CHAIRMAN OF THE JOINT CHIEFS OF STAFF GUIDE

THE JOINT TRAINING SYSTEM: A GUIDE FOR SENIOR LEADERS

Reference(s):
   a. CJCSN 3500.01 Series, "Chairman's Joint Training Guidance"
   b. CJCSI 3500.01 Series, "Joint Training Policy for the Armed Forces of the United States"
   c. CJCSM 3500.03 Series, "Joint Training Manual for the Armed Forces of the United States"
   d. JP 1, 25 March 2013, "Doctrine for the Armed Forces of the United States"
   e. JEL+ Joint Electronic Library Plus, Universal Joint Task List (UJTL), <https://jdeis.js.smil.mil/jdeis/index.jsp?pindex=43> (SIPRNET - accessed: 9 Apr 2015).

1. <u>Purpose</u>. This guide provides an overview of Chairman of the Joint Chiefs of Staff (CJCS) intent for the use of the Joint Training System (JTS) and highlights the role of senior leadership in the planning, execution, and assessment of joint training.

2. <u>Superseded/Cancellation</u>. CJCS Guide 3501, 8 June 2012, is superseded.

3. <u>Applicability</u>. This guide applies to the Combatant Commands (CCMDs), Services, Reserve Component (RC), National Guard Bureau (NGB), combat support agencies (CSAs), Joint Staff, and other joint organizations to include state and territory joint force headquarters and joint task forces.

4. <u>Summary of Changes</u>. This guide has been updated to reflect changes in Joint Training policy, processes, and procedures. These include:

   a. Re-characterize the types of joint training as individual and collective.

   b. Staff training is included within collective training.

   c. Document changes to the Joint Lessons Learned Program process.

d. Clarify Commander/Director responsibilities within the Joint Training System.

e. Remove Joint Training planning cycle milestones.

5. Releasability. UNRESTRICTED. This directive is approved for public release; distribution is unlimited on NIPRNET. Department of Defense (DoD) Components (to include the CCMDs), other Federal Agencies, and the public may obtain copies of this directive through the Internet from the CJCS Directives Electronic Library at http://www.dtic.mil/cjcs_directives/. JS activities may also obtain access via the SIPR Directives Electronic Library Websites.

6. Effective Date. This GUIDE is effective upon receipt.

For the Chairman of the Joint Chiefs of Staff:

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Enclosures:
    A – Introduction
    B – Goals and Vision
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INTRODUCTION

> "When we commit America's sons and daughters into combat, we must ensure that they are the best-trained, best-equipped, and best-led fighting force on the planet."
>
> **General Martin E. Dempsey, 18th Chairman of the Joint Chiefs of Staff**
> **Chairman's Assessment of the Quadrennial Defense Review, 4 March 2014**

1. Introduction. This guide is designed to help Combatant Commanders (CCDR), subordinate joint force commanders (JFC), CSA directors, functional or Service component commanders, Chief National Guard Bureau (CNGB), and other senior leaders understand the value and importance of the JTS in the preparation of joint forces. More importantly, it emphasizes their role in using the JTS to develop and manage the training of their organizations to accomplish assigned missions.

2. Background

   a. The Guidance for Employment of the Force (GEF), the Global Force Management Implementation Guidance (GFMIG), the Joint Strategic Capabilities Plan (JSCP), and the Unified Command Plan (UCP) are the principal sources of guidance for CCMD steady-state campaign, contingency, and posture planning efforts, which inform subsequent development of supporting joint training programs.

   b. The GEF promulgates strategic planning guidance to reflect both desired regional/functional objectives as well as contingency planning guidance. The GEF directs the development of campaign and contingency plans for Geographic Combatant Commands and Functional Combatant Commands. The GEF supports Military Departments, CSAs, and the NGB development of campaign support plans (CSP) to organize and prioritize their actions in support of CCMDs. The campaign plan (CP) becomes the mechanism for organizing, integrating, and prioritizing the campaign; specifically all activities undertaken and resources applied by the CCMD to include training and exercise events. These activities are designed to sustain peace and security under conditions that promote U.S. national security interests or set the conditions for military success if deterrence fails. Specifically they are designed to ensure the survival of the nation; prevent catastrophic attack against U.S. territory; secure the global economic system; ensure the security,

confidence, and reliability of our allies and partners; protect U.S. citizens and property abroad; and preserve and extend universal values.

    c. The GEF and JSCP, through the priorities established by the commander in the CP, provide exercise planners with clear guidance on priorities and objectives. As a result, exercises should reflect GEF regional or functional priorities as well as campaign and contingency plan objectives.

3. <u>Joint Training System (JTS)</u>. The JTS is a four-phase iterative set of processes that aligns joint training strategy with assigned missions to produce trained and ready individuals, staffs, and units. Although the application of the JTS is deliberate in concept, it is flexible in execution. The JTS assists commanders at all echelons in defining the required level of individual and collective task performance; determining the current level(s) of performance; executing training programs to improve performance; and assessing those levels of performance relative to mission capability requirements. The capabilities-based JTS set of processes is focused on training requirements identification, planning, event execution, evaluation, and assessment; however, the JTS is also a suitable means for harmonizing joint training with joint force development requirements. The JTS four-phased approach is appropriate for aligning and integrating valid joint concepts and solutions, along with lessons learned and emerging doctrine, into joint training to address joint mission readiness as well as joint force development requirements.

4. <u>Importance of the Joint Training System (JTS)</u>. The JTS is designed to ensure the U.S. Armed Forces are trained and prepared to employ a broad portfolio of military capabilities that offer versatility across the full spectrum of mission requirements. More specifically, it provides a capabilities-based method for aligning joint training programs with assigned missions (GEF, GFMIG, JSCP, and UCP) consistent with command priorities, capabilities (both current and proposed), and available resources (CP/CSP).

    a. The Joint Training Information Management System (JTIMS) is a Web-based tool suite that, in conjunction with the Defense Readiness Reporting System (DRRS) enterprise and the Joint Lessons Learned Information System (JLLIS), provides a set of integrated information management capabilities. These systems are used to identify, collect, analyze, store, and disseminate the data required to support implementation of the JTS and sustain a command joint training program.

    b. The DRRS enterprise consists of Joint, Service, and OSD readiness-focused applications which collectively support readiness reporting and assessment requirements. References to DRRS in this guide are generic, but for the most part will refer to DRRS-Strategic which incorporates the majority of DRRS capabilities

c. The Joint Knowledge Online supports web-based individual and staff training and provides a repository of digital training resources, training courses and small staff exercise scenarios for individual training plans and exercise events.

5. <u>Tenets of Joint Training</u>. The following six basic tenets of joint training are intended as guiding principles to be applied by commanders and agency directors in developing their joint training plans (JTP).

a. Joint Doctrine. Effective joint training is based on joint doctrine. Joint doctrine establishes the fundamentals of joint operations and provides guidance on how best to employ U.S. military forces in coordinated action toward a common objective. Joint doctrinal publications describe standard procedures and establish uniform operational methods based on a common terminology. This baseline assists commanders in developing standards for joint training, exercises, and operations.

b. Primary Trainers. Commanders and directors at all echelons are the primary trainers and are responsible for preparing their command to accomplish assigned missions. Commanders validate mission capability requirements and determine joint training requirements. Commanders implement the processes of the JTS, supported by JTIMS, to plan, develop, execute effective joint training events, and evaluate joint training audience performance.

c. Mission Focus. Commanders and directors will ensure their joint training programs are focused on supported CCMD missions and their training requirements are derived from their assessment of current capability against the mission capability requirements established in each organization's joint/agency mission-essential task list (J/AMETL). The Universal Joint Task List (UJTL) provides the library of approved joint mission tasks. CCMDs, Services, RC, NGB, CSAs, and the Joint Staff must select the Universal Joint Tasks (UJT) that become their mission-essential tasks (METs) from the UJTL to communicate their capability requirements. A successful training program can be achieved when commanders and directors at every level consciously focus their training on METs. All personnel and components shall train on their METs to commander-established conditions and standards to provide the required capabilities that enable commanders to execute effectively their mission responsibilities.

d. Realistic Training. Train the way you intend to operate. Joint training must be based on relevant conditions and realistic standards. Training shall resemble the conditions of actual operations to the maximum extent possible and use existing operational information networks. Commanders should also feel free to explore recommended alternative ways to accomplish anticipated missions. An element of realistic training,

especially for the most senior leaders in the command is the realistic portrayal of leaders and echelons above the command to improve realism and engagement of the command's senior leaders in joint training events.

e. Centralize Planning and Decentralize Execution. In military operations, centralized planning and decentralized execution provides organizational flexibility. Decisions are made where and when necessary by subordinates, consistent with available resources and the senior commander's intentions, priorities, and mission objectives. Training methods and modes must mirror operational techniques. The intent is to apply available resources with enough flexibility to optimize training efficiency.

f. Link Training Assessment to Readiness Assessment. Ultimately, the purpose of joint training is to improve capability and joint readiness to perform operational missions. Commanders and their staffs use joint training assessment data to support readiness assessment in DRRS. Once assessments are approved in JTIMS, they migrate to DRRS and are made available in the DRRS mission assessment function to synchronize and link to readiness assessments.

6. Joint Training System (JTS) In Perspective. Throughout history, military training has evolved with the nature of the strategic environment. The case can be made that U.S. and allied forces fought jointly during WWII and previous conflicts. However, they did so out of necessity but not necessarily design, in order to bring the greatest amount of force to the enemy in the most efficient manner possible. Training to fight jointly did not come to full fruition in the U.S. military until the 1990s. Following the Operation Desert Storm after action review, the Chairman and the Joint Chiefs of Staff determined the need to institutionalize a "mission-to-task" (requirements-based) training system aimed at improving joint readiness. CJCS policy and guidance directed the evolution of joint training from events-based training to requirements-based training that is embodied in the four-phase JTS. The JTS was initiated by the Chairman in FY 1994, fully implemented in the CCMDs in 1998, and directed for DoD-wide implementation in 2004. The JTS is now a capabilities-based system, having evolved in consonance with other key DoD systems as national security and national military strategies took on a capabilities-based construct.

7. Commander's/Director's Responsibilities. As a commander or agency director, what are your responsibilities with regard to joint or agency training and where can command or agency emphasis be placed with best results? The following guidelines identify those areas where commanders and directors have specific responsibilities. These responsibilities will be stressed throughout this guide to show where the commander or director has specific input as well as overall responsibility. Additional details and

guidance are found in references a, b and c.

a. Designate a staff office of primary responsibility for joint training and ensure the JTS is employed to manage training within the command.

b. Provide authoritative direction on all aspects of joint training to subordinate commands and forces to include requirements for J/AMETL and JTP development.

c. Annually review the J/AMETL and update in DRRS.

d. Review and assess the adequacy of task linkages between command J/AMETL and those of assigned and supporting forces.

e. Provide commander's and/or director's training guidance to initiate JTP development and refine, as necessary, throughout the development process.

f. Approve and publish JTP annually.

g. Consider resources available to meet joint/agency training requirements with focus on lower cost training modes and use of distributed joint training enablers to achieve multiple cross-CCMD joint training objectives. Initiate prioritization of resource needs.

h. Evaluate the performance of the training audience in achieving task standards in every training event. Additionally, evaluate the effectiveness of training events in achieving training objectives.

i. Identify, validate, and track observations that apply across the Joint Force for resolution within the Joint Lessons Learned Program (JLLP).

j. Assess the command's ability to meet J/AMETL standards. Monthly, assess the command's proficiency using the results of training events in JTIMS, real-world operations, experimental events, lessons learned in JLLIS, and security cooperation activities, and report MET readiness in DRRS.

k. Identify and report in DRRS, JLLIS, and JTIMS any program or resource shortfalls and the impact these shortfalls have on the command's and/or agency's ability to accomplish its joint/agency training requirements.

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ENCLOSURE B

GOALS AND VISION

> "Everyone required to conduct military operations will be trained under realistic conditions and to exacting standards, prior to execution of those operations. Personnel selected for joint assignments will be trained prior to reaching their duty location."
>
> **Joint Training Vision**

No system functions properly without guidance or direction. The JTS was developed for the sole purpose of improving joint readiness; thus, the ultimate and continuing goal that drives the application of the JTS is a U.S. military trained and ready to provide a full spectrum of military capabilities and attributes to prevent conflict and win our Nation's wars.

U.S. forces must be prepared for employment across the full spectrum of military operations, conducted in a joint environment with multinational partners and requiring interagency coordination. The desired outcome from application of the JTS in the development and management of joint training programs is to ensure a mission capable force that provides the President with a wider range of military options to deter or defeat aggression or any form of coercion against the United States and its allies, friends, and interests.

The JTS supports CCDRs' mission capability requirements while preserving the ability of the Services, the NGB, and CSAs to train on their core competencies. Joint training supports a range of roles and responsibilities in military, interagency, multinational, and intergovernmental contexts and must be flexible, resource efficient, and operationally effective.

The JTS goals are to improve the joint readiness of joint forces; to improve the interoperability of units; and to achieve an integrated training effort that facilitates unified action.

1. Improve Joint Readiness

    a. The JTS is designed to improve the ability of joint forces to perform assigned missions under unified command. Readiness enhancement, from a training perspective, starts by determining what tasks individuals, staffs, and units making up the joint force must successfully complete to accomplish their assigned missions. Commanders or directors select these

tasks from the UJTL and tailor these tasks to the mission only through the application of task standards and conditions. In joint training parlance, these tasks are defined as METs. After tasks are tailored, they are built in DRRS to comprise the organization joint mission-essential task list (JMETL). The JMETL is then transferred to JTIMS to form the basis for the planning of joint training.

b. Joint readiness, in turn, is assessed and reported by commanders and directors. All DoD components use DRRS for the selection of tasks from the UJTL to build their J/AMETL and conduct readiness reporting against this list. Joint readiness is assessed against CCDRs' ability to integrate and synchronize assigned forces to meet mission objectives. Complementary to DRRS is a supporting framework for reporting joint readiness—the Joint Combat Capability Assessment (JCCA). The JCCA provides the Chairman with an assessment of the DoD's readiness to execute the National Military Strategy (NMS).

c. Joint training is aligned with strategy. Strategic guidance in the National Security Strategy (NSS), the NMS, the JSCP, UCP, GEF, and treaties, etc., provides commanders with very specific strategic direction and the missions they must accomplish. The JTS processes are designed to focus the training of individuals, staffs, and units to the specific joint capabilities required to accomplish those missions.

2. Improve Interoperability

a. The ability of systems, units, or forces to operate in synergy in the execution of assigned tasks is critical to successful operations. This ability to operate effectively together describes interoperability. From a joint training perspective, interoperability is a Service component responsibility. Interoperability training is based on joint doctrine, or where no joint doctrine exists, on Service or special operations forces doctrine. Interoperability training prepares forces or staffs from more than one Service component to respond to operational and tactical requirements deemed necessary by commanders to execute their assigned missions. Interoperability training includes forces from two or more Service components (including special operations forces) with no CCDR, subordinate JFC or joint staff interaction. An example of Service-sponsored component interoperability training might include air-to-air refueling between aircraft from different Services. The UJTL can be used to effectively aid in improving interoperability, as well as joint training and joint operations. The UJTL incorporates a common language based on joint doctrine to support communication of mission requirements across the DoD community and beyond. Enclosure F discusses the UJTL in detail.

b. The two categories of training are Service and Joint. Within both categories, interagency, intergovernmental, and multinational training can take place at any time. The Services are responsible for both Service and joint training, and all CCDRs are responsible for the joint training of assigned forces.

(1) Service Active Component and RC training (including U.S. Special Operations Command and the National Guard) is based on joint and Service policy and doctrine. Service training includes basic, technical, operational, and interoperability training to both individuals and units in response to operational requirements identified by the CCDRs to execute their assigned missions.

(2) Joint training is training, including mission rehearsals, of individuals, staffs, and units, 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 CCDRs to execute their assigned or anticipated missions.

3. Unified Action

a. Joint training is an integrated and synchronized training effort for supporting the Secretary of Defense and the CCDRs.

b. Reference d defines Unified Action as "the synchronization, coordination, and/or integration of the activities of governmental and nongovernmental entities with military operations to achieve unity of effort." Unified Action thereby includes a wide scope of actions, including the synchronization of activities with other government agencies, intergovernmental organizations (IGO), and coordination with nongovernmental organizations (NGO) and the private sector taking place within unified commands, subordinate unified commands, or joint task forces to achieve unity of effort. The importance of effective Unified Action is interwoven throughout strategic and operational level doctrine and related approaches and is an essential element of joint training.

c. Achieving an integrated training effort includes training with, but is not limited to, other federal departments and agencies such as the Department of Homeland Security, Department of State, Department of Justice, Department of Transportation, and international agencies such as the International Red Cross and various United Nations High Commissions. DoD components must communicate, coordinate, cooperate, and collaborate, to the maximum extent practicable, with members of the interagency community, state and local governments, tribal authorities, foreign governments singularly or in alliances or coalitions, international IGOs, NGOs, and private sector companies and individuals as appropriate to

enable Unified Action.

d. Governmental and nongovernmental agencies play a critical role in success across the entire range of military operations. Therefore, they should be regularly integrated into joint training. Commanders will find they must spend an appreciable amount of time and energy responding to political and diplomatic considerations. In many instances, the military may not be the primary player and may support other lead agencies. Rules of engagement will be more restrictive, and the commander's entire mindset may be required to shift from offensive strategy and tactics to accommodation and restraint.

e. Under all circumstances, a JFC must be aware that the desired end-state is a cohesive network of CCMDs, Service components, and governmental and nongovernmental agencies that will achieve greater efficiency and increased overall operational readiness through joint and integrated training.

ENCLOSURE C

KEY DOCUMENTS

DoD components identify mission capability requirements that are expressed as METs. The assessment of current proficiency in the performance of these METs serves as the foundation for determining joint training requirements needed to support the generation and sustainment of required capabilities. The following documents provide the framework for the JTS and associated processes and underpin the implementation of capabilities-based training across the Department of Defense.

1. CJCSN 3500.01, "Chairman's Joint Training Guidance." This annual notice provides the Chairman's guidance on significant joint training issues of interest. The notice includes a list of High Interest Training Issues (HITI) that address broad mission areas or operational capabilities requiring focused attention to achieve desired effects in the joint operational environment. Some HITIs will have very specific supporting guidance on observed areas of concern or interest, while others will be less specific but no less important to address. Commanders/directors should consider the Chairman's HITIs for special emphasis in their joint training programs. Each command should assess the prescribed Chairman's HITIs in relation to theater conditions as key indicators for joint training requirements.

2. CJCSI 3500.01, "Joint Training Policy for the Armed Forces of the United States." This instruction describes CJCS policy for joint training as a means to enhance joint readiness. It institutionalizes a capabilities-based JTS and directs commanders to examine their missions and document their command's warfighting requirements using the approved UJTL. The Chairman's Joint Training Policy 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 NSS and NMS. Moreover, it emphasizes that U.S. forces may be employed across the full range of military operations, most of which will be conducted in a joint environment with multinational partners and will require interagency coordination.

3. CJCSM 3500.03, "Joint Training Manual for the Armed Forces of the United States." Most systems require a "how-to" manual to help guide the user in application. The JTS is no different and this manual describes the overall architecture of the JTS and processes to be used throughout the four JTS phases. Each of these phases is discussed in detail in Enclosure D of this guide.

4. <u>CJCSI 3500.02, "Universal Joint Task List Program</u>." This instruction establishes CJCS policy, guidance, and responsibilities for implementation of the UJTL program. This instruction directs that the Chairman's authoritative system of record for UJTs is the online version of the Universal Joint Task List Task Development Tool (UTDT) available via the Joint Electronic Library Plus (JEL+). It also establishes the minimum required elements of a UJT.

5. <u>CJCSM 3500.04, "Universal Joint Task Manual</u>." The UJT manual describes the purpose, process, and guidelines of the UJTL. It also includes a standard methodology to develop and maintain UJTs. The manual is meant to be used in combination with the UJTL Policy and Guidance. It provides detailed information on how to develop UJTs and how to use them to describe effectively joint capabilities required to execute joint missions. The procedures described in these publications are fundamental to implementation and management of the UJT process and the development of J/AMETLs.

6. <u>CJCSI 3150.25, "Joint Lessons Learned Program</u>." This instruction provides CJCS policy and guidance to organizations participating in the JLLP. It applies to individuals, staff, and collective JLLPs; and it affirms the commander's/director's role in the gathering, archiving, reporting, sharing, and resolution of lessons.

7. <u>CJCSM 3150.25, "Joint Lessons Learned Program</u>." The JLLP manual describes procedures for executing the JLLP. The manual provides guidance on how to collect observations and identify lessons to support improvements in joint doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy (DOTMLPF-P) through best practices and lessons learned.

8. <u>CJCSM 3511.01, "Joint Training Resources for the Armed Forces of the United States</u>." The resources manual provides detailed guidance on financial, joint transportation, and joint training support processes and procedures. The ability to synchronize effectively and efficiently joint training hinges in large measure on an understanding of the array of joint training resources that are available, but that must be effectively managed to achieve joint force preparation and readiness. All training resources must be planned, programmed, budgeted, and executed in accordance with established policies and procedures to ensure the most effective and efficient Joint Training Programs.

ENCLOSURE D

JOINT TRAINING SYSTEM (JTS)

> "Joint training prepares individuals, joint forces, or joint staffs to respond to strategic, operational, or tactical requirements considered necessary by the combatant commanders (CCDRs) to execute their assigned or anticipated missions. Joint training encompasses both individual and collective training of joint staffs, units, and the Service components of joint forces."
>
> **Joint Publication 1**
> **"Doctrine for the Armed Forces of the United States"**

The JTS incorporates methodologies and processes designed to improve CCMD operational joint readiness by linking joint plans, joint training, and joint readiness assessment to critical mission capability requirements identified as command or agency J/AMETL. The focus of the JTS is primarily on CCMD joint training programs and responsibilities; however, the training management practices and orientation to CCMD capability requirements apply to any CCMD, subordinate joint force command, CSA, Service component, or the NGB.

The JTS also supports integrating valid joint concepts, solutions, lessons learned, and emerging doctrine into joint training to transition new capabilities to the joint operational force.

Any system, no matter how well thought out or well-conceived, is of little value unless people are trained and encouraged to use it. Therefore, it is important to assign responsibility for joint training program management across all functional disciplines within the Commander's/Director's staff. The processes of J/AMETL development, determining training objectives, and developing the JTP all require the skill and corporate knowledge of many personnel on the staff. What are the joint training requirements of the staff? What courseware is available to enhance their level of expertise in the JTS? These considerations will help the Commander/Director to develop a well-trained staff capable of truly using the JTS. Avoid making one individual the "joint training person." Train the entire staff to use the system and to understand their role in implementing it throughout organization training.

The JTS consists of four phases, beginning with the identification of the organization's required critical mission capabilities based on assigned missions, proceeding through the planning and scheduling of training

events, the execution, observation, and evaluation of required training, and an assessment of training proficiency against required capability. The results of the Assessment Phase then feed back into the JTS processes, driving the next iteration of the training cycle. The JTS cycle of processes is shown in Figure 1. This JTS cycle is designed to apply to both individual and collective training audiences and can be viewed as both iterative and progressive in building the mission capabilities of any joint organization.
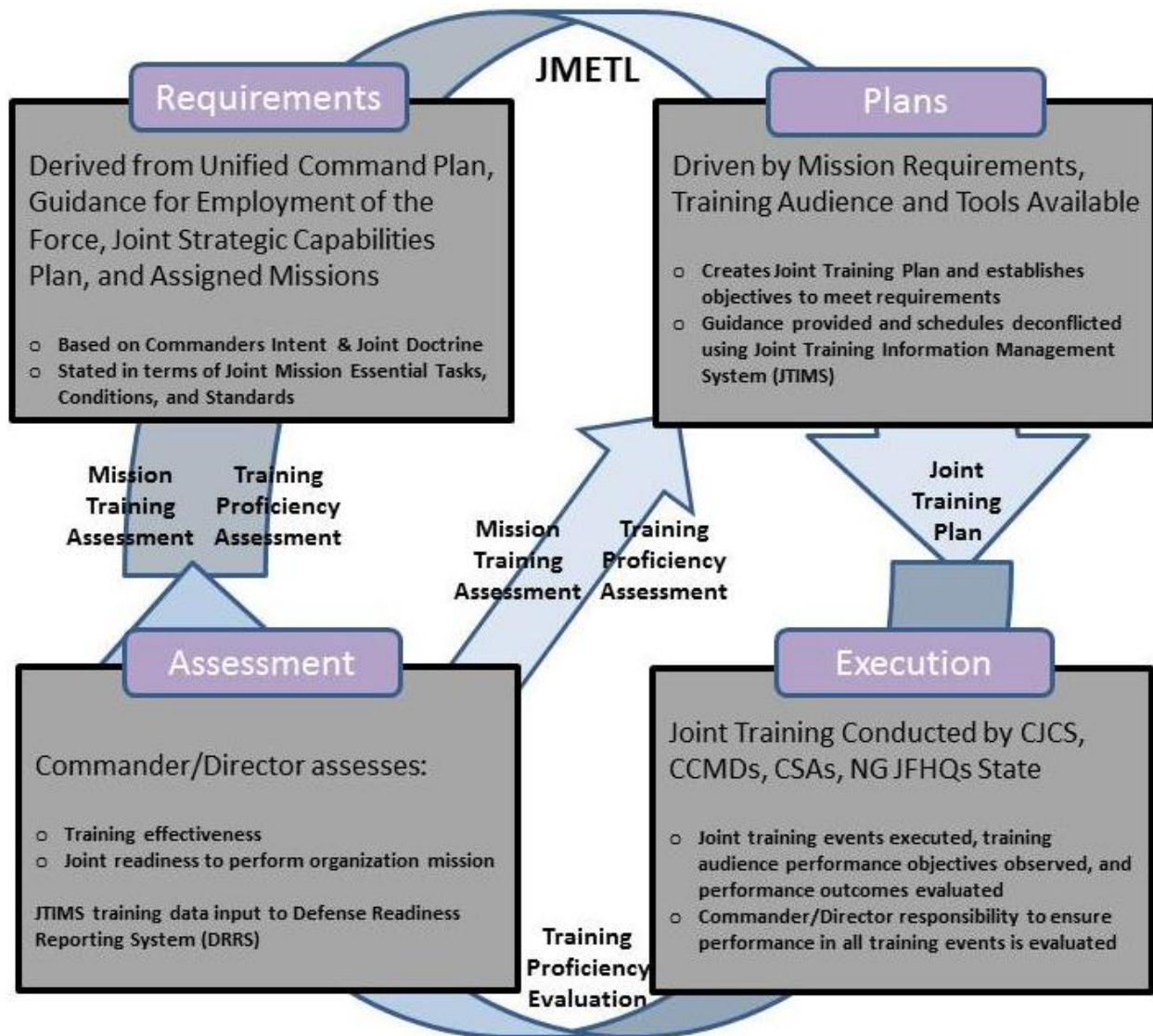

Figure 1. JTS

1. Phase I—Requirements Phase

a. In this phase, the commander/director answers the question, "What must my organization be able to do?" The purpose here is to define mission capability requirements in terms of tasks that must be performed and the responsible organizations assigned to accomplish those tasks at all levels throughout the force. Sources from which missions, and ultimately tasks, are derived include the NMS, UCP, JSCP, GEF, GFMIG, joint doctrine, the UJTL, and commander's directives. Most organizations review an established J/AMETL annually to ensure that it addresses all mission essential capability requirements. Commanders may use the requirements phase to also identify mature joint concepts, joint tests, and other joint force development related products, services and capabilities for integration into the JTP for alignment with joint training events.

b. The J/AMETL incorporates those tasks that are essential to a command's/agency's ability to perform assigned missions. The command/ agency J/AMETL results from the mission analysis conducted during this phase and provides the supporting documentation from which training requirements are derived. While the development of J/AMETL is not an inherent training function, the J/AMETL is fundamental to the joint training processes described and implemented through the JTS. In most organizations, the J/AMETL development is a command-wide endeavor with all staff elements represented and contributing to a process led by an appropriate command directorate. Commanders/ directors select "best fit" joint mission-essential tasks (JMETs) from the approved UJTL database in the development of their respective J/AMETL and then further tailor tasks for their organization through the application of specific conditions and standards. The command/agency J/AMETL is entered into DRRS through the JMETL development tool and then pushed to JTIMS for use throughout the remaining JTS phases.

c. Once the command's JMETs are identified, supporting tasks must also be determined. Staff tasks, subordinate unit tasks, and command-linked tasks are all supporting tasks that contribute to the accomplishment of a JMET. Staff tasks include individual and collective tasks performed by CCMD staff elements and are their mission-essential staff list. Subordinate unit tasks are performed by subordinate commands and Service components within the CCMD. Command-linked tasks are performed by other supporting CCMDs, CSAs, or other joint organizations not assigned to the supported CCMD. Command-linked tasks depict the interface between supported and supporting commands and contribute to the accomplishment of the supported command's JMET. The Requirements Phase of the JTS (Input/Process/Output) is depicted in Figure 2.

Inputs

Processes

Outputs

- National Military Strategy
- Defense Planning Guidance
- Joint Strategic Capabilities Plan
- Guidance for Employment of the Force
- Presidential and SecDef Directives
- Treaty Obligations
- Unified Command Plan
- DoD Directives
- Command Plans (OPLANs/CONPLANs)
- Higher Headquarters JMETL*
- Joint Doctrine
- Commander's Guidance
- Integrated Priority List
- Universal Joint Task List*
- Service Task Lists*
- Lessons learned, observations, issues, best practices, issue resolution outcomes
- After Action Reports
- Mature Joint Concepts

- Conduct Mission Analysis to Identify Tasks
- Select Approved Joint Tasks from Universal Joint Task List*
- Select/Apply Essentiality Criteria
- Select Joint / Agency Mission Essential Tasks*
- Select Responsible Organization for each Mission Essential Task
- Determine and select relevant conditions (operational environment) and standards (measure and criterion)*
- Identify supporting tasks
    - Staff Tasks
    - Subordinate Unit Tasks
    - Command-linked Tasks
- Commander / Director approves J/AMETL
- Review issues, themes, trends and threads, and After Action Reports identified in Phase IV Assessments
- Review lessons learned, observations, issues, best practices

- J/AMETL (Tasks, Conditions, Standards, Organizations)*
- Training and exercise issues
- Theater Campaign Plan

* Supported by DRRS

Figure 2. JTS Requirements Phase

2. <u>Phase II—Plans Phase</u>

a. This phase begins once a command/agency J/AMETL is developed and approved. At this point, the commander asks, "What are my current capabilities?", "What training is needed?", "Who must be trained?", "What innovations or alternative capabilities may improve on my current capabilities?", and "What are my priorities?" In answering these questions, the commander identifies the training requirements, provides essential training guidance to his staff, and initiates the Plans Phase. Figure 3 depicts the JTS Plans Phase.

b. Training requirements for both individual and collective audiences are identified following an assessment of current capability against required capability, represented in the J/AMETL's training proficiency assessments (TPA) and mission training assessments (MTA). Training objectives are then developed to fulfill each training requirement against J/AMETs and staff tasks requiring improvement, implementation, and sustainment.

c. A joint training objective is a statement that describes the desired outcome of a joint training activity for a specific audience in terms of

performance objective, training situation, and level of performance. Training objectives are derived from JMETs, conditions, and standards and based on joint doctrine, commander's guidance, and organizational standing operating procedures. JLLIS provides issues, best practices, or lessons learned data that can support development or refinement of task training objectives. Training objectives provide the basis for building individual command JTPs that deconflict demand for resources and joint training support across the joint community.

  d. Related training objectives are grouped into training events, and the appropriate training method, mode, and media are selected based on the level of proficiency of the training audience (individual and collective), desired training outcome, perishability of the training, and resources (time, personnel, funding) available to train.

  e. All these considerations should be identified in the commander's/ director's JTP. The JTP states missions in general terms, restates the J/AMETL, presents commander's training guidance, specifies training audiences, identifies training objectives, and describes planned training events, required resources for training events, training schedule timeline, and joint and component training requirements.

Inputs

- J/AMETL (Tasks, Conditions, Standards, Organizations)*
- CJCS Joint Training Guidance / High Interest Training Issues
- CCMD High Interest Training Requirements*
- Joint Doctrine
- Standard Operating Procedures
- Training Guides
- JLLIS observations, issues, best practices, and lessons learned
- Commander / Director Training Guidance
- DRRS-S Assessments
- Training Proficiency Assessments (TPA) and Mission Training Assessments (MTA)*
- Theater Campaign Plan (TCP)

Processes

- Revise Training Guidance
- Analyze Joint / Agency Mission Essential Tasks*
- Review TPA of JMET – Organizations*
- Refine Training Audience based on TPA*
- Develop Training Objectives (TO)*
- Determine Training Methods
- Design Training Events / Schedule Resources*
- Publish JTP*
- Review JLLIS observations, issues, best practices, and lessons learned

* Supported by JTIMS

Outputs

- Command / Agency JTP*
- Component Training Plans
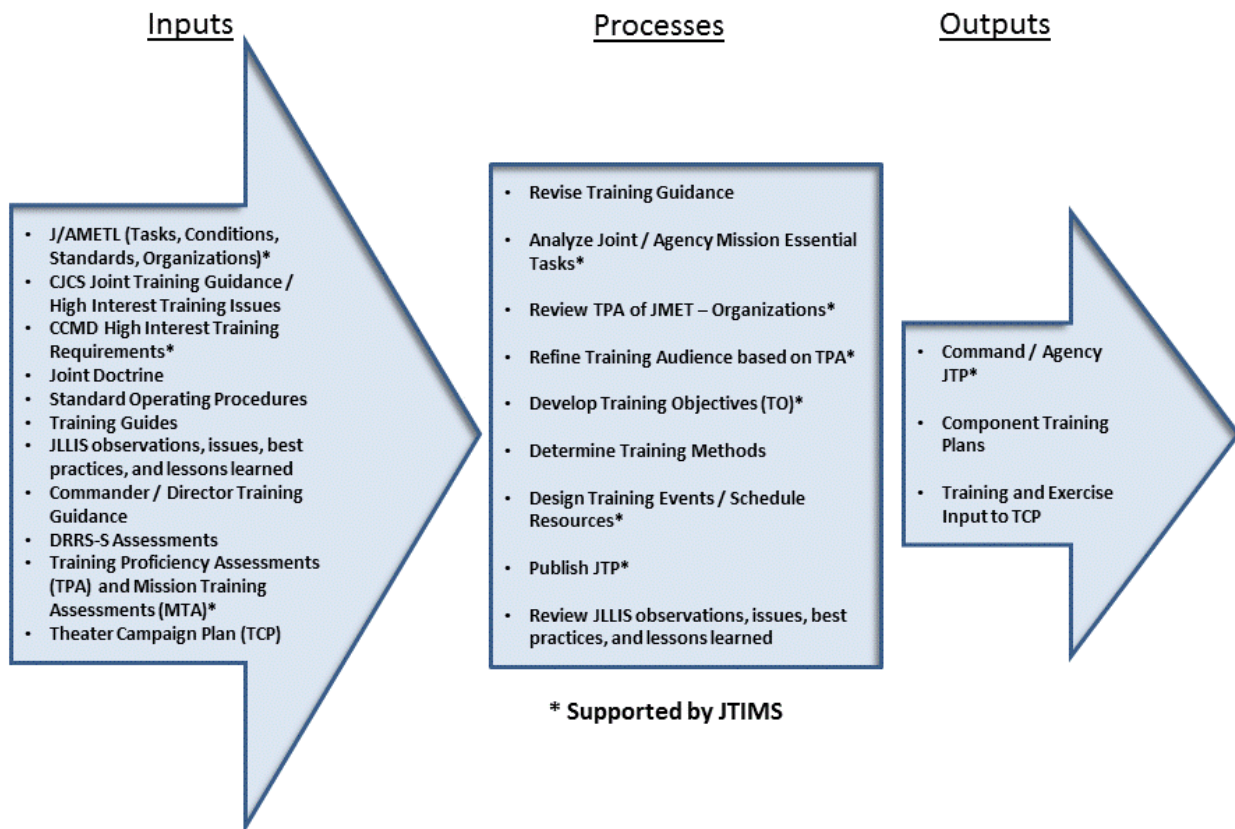- Training and Exercise Input to TCP

Figure 3. JTS Plans Phase

3. Phase III—Execution Phase

    a. In this phase, commanders and directors focus on executing, observing, and evaluating the planned training events resident in their JTPs. The broad event plans in the JTPs are reiterated in further execution level detail in this phase through a set of processes (stages) collectively defined as the joint event life cycle (JELC) shown in Figure 4. Training events are planned to be accomplished through either the academic or exercise methodology or, often, a combination of both methods.
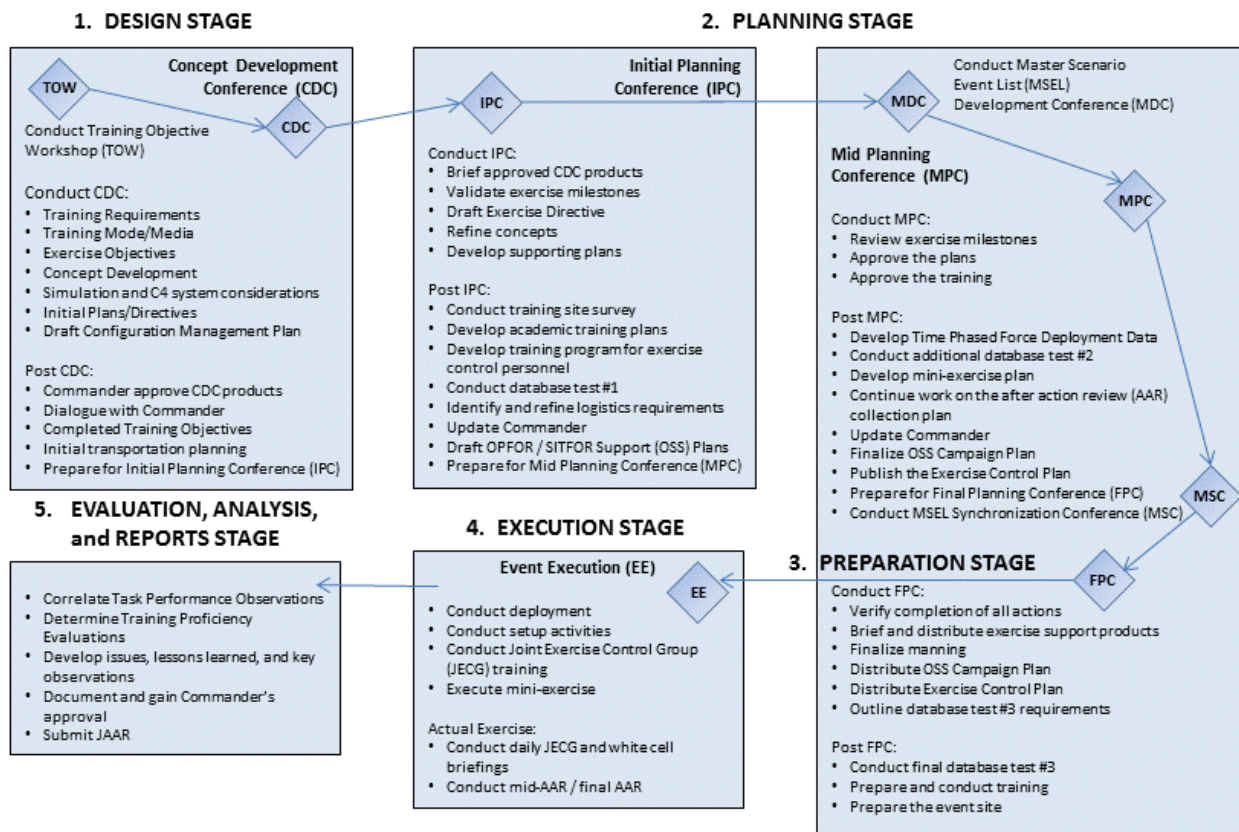
Figure 4. JELC

    b. Historically, the term "joint training" has been nearly synonymous with "joint exercise." Joint exercises have been generally characterized as some form of multi-echelon, computer-assisted exercise (either field training exercise or command post exercise) embodying relatively complex simulation and significant support requirements. While joint exercises do represent an important environment in which to conduct specific elements of joint training, there are many more alternatives available to the training planner that should be considered when matching training capability to training requirements and objectives.

c. Within the JTS Execution Phase, a JELC is often conducted for each discrete training event. The JELC is a flexible event planning methodology. There are five stages of the JELC, which is often characterized as a "cycle within a cycle." The JELC stages are Design, Planning, Preparation, Execution, and Evaluation, Analysis, and Reports. CJCS policy in reference b stipulates that all joint training events will be evaluated. The Evaluation stage of the JELC is particularly significant because it provides input to guide development of the next training cycle.

d. The length of time to accomplish the JELC for a given training event is dependent on the magnitude and complexity of the event itself. The size and composition of the training audience, training objectives, method and mode of training, selected training media, and other considerations all combine to establish the length of time required to accomplish the JELC for a specific training event. For certain training events using the "academic" method for a small training audience such as individuals, staff element, or center, board, or cell, the JELC may be completed in a few days. For training events utilizing the "exercise" method for broader training audiences at multiple echelons such as CCMD, subordinate joint force headquarters, and assigned components, the JELC may span a period of many months, sometimes as much as 18 months for a major joint exercise.

e. Evaluation of training is a command responsibility linked to assessments in Phase IV. Designated organizational personnel responsible for training oversight collect task performance observations that measure whether the training audience achieved the stated level of performance in the joint training objective. Training proficiency evaluations also support development of issues for resolution within the JLLP processes. Validated observations from the execution phase are analyzed, validated, and submitted to JLLIS for subsequent action and resolution. These issues, best practices, and observations support future JELCs and the planning/update processes for concept plans and operation plans during the Requirements Phase (Phase I).

f. The outputs of Phase III are task performance observations, training proficiency evaluations, after action reports, the Commander's Summary Report, lessons for JLLIS, and lessons learned, which provide event results that facilitate after action reviews and highlight potential issues or best practices to support the assessments in Phase IV. The Execution Phase of the JTS is illustrated in Figure 5.

Inputs

Processes

Outputs

- Joint Training Plan

- Campaign Plan

- Relevant Lessons Learned

- JLLIS Observations

- Execute Joint Event Life Cycle for Academic Training Events and Exercises

- Develop / Capture Task Performance Observations (TPO)

- Review TPOs

- Determine / Document Training Proficiency Evaluations (TPE)

- Develop After Action Reports (AAR)

- Validate observations and approve for JLLIS export

- Training and Exercise input to the TCP

- Task Performance Observations (TPO)

- Training Proficiency Evaluations (TPE)

- After Action Reports (AAR)

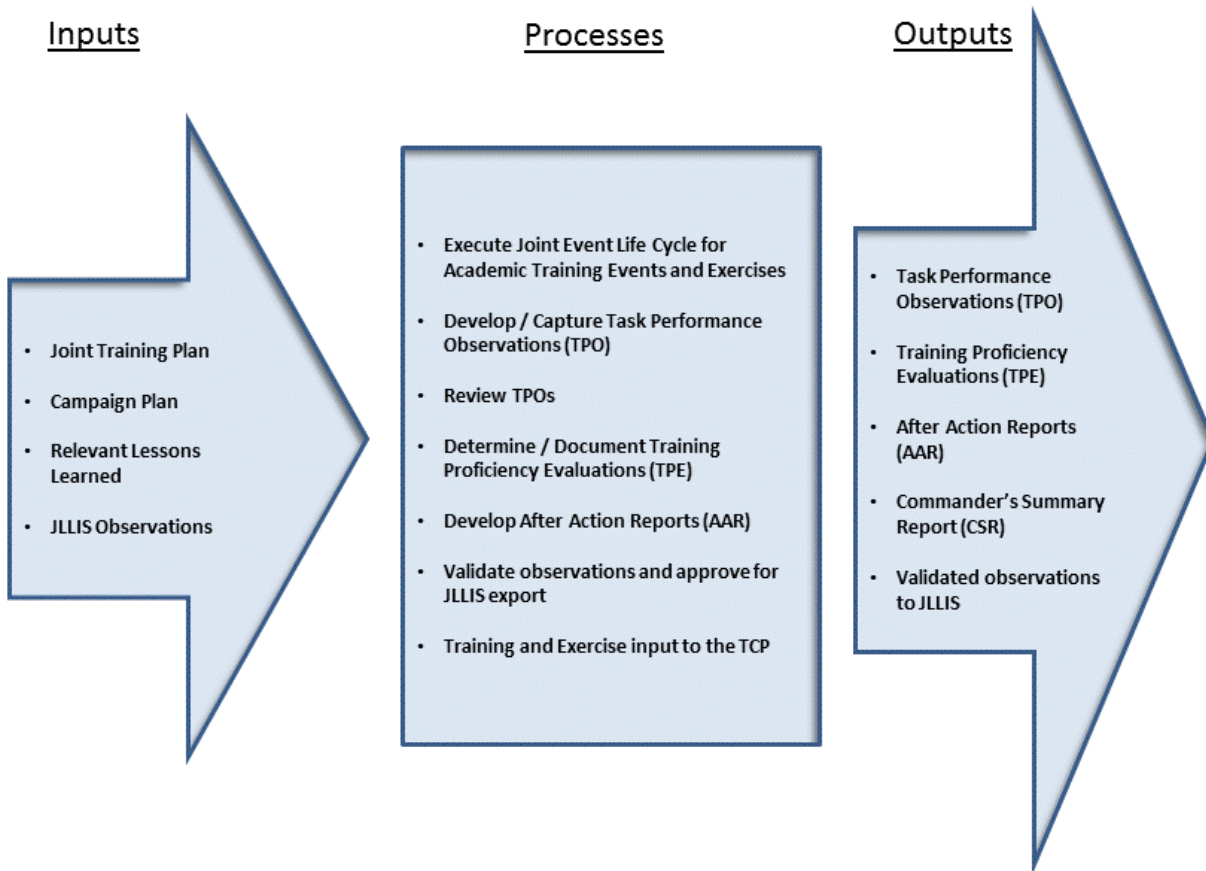- Commander's Summary Report (CSR)

- Validated observations to JLLIS

Figure 5. JTS Execution Phase

4. Phase IV—Assessment Phase

a. In this final phase, the commander determines the command's mission capability from the training viewpoint, or, in other words, the command's training assessment (TPAs and MTAs). This assessment contributes to the "training" portion of the command's monthly DRRS readiness reporting that is based on the command's mission derived tasks found in the J/AMETL. Although assessments complete the joint training cycle, they are continuous and lead into the next cycle, because assessed deficiencies identify follow-on training requirements and inform future training plans. Assessments may identify the need to adjust training plans and training events in the current training cycle to adapt to changing conditions, available resources, and the operational environment.

b. Commanders assess current capability against required JMET designated capability; identify training requirements from that assessment; review lessons learned; plan, resource, and execute joint training events; evaluate training audience performance; and assess capability and joint readiness as observed in task performance during joint training events.

c. The products from the Execution Phase become the inputs of the Assessment Phase. Actual assessment is performed by the commander, taking into account the results gathered using the assessment plan outlined in the command's JTP. Figure 6 illustrates the JTS Assessment Phase.

Inputs

- Joint Training Plan*
- Task Performance Observation (TPO)*
- Training Proficiency Evaluation (TPE)*
- Informal results
- Actual operations
- Relevant lessons learned
- External Inputs
- Other Feedback
- Hotwashes
- Facilitated After Action Reviews (FAAR)
- After Action Reviews (AAR)
- Lessons learned, observations, issues, and best practices

Processes

At each command echelon, and within each subordinate organization Commanders / Directors:

- Analyze TPEs from Phase III*
- Review lessons learned, observations, issues, and best practices
- Prepare J/AMETL and supporting tasks assessment
- Develop Training Proficiency Assessments (TPA)*
- Develop Mission Training Assessments (MTA)*
- Obtain Commander's approval of proposed TPAs and MTAs*
- Document audience TPAs and mission MTAs in JTIMS*
- Determine / forward lessons
- Identify / forward issues

Outputs

- Command Training Guidance*
- TPAs*
- MTAs*
- Validated lessons learned
- Refined Issues
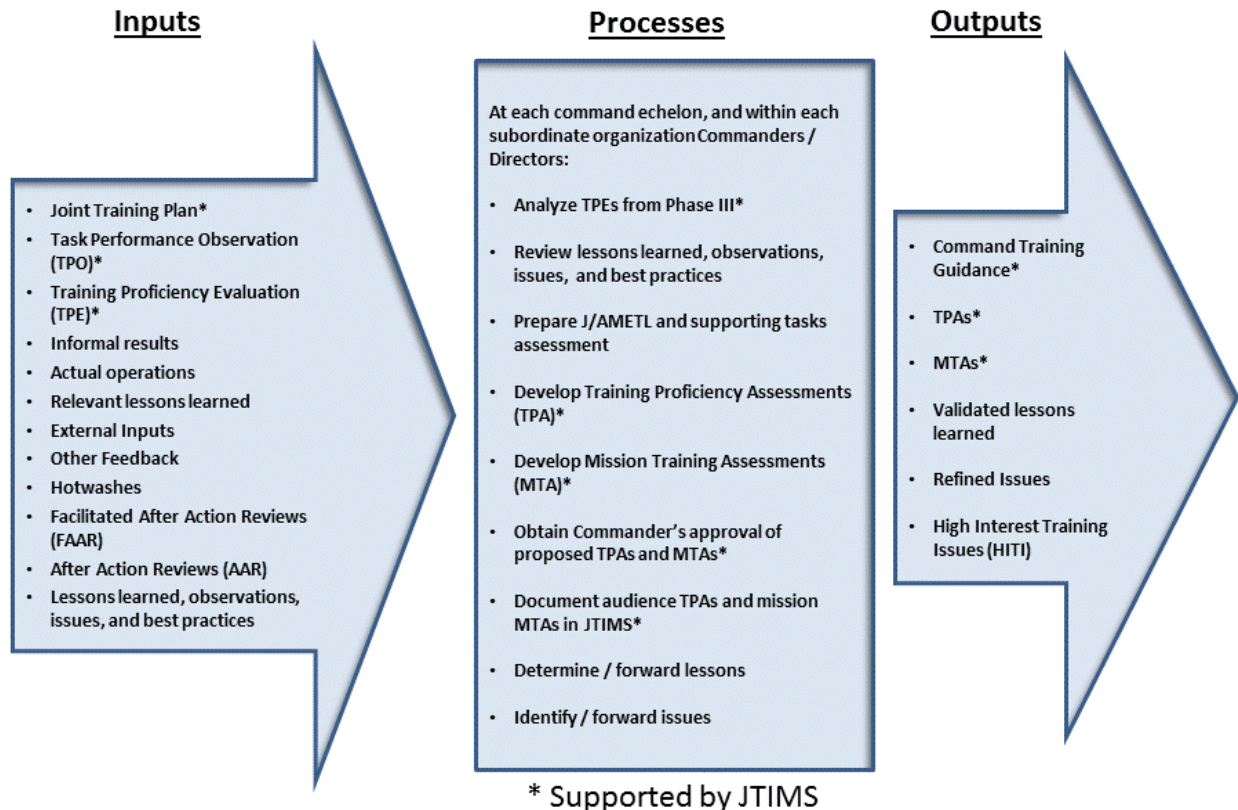- High Interest Training Issues (HITI)

* Supported by JTIMS

Figure 6. JTS Assessment Phase

d. The Assessment Phase serves three purposes. First, it provides the structure that allows commanders to view the level of training proficiency in their command against capability requirements identified in Phase I and make judgments on their ability and confidence to accomplish assigned missions. Second, it provides the necessary feedback to adjust or improve training shortfalls and deficiencies (individual and collective) within the command. Finally, the Assessment Phase supports external processes related to readiness reporting and issue resolution.

5. Summary. The JTS provides commanders with a set of integrated processes that allows them to look at all of the command's missions and determine which tasks are essential to the successful accomplishment of those missions. The commander can then more effectively focus available resources on developing the capability necessary to complete those tasks. Once the analysis and prioritization of effort are complete, the commander develops a training plan that identifies who will be trained (individual to collective training audiences) and the training objectives that address the

joint training requirements. Good training objectives enable the training audiences to achieve the required task proficiency under the specified conditions and to the standards of performance that are required for successful mission accomplishment. The commander then executes the plan and follows through with an assessment from a training perspective of the command's ability to accomplish its assigned missions.

ENCLOSURE E

JOINT TRAINING INFORMATION MANAGEMENT SYSTEM (JTIMS)

1. Purpose

     a. JTIMS is a Web-based tool that links critical DoD and joint automation programs (e.g., JEL+, UTDT, JLLIS, DRRS, and Joint Capabilities Requirements Manager). JTIMS is intended to:

          (1) Provide integrated information management training support to joint forces and staffs preparing for joint military operations based on joint training capability requirements. The requirements address U.S. military, interagency, and multinational joint individual and collective training.

          (2) Provide support for establishing JTS strategic guidance, goals and objectives, and responsibilities; for planning, executing, and assessing joint training events/milestones.

     b. JTIMS Lite provides a web-based, off-line capability for event planning and execution when JTIMS is inaccessible or not desired. Data generated in JTIMS Lite can be uploaded to JTIMS at a later date for re-use by the training community.

     c. The processes of the JTS are implemented by using JTIMS to provide interactive exchange of information across the JTS phases in support of joint training development, management, and execution.

2. Description. JTIMS is the Chairman's authoritative system of record to support the implementation and execution of the capabilities-based JTS by facilitating the development of an integrated task-based thread to guide application of all four phases of the JTS. JTIMS supports the JTS with information management capabilities as described in the following sections.

3. Phase I—Requirements Phase. JTIMS supports linkage to DRRS. Commanders and directors develop J/AMETLs in DRRS that are imported into the JTIMS via Web services.

4. Phase II—Plans Phase. JTIMS supports the preparation of JFCs', supporting commanders', and CSAs' integrated JTPs; the collaborative development/production of global and local joint training schedules to include an online scheduling and deconfliction capability; and the initial development of joint training events to include resources and external support requirements.

5. <u>Phase III—Execution Phase</u>. JTIMS supports training event planning, coordination, execution, review, and analysis. It integrates information for events within JELC stages down to the joint task force component and unit level. JTIMS Lite provides an off-line event planning and execution capability.

6. <u>Phase IV—Assessment Phase</u>. JTIMS supports the assessment of joint training and readiness reporting by providing the capability to produce TPAs for individual J/AMETs and MTAs for J/AMETLs associated with CCMD, supporting command, CSA, and National Guard assigned missions. JTIMS will then export TPA information to the DRRS training assessment tab.

ENCLOSURE F

UNIVERSAL JOINT TASKS (UJTs)

1. <u>Universal Joint Task List (UJTL)</u>

a. The UJTL, when augmented with Service task lists, is a menu of approved joint tasks supporting all DoD levels in executing the NMS. The UJTL facilitates a wide range of DoD activities including readiness reporting, individual and collective joint training, accreditation of joint and Service training programs, education, lessons learned, capability development, joint mission threads, joint operational planning, joint concept development and joint capability areas.

b. The UJTL is developed and maintained by the collaborative effort of the UJTL Development Community (UDC) that has representation from all CCMDs, Services, Joint Staff Directorates, the NGB, and CSAs. Organizational points of contact (OPOCs) are designated from every organization. OPOCs are the points of contact for all UJTL matters to ensure continuity for their organization and throughout the Department of Defense. OPOCs provide task development assistance to their organization and ensure conformance with UJTL guidelines; submit organizational candidates/change requests through the UTDT; conduct UJTL education; and synchronize with their organization's J/AMETL development efforts. OPOCs also staff UJT candidates/change requests submitted by the joint community to their organization's subject-matter experts and, in turn, submit their respective organizational "vote" and comments in UTDT.

2. <u>Universal Joint Tasks (UJTs)</u>

a. The minimum required elements of a UJT are a task number, task title, task description, measures, and joint doctrinal reference. The authoritative elements of a UJT are a task number, task title, and task description. The task note/background, measures, and joint doctrinal references are non-authoritative. The menu of UJTL tasks can be found on the JEL+ at reference e.

b. UJTs define current and potential DoD capabilities. The joint commander or agency director responsible for specific mission tasks will articulate his or her unique mission through the application of standards for task accomplishment within a stated set of conditions. Conditions are variables of the operational environment in relation to the prevailing military, civil, and physical environment impacting the execution of the task. The linkage within each UJT to the appropriate doctrine will detail the "ways and

means" for task execution (how to accomplish the task). Each Service publishes its own task list to supplement the UJTL and link appropriate Service tasks to corresponding UJTs.

3. <u>Process</u>. The process by which tasks are developed and then used to support both joint training and readiness reporting is designed to be responsive to both routine changes and urgent requests. OPOCs submit candidate tasks using the UTDT. Candidate tasks are staffed to the UDC. They are published to the UTDT and made available on the JEL+ for use by commanders, directors, and others to develop their J/AMETL and report their readiness status through DRRS once approved by the Director, Joint Staff.

ENCLOSURE G

JOINT LESSONS LEARNED PROGRAM (JLLP)

1. Process

     a. The JLLP provides the joint community with a method to identify, capture, analyze, and share information collected as a result of joint operations, events, and exercises for the purpose of enhancing an organization's performance. The Joint Staff J-7 conducts the JLLP in collaboration with the Office of the Secretary of Defense and other interagency organizations. Figure 7 depicts the JLLP process.
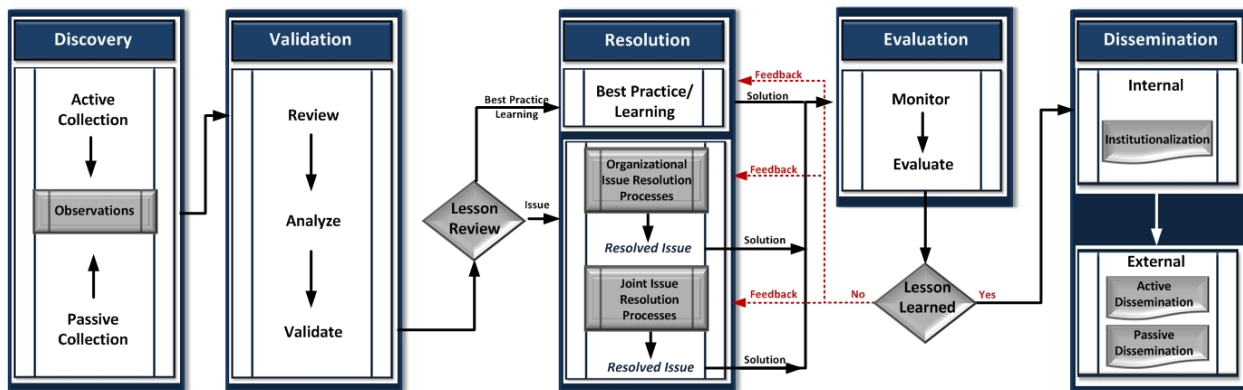

Figure 7. Joint Lessons Learned Process

     b. The JLLP informs policy, doctrine, planning, programming, operational assessments and readiness, and security cooperation activities. The JLLP is a knowledge management activity focused on improving joint preparedness and performance. Its primary objective is to enhance U.S. joint capabilities by contributing to improvements in DOTMLPF-P. It enhances joint force capabilities by enabling learning and collaboration from joint operations, events, and exercises. Stakeholders include the Joint Staff, Services (to include the RC), CCMDs, CSAs, and other organizations participating in joint activities. The Joint Staff J-7 assembles strategic lessons learned through direct interviews of key personnel, observations of national level exercises and key events, and the analysis of collected data.

2. Joint Lessons Learned Program (JLLP) and the Joint Training System (JTS)

     a. The JLLP enhances the application of the JTS at several key points during each of the four phases.

(1) Phase I activities are enhanced by surveying the total body of joint lessons learned information. As a command/agency develops its J/AMETL, it leverages the experiences, observations, issues, best practices, and lessons learned discovered by other DoD components. In addition, locally developed findings should also be blended into the requirements development process.

(2) Phase II uses recommendations to improve performance to develop the command training plan. Relevant JLLIS observations, issues, best practices, and lessons learned can be reviewed to assist in the development or refinement of training objectives.

(3) Phase III results in the execution of training events and the identification of validated observations for export to JLLIS. Within the JELC, the design, planning, and preparation steps begin with a review of findings relevant to the particular training event's objectives, tasks, and context. The JTS outlines the deliberate exercise observation validation process to capture key overarching, strategic, and cross-cutting observations and issues. Observations are further analyzed to determine validity and recommended/approved for export to JLLIS. These validated observations, in turn, enter the discovery phases of the JLLP and can be elevated to the issue resolution process. The JLLIS enables commands to selectively share observations across the joint community and elevate validated observations to a formal issue resolution process.

(4) Phase IV activities provide opportunities for the JLLP to both inform the assessment process and benefit from assessment outputs.

b. It is critically important to note that the JLLP does not exist as a support element to the JTS but instead contributes to and benefits from the command's joint training activities. The JLLP's visibility into the full range of joint activities, encompassing operations, exercises, experimentation, training, joint concept development, etc., can provide the commander with an invaluable source of relevant information. The JLLP's full inclusion in joint training activities facilitates application of observations and findings derived from training events toward ongoing and future operations and consideration in joint issues resolution and requirements development processes.

3. <u>Joint and Coalition Operational Analysis (JCOA) Division, Joint Staff J-7</u>

a. An important component of the JLLP is the JCOA Division, Joint Staff J-7. The JCOA supports transformation of the joint force by producing reports derived from direct observations and analysis of current joint operations, exercises, and experiments that inform the preparation of change recommendations.

b. When requested by the supported command and directed by the Chairman, JCOA conducts active collection during select operations, exercises, and training events; performs functional analysis on the observations; and summarizes findings for joint and national leadership. Recommendations from JCOA's findings are adjudicated across the joint enterprise in accordance with the JLLP's issue resolution process.

c. JCOA provides support to key training events, exercises, wargames, and experiments; however, its highest priority is to provide active collection support during real world operations.

4. <u>Joint Lessons Learned Information System (JLLIS)</u>

a. JLLP knowledge management is enabled by JLLIS, the DoD system of record for lessons learned. JLLIS consists of an input and management support tool and a distributed database. The input and management support tool allows any approved user to submit observations via a Web-enabled user interface. It includes an observation management capability that provides administrative and subject matter expert review, functional classification, and lessons learned release and publishing to the distributed database. JLLIS provides users with a single location to access validated observations, lessons, and issues and has associated search and analytical support tools.

b. JLLIS enables the collection, management, resolution, and dissemination of lessons learned data. JLLIS is designed to facilitate the collection of observations, issues, and best practices from joint activities including engagement, planning, training, exercises, operations, and real world events. Once identified, analyzed and validated, relevant issues, best practices and lessons learned should subsequently influence/inform decisions during the application of JTS Phases I, II, and III processes concerning the analysis, planning, development, resource allocation, generation, and execution of required training that changes behavior and improves performance.

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ENCLOSURE H

JOINT TRAINING SYSTEM (JTS) SUMMARY

> *"Commanders are the primary trainers*."
>
> **Joint Training Policy, CJCSI 3500.01 Series**
> **"The Six Tenets of Joint Training"**

1. Summary. The JTS provides the commander/director 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 CCDRs, CNGB, subordinate JFC, functional or Service component commanders, other senior commanders, and CSA directors to train more efficiently and effectively while identifying areas for improvement. Effectively using the processes within the JTS better enables commanders to assess the level of readiness in their command and then make informed judgments on their ability to accomplish assigned missions. The JTS set of processes is summarized in Figure 8 below.
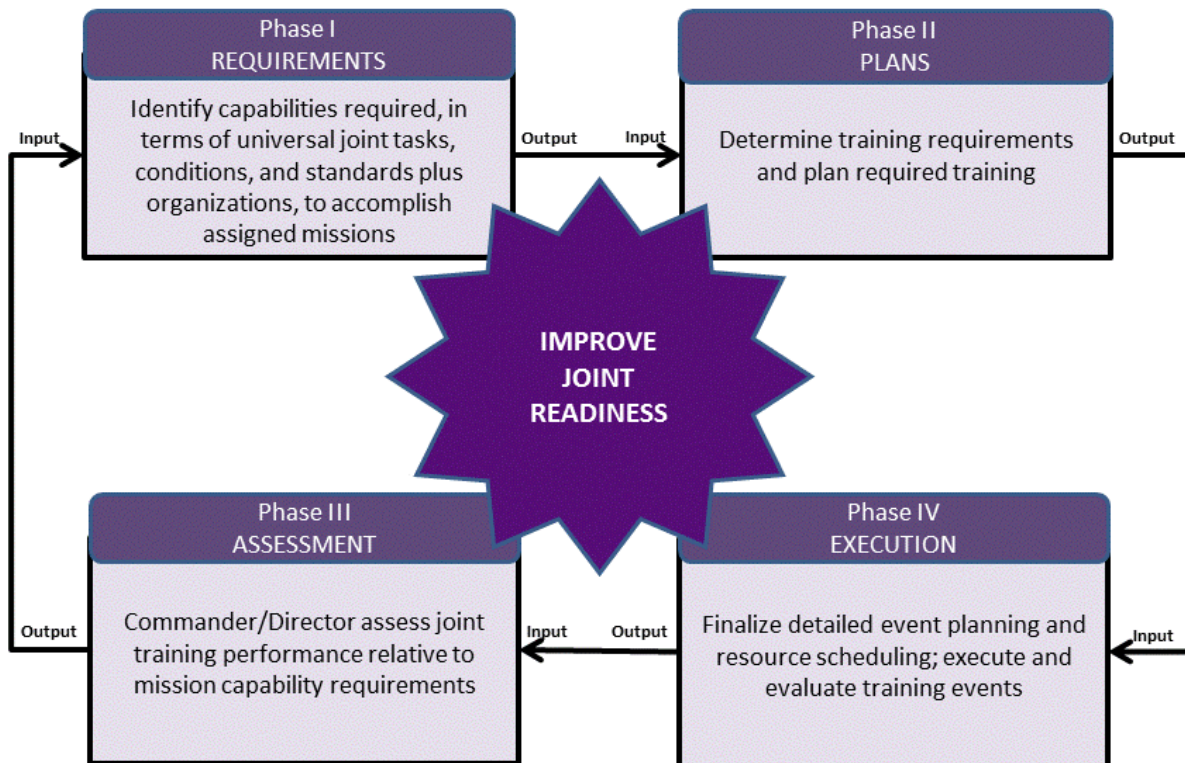
Figure 8. JTS Process Summary

2. <u>Commander's/Director's Responsibilities</u>. Command interest and emphasis is critical to the success of any training program. Because of the complexity of the joint operational environment, it is imperative that joint training and the JTS remain a priority of all commanders. Enclosure A outlined a commander's/director's responsibilities within the JTS and suggested where command emphasis could best be applied. A summary of those commander/director responsibilities follows:

   a. Assign staff responsibilities for joint training.

   b. Provide authoritative joint training direction to subordinates.

   c. Review and approve annual J/AMETL.

   d. Review task linkages between command J/AMETL and those of assigned and supporting forces.

   e. Provide training guidance.

   f. Approve annual JTP.

   g. Effectively and efficiently use resources.

   h. Evaluate training audience performance against training objectives.

   i. Validate key observations.

   j. Use training input to support monthly joint readiness assessment.

   k. Identify shortfalls.

GLOSSARY

ABBREVIATIONS AND ACRONYMS

CCDR	Combatant Commander
CCMD	Combatant Command
CJCS	Chairman of the Joint Chiefs of Staff
CNGB	Chief National Guard Bureau
CP	campaign plan
CSA	combat support agency
CSP	campaign support plans
DoD	Department of Defense
DOTMLPF-P	doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy
DRRS	Defense Readiness Reporting System
GEF	Guidance for Employment of the Force
GFMIG	Global Force Management Implementation Guidance
HITI	high interest training issue
IGO	intergovernmental organizations
J/AMETL	joint/agency mission-essential task list
JCCA	Joint Combat Capability Assessment
JCOA	Joint and Coalition Operational Analysis
JEL+	Joint Electronic Library Plus
JELC	joint event life cycle
JFC	joint force commanders
JLLP	Joint Lessons Learned Program
JLLIS	Joint Lessons Learned Information System
JMET	joint mission-essential task
JMETL	joint mission-essential task list
JSCP	Joint Strategic Capabilities Plan
JTIMS	Joint Training Information Management System
JTP	joint training plan
JTS	Joint Training System
MET	mission-essential task
MTA	mission training assessments
NGB	National Guard Bureau

NGO   nongovernmental organizations
NMS   National Military Strategy
NSS   National Security Strategy

OPOC   organizational points of contact

RC   Reserve Component

TPA   training proficiency assessments

UCP   Unified Command Plan
UDC   UJTL Development Community
UJT   Universal Joint Task
UJTL   Universal Joint Task List
UTDT   Universal Joint Task List Task Development Tool