3500.03)

Individual Learning Perspective

The Paradox of the White Space

Collective Tng/Time Domain = 0 white space

Individual knowledge/understanding Domain = ∞

Input
Strategic Guidance

Process
Translate strategy

Output
JMETL

Requirements
Phase

Input
JMETL

Process
Develop JTP

Output
JTP

Plans
Phase

Analysis & Reports
Stage

Evaluation
Stage

Preparation
Stage

Execution
Stage
Blended Learning Training Package
CoL Model Framework
1. Sustain “band of excellence” in knowledge/skills/attitudes before & between JELC exercises
   - JTF and CCMD staffs continually turn over causing dips and gaps in KSAs
   - Improve learning curve in Joint exercises with targeted, personalized, aligned and measured CoL courses

2. Reduce the “untrained” in Theater:
   - Train those who miss the training during Joint Event Life Cycle (JELC)
   - Many deployers do not attend JTF exercises, academics or Mission Rehearsal Exercises
   - Others don’t have a chance: individual augmentees, new or late-arriving staff, coalition

3. Provide JFC CDRs with metrics on individual & staff functional skill sets during JELC events.

What is your solution?
Joint Force Command (JFC) Curriculum

### JFC 100 Modules

1. Joint Fundamentals
2. Joint Intelligence
3. Joint Operations
4. Joint Logistics
5. Joint Planning
7. Joint Fires and Effects
8. Interorg. & Multinatl Coord

Lessons based on Joint Doctrine: JP 1, JP 3.0, JP 5.0, JP 3.08, etc

### JFC 200 Modules

1: CCIR at the Operational Level
2: Gaining and Sharing Info
3: Interorganizational Coordination
4: JTF CMD Relationships and Org
5: SOF and Conventional Force Integration
6: Air Component Integration
7: Joint HQ Org, Integration, & Battle Rhythm
8: Intel Ops at the Operational Level
9: Integration of Lethal & NonLethal Actions
10: Sustainment Ops
11: Assessments
12: Distributed Ops

Based on Joint Operations Insights and Best Practices Focus Papers
Joint Force Command (JFC) Module Framework

**Contextual Setup**

Tailorable Modules:
- Diagnostic test allows students to individualize learning to their needs
- Passing minimum 80% of ELO diagnostic questions = full TLO instruction not required

**Metric-based, Learning-focused and Dynamic Lessons**

Modules consist of case-study audio scripts enhanced by slides, photos, and video clips that provide context to learning objectives.

**Enabling Learning Objectives = ELOs**

**Terminal Learning Objectives = TLOs**

**Summative Assessments:** Knowledge diagnostic assessments

**Formative Assessments:** Checks on learning that inculcate higher order thought

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**Joint Historical Vignette Diagnostic Core Lessons**

- JFC 100 = Current Joint Doctrine Content
- Higher level checks on learning

**Why Joint Matters:**
How Joint Doctrine & Joint Procedures add value and save lives

**Summative Assessments:** Knowledge diagnostic assessments

**Formative Assessments:** Checks on learning that inculcate higher order thought

**Metacognitive Prompts**
- Concept Maps
- Situational Judgment Test

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**Joint Force Command 100, Module 5, Lesson 2: JOPES**

You are the commander of a JTF that was recently stood up in response to a series of upheavals in Farwaystan, a long standing US ally in the Caucasus. A vote of non-confidence on the prime minister lead to military coup and rioting that left the democratically aligned provisional government and the military junta paralyzed. Planning has proceeded in tight coordination with the geographic staff.

There is no immediate correct answer for the situation, but subject matter experts suggested these possible responses:

1. **Employ Joint Persistent Surveillance**
   - Isolate and continue relief operations in rest of country and border area.

2. **“I would work with my GCC to get local diplomatic assets to contact the Farwaystan mil. about their insurgent supporters. While that goes on, I would support host-nation assets to locate the radiation source.”**

3. **“Safety of troops is paramount. Appraise GCC of intelligence report, and work with J2 on deploying sensors if not in area.”**

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**Submit**
Blended Learning Training Package

Continuum of eLearning

Critical Components

- Based on Handbook / Doctrine or Pub
- CoL Course – TLOs, ELOs, diagnostics
- Blended Learning
  - Higher Order Learning
  - Lower Order Learning
  - “Why”
  - Checks on Learning
- Curricula – Content
- Embedded MSELs
- Metrics & Assessments
- Training Event Alignment
- Knowledge Owner
- Train the Trainer

Courseware Development
A Collaborative Effort

SME  --  ISD

Training Audience

SGST

Krathwohl’s (2002) revision of Bloom’s Taxonomy

Joint Historical Vignette

Core Lessons

1  2  3  4  5

6 SGST Use Case Example

Post-test
Verb Cues and Activities

<table>
<thead>
<tr>
<th>The Knowledge Dimension</th>
<th>The Knowledge Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual Knowledge</strong></td>
<td><strong>Conceptual Knowledge</strong></td>
</tr>
<tr>
<td><strong>Procedural Knowledge</strong></td>
<td><strong>Metacognitive Knowledge</strong></td>
</tr>
</tbody>
</table>

**Verb Cues and Activities**

<table>
<thead>
<tr>
<th>'Basic' Question Content</th>
<th>'Intermediate' Question Content</th>
<th>'Expert' Question Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remember</td>
<td>2. Understand</td>
<td>3. Apply</td>
</tr>
<tr>
<td>7. Create</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Information Gathering**

- Confirm Information Gathering for application
- Make use of knowledge
- Take Apart knowledge
- Judge the outcome
- Put knowledge together

**Factual Knowledge**

- Define
- Describe
- Draw
- Identify
- Label
- Locate
- Memorize
- Name
- Recite
- Recognize
- Select
- State
- Write

**Activities**

- A definition
- A dictionary
- Events
- Provide: Films; articles; stories; recordings; videos
- Text reading

- Change
- Confirm
- Compare
- Distinguish
- Defend
- Explain
- Express
- Extend
- Generalize
- Illustrate
- Infer
- Match
- Paraphrase
- Predict
- Restate
- Summarize
- Transform

**Conceptual Knowledge**

- Visualize
  - Commander's
    - Visualization
      - (Continual process)
    - Direct
      - Step 1: Receipt of Mission
        - Issue cdr's initial guidance
      - Step 2: Mission Analysis
        - Approve restated mission
        - State commander's intent
        - Issue cdr's Guidance
        - Approve CCIR
      - Step 3: COA Development
        - Warning Order
      - Step 4: COA Analysis
        - (War Game)
      - Step 5: COA Comparison
        - Warning Order
      - Step 6: COA Approval
        - Approve COA
        - Refine commander's intent
        - Specific type of rehearsal and order
      - Step 7: Orders Production
        - Approve order

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**Procedural Knowledge**

- Preparation
  - Transition (Plan/Hand over)
  - Rehearsals

**Metacognitive Knowledge**

- Future Plans
- Future OPS
- Current OPS
- DIRECT
- ASSESS
- EXECUTE
- PLANS
- FUOPS
- Current OPS
- DIRECT
- ASSESS
- EXECUTE
- PLANS
- FUOPS
- Current OPS
- DIRECT
- ASSESS
- EXECUTE

- Staff Estimates (Continual process)
- Future Plans (Continual process)
- Supported / Supporting Relationships
  - with other agencies and countries

- A Multi-echelon Process
- PLANS
- FUOPS
- Current OPS
- DIRECT
- ASSESS
- EXECUTE
- PLANS
- FUOPS
- Current OPS
- DIRECT
- ASSESS
- EXECUTE

- Combatant Command
  - JTF
- Components
  - MSCs

**Note 1:**
Commander activities/decisions are represented by bullets in gray boxes

**Note 2:**
Staff coordination is continual to higher, lower, adjacent, supported, and
The Use Case example is vignette that is embedded to demonstrate how the course lessons can be or have been applied in a real-life situation—and which will be tied to the SGST designed for this course.

CoL Course Structure
(Tailored additions circled in red)

Intro Vignette
Pretest
Module 1
Module 2
Module 3
...and so on
Use Case Example
Posttest

Tailor the “reachback” to the intro vignette during the course.
SGST Scenario Structure
(Tailored additions circled in red)

- **Intro Vignette**: Explicitly sets the stage for the SGST experience (not scenario, per se) by reminding students about the self-paced course that they previously took that was related to the SGST scenario and helping to recall the skills (TLOs) that they learned during that course, which they will need to apply during the scenario.

- **Intro from “CDR”**: Fictional commander sets the stage for the specific SGST scenario (this may be a video, an OPORD, an animation, etc.). Tailored: The CDR also reminds the students about their learning objectives and key principles from the self-paced course that they should remember and apply.

- **SGST Scenario**:

- **Posttest**: Post-scenario assessment links back to the self-paced course assessments.
Blending self-paced courses with SGST

Self-paced JKO Course

Use-case module is related to the specific SGST scenario

Team SGST Scenario

Intro to SGST video explicitly, overtly discusses linkages (ala an O/T outside of the scenario)

Added assessments are comparable to the self-paced assessments

“CDR” intrinsically discusses content linkages (e.g., a CDR reminding his/her personnel of their past training) – within the context of the scenario