CJCSM 3500.03F
8 August 2025

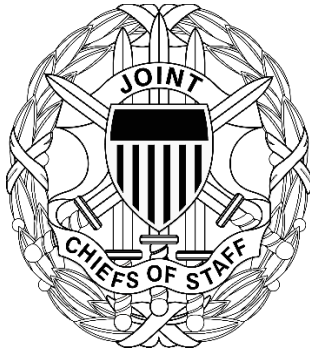# JOINT TRAINING MANUAL FOR THE ARMED FORCES OF THE UNITED STATES

JOINT STAFF
WASHINGTON, D.C. 20318

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CHAIRMAN OF THE JOINT CHIEFS OF STAFF MANUAL

JOINT TRAINING MANUAL FOR THE ARMED FORCES OF THE UNITED STATES

References:
  See Enclosure E

1. Purpose. This manual provides guidance and procedures for implementing Chairman of the Joint Chiefs of Staff (CJCS) policy for determining joint training requirements, planning and executing joint training, and assessing training for input to command readiness reporting. Applicable organizations will use this manual when implementing the Joint Training System (JTS) as specified in references (a) and (b).

2. Superseded/Cancellation. CJCS Manual 3500.03E, 20 April 2015, "Joint Training Manual for the Armed Forces of the United States," is hereby superseded.

3. Applicability. This manual applies to the Combatant Commands (CCMDs), Services, Reserve Component (RC), National Guard Bureau (NGB), combat support agencies (CSAs), Joint Staff, and other joint organizations. See reference (a) for the actions required for each organization participating in joint training events.

4. Procedures. See Enclosures A through D.

5. Summary of Changes. This manual has been significantly re-written. Major changes include:

    a. Updates for consistency with other CJCS directives.

    b. Replacing the legacy Joint Training Information Management System with the Joint Training Tool (JTT).

    c. Removing all procedurally descriptive elements of the JTS, including outdated screenshots and system diagrams.

    d. Updating the name Combatant Commander Exercise Engagement and Training Transformation to Joint Training, Exercise, and Evaluation Program (JTEEP).

    e. Revising the Joint National Training Capability (JNTC), Appendix C to Enclosure C.

    f. Revising the Chairman's Exercise Program (CEP), Appendix C to Enclosure D.

    g. Adding Joint Electromagnetic Spectrum Operations (JEMSO)/ Electromagnetic Spectrum Operations (EMSO) Training.

6. <u>Releasability</u>. UNRESTRICTED. This directive is approved for public release; distribution is unlimited on Non-classified Internet Protocol Router Network (NIPRNET). Department of Defense (DoD) Components (to include the CCMDs) and other Federal agencies, and the public may obtain copies of this directive from the CJCS Directives Electronic Library at: <https://dod365. sharepoint-mil.us/sites/JS-Matrix-DEL/SitePages/Home.aspx>. Joint Staff activities may also obtain access via the SECRET Internet Protocol Router Network (SIPRNET) Directives Electronic Library web sites.

7. <u>Effective Date</u>. This MANUAL is effective upon signature.

                            For the Chairman of the Joint Chiefs of Staff:

                            PAUL C. SPEDERO, RADM, USN
                            Vice Director, Joint Staff

Enclosures:
    A – Introduction
    B – Joint Training System
    C – Individual and Collective Joint Training
    D – Exercises
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ENCLOSURE A

INTRODUCTION

1. <u>Purpose</u>. This manual describes processes, procedures, and resources related to joint training. CCMDs, Services, RC, NGB, CSAs, Joint Staff, and other joint organizations plan, conduct, and assess joint training in accordance with (IAW) JTS policy and guidance promulgated in reference (a). This manual provides detailed information on, and supplementary guidance for, the four phases of the JTS, individual and collective joint training, and joint exercises.

2. <u>Background</u>. Combatant Commanders (CCDRs) ensure the readiness of forces assigned to their command and provide authoritative direction over all aspects of military operations, joint training, and logistics within their commands. The JTS is a mission-focused, Joint Mission Essential Task List (JMETL)-based approach to plan, execute, and assess joint training.

   a. Joint Training is training—including mission rehearsals—of individuals, units, and staffs using joint doctrine or tactics, techniques, and procedures (TTPs) to prepare joint forces or joint staffs to respond to strategic, operational, or tactical requirements that the CCDRs consider necessary to execute their assigned or anticipated missions. This training can also involve interorganizational (IO) partners, including other U.S. Government (USG) departments and agencies; state, local, and tribal governments; foreign military forces and government agencies; international organizations; nongovernmental organizations (NGOs); and the private sector.

   b. The DoD will use the JTS to support the President's National Exercise Program (NEP). The NEP consists of operations-based exercises involving department and agency principals, with Presidential participation. These exercises address USG strategic- and policy-level objectives and challenge the national response system. DoD participates in the NEP through the CEP.

   c. The CEP is designed to improve the readiness of U.S. forces to perform joint operations through the conduct of regularly scheduled strategic, national-level exercises that examine plans, policies, and procedures under a variety of simulated crisis situations.

   d. The Joint Exercise Program (JEP) is a principal means for CCDRs to maintain trained and ready forces, exercise their contingency plans, and support their campaign plan engagement activities. CCDRs designate JEP events to train mission requirements described in their command's JMETL, and to support theater and global security cooperation requirements as

directed in their command's plans. CCDR-designated JEP events can include CCMD, Service component, joint, and multinational training events. JNTC-accredited Service and U.S. Special Operations Command (USSOCOM) training program events can be included within the JEP.

e. Service JNTC training programs integrate joint context into program exercises at the tactical and operational levels to prepare units to meet CCDR mission requirements. JNTC resources the joint context at the Service JNTC accredited training programs.

f. The Joint Training Environment (JTE) provides necessary and sufficient replication of the operational environment (OE), enabling users to conduct joint training and joint force development. The JTE is defined by the conditions, circumstances, and influences that affect the achievement of readiness levels and employment of capabilities that are based on decisions made by the commander. The JTE enables the CEP and JEP.

g. CCDRs must synchronize the command's joint training programs, security cooperation planning, Service component training programs, and external support from other CCMDs, CSAs, and supporting joint organizations. To ensure a seamless operating environment, command joint training plans (JTPs) should also consider interagency requirements with other USG agencies, partners, NGOs, and intergovernmental organizations (IGOs).

3. Training Responsibility

a. CCDRs are responsible for joint training of assigned forces. The Services, through their respective Secretaries, are responsible for training forces to contribute Service capabilities to the CCMDs. The JTS is key to joint force preparation and readiness within a common Mission Essential Task (MET)-based training system. All personnel and components shall train on their METs to established conditions and standards to provide the capabilities that support the CCDRs and the concepts of operations across all phases of joint campaigns and throughout the spectrum of Service, joint, interagency, intergovernmental, and multinational operations.

b. IAW section 167 of reference (s), the principal function of USSOCOM is to prepare special operations forces (SOF) to carry out assigned missions. It further directs all active and reserve SOF stationed in the United States be assigned to USSOCOM. The Commander, USSOCOM is given authority to develop strategy, doctrine, and tactics; train assigned forces; conduct specialized courses of instruction for commission and noncommissioned

officers; ensure interoperability of equipment of forces; and additional functions relating to Service-like responsibilities.

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ENCLOSURE B

JOINT TRAINING SYSTEM

1. <u>Overview</u>. Training is a key element of comprehensive joint readiness. Comprehensive joint readiness enables the Joint Force to perform missions and provide capabilities to achieve strategic objectives as identified in strategic level documents (references (b) and (c)). DoD organizations supporting CCMD missions use JTS processes to develop joint training programs; plan, execute, and assess joint training based on METs and commander's training guidance; and document training status in JTT, IAW reference (a), for input to readiness reporting in the Defense Readiness and Reporting System (DRRS). Joint training programs should be based on each command's or agency's required capabilities as specified in its JMETL.

   a. The CCMD's JMETL establishes the most critical mission capability requirements. It is the result of mission analysis of tasks assigned through Presidential directives, the *Unified Command Plan* (UCP), *Contingency Planning Guidance* (CPG), *Guidance for Employment of the Force* (GEF), *Joint Strategic Campaign Plan* (JSCP), and other authoritative documents, and is communicated using approved universal joint tasks (UJTs). Based on these required capabilities, CCDRs assess the command's current capability against required 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 they relate to training.

   b. The campaign plans for CCMDs and campaign support plans for supporting Services, select DoD agencies, and the NGB become the mechanism for organizing, integrating, and prioritizing security cooperation activities, to include joint training events. The GEF and JSCP, through the campaign plans, will provide exercise planners with clear guidance on priorities to support both campaign and contingency plan objectives. As such, exercise goals and objectives should reflect GEF and JSCP regional or functional priorities.

2. <u>Joint Training System Methodology</u>. The JTS is a four-phased, plans-based methodology for developing and maintaining joint training programs to produce a trained and ready Joint Force. It represents a series of interlocking, logical, and repeatable processes that align joint training programs with assigned missions consistent with command priorities, required capabilities, and available resources. The JTS facilitates improvement of comprehensive joint training readiness. Although the process is deliberate in concept, it is flexible

in execution to accommodate the unique nature of each organization's joint training program.

Joint Training System
Four-phased, plans-based methodology for developing and maintaining joint training programs

Phase I (Requirements)	Phase II (Plan)	Phase III (Execution)	Phase IV (Assessment)
•Develop and approve Commander/Director joint training requirements	•Develop and approve the organization's Joint Training Plan	•Execute the organization's Joint Training Plan	•Assess the organization's capability to perform its missions(s)

Figure 1. Joint Training System

a. The JTS provides a systematic approach to identify, plan, facilitate development of, and integrate valid joint solutions and capabilities into joint training execution and assessment to promote joint force development. While aligning training to address gaps in mission readiness, CCMDs may also use the requirement and planning phases to identify and align valid joint solutions and capabilities as part of an integrated joint force development strategy. The best use of training is as a method and means for addressing gaps in future joint capabilities as well as in current mission readiness.

b. JTS processes are designed to assist joint organizations to more efficiently align their training with missions assigned to the CCDRs, consistent with priorities and resources.

(1) The JTS enables the development and management of joint training programs that encompass training and education of individuals, staff elements, entire staffs, and units assigned to the command through self-study, seminars, exercises, and sequenced programs of pre- and post-exercise training support.

(2) The JTS uses an input, process, output progression in which the output, or product, from one phase provides input to the next phase in the system. This allows the JTS to be a set of deliberate and enduring processes that improve comprehensive joint readiness by identifying training requirements; developing, resourcing, scheduling, and executing events that train audiences to established standards; and assessing training to determine how well it achieved the designated training objectives (TOs). JTPs provide commander's guidance and a comprehensive plan of action to link training requirements with training events to accomplish training and exercise

objectives. JTPs may be published as a standalone document or within the campaign plan framework.

(a) <u>Phase I (Requirements)</u>. The purpose of Phase I (Requirements) is to develop and approve commander/director joint training requirements. In this phase, an organization assesses current capability against the commander- or director-approved JMETLs, a product that originates in mission analysis and is incorporated in the DRRS, which then populates JTT. The DRRS determines joint capability gaps based on real-world events and describes essential functions and capabilities the CCMD must perform to achieve each mission. The organization may choose to conduct their annual JMETL assessment during or prior to the start of this phase. The organization analyzes the gaps to determine if joint training can close or address them; if so, they become joint training requirements. CSA directors and other supporting organizations have support plans to CCMDs campaign plans and use JMETLs to reflect the plan requirements.

(b) <u>Phase II (Plans)</u>. The purpose of Phase II (Plans) is to develop and approve the organization's JTP. In this phase, the organization analyzes the approved joint training requirements to determine the means to address them and prepares a JTP to capture this information. The JTP includes the commander/director training guidance, specified training audiences, training events, training resources (i.e., funding and available training locations), training objectives, training assessments, and coordination needed to attain the required levels of training proficiency. The JTP covers a 4-year cycle.

(c) <u>Phase III (Execution)</u>. The purpose of Phase III (Execution) is to execute the organization's JTP. This includes finalizing, executing, and evaluating joint training events scheduled in Phase II (Plans) IAW the Joint Event Life Cycle (JELC). The JELC includes five stages: design, planning, preparation, execution, and evaluation.

(d) <u>Phase IV (Assessment)</u>. The purpose of Phase IV (Assessment) is to assess the organization's capability and capacity to perform JMETs relative to its assigned mission(s) and inform the joint training program to address any gaps in required proficiency. In this phase, organizations continuously monitor and evaluate training from multiple joint training events to assess JMET proficiency and readiness. Monitoring requires observation and analysis, whereas evaluation requires judgement and is principally a CCDR function (but can occur at any level). After assessments are complete, organizations document the results and distribute them internally and externally to foster learning, adaptation, and subsequent adjustment to training. Assessments related to the training program will be recorded in the training system of record

(e.g., JTT Training Proficiency Assessment (TPA) in DRRS) while other issues may feed directly into the Chairman's Readiness System (CRS) (e.g., DRRS Mission Assessment). This phase concludes with joint training assessments being fed back into Phase I (Requirements), subsequently producing requirements from Phase I (Requirements) to Phase II (Plans).

3. <u>Joint Training System Summary</u>. The JTS is a systematic approach to joint training, enabling commanders and directors to achieve their joint readiness goals. The purpose of the JTS is to enable CCDRs, Services, and other DoD components to define their capabilities, identify gaps, mitigate risk, make decisions, and prioritize resources. The JTS also enables them to advocate for their headquarters (HQ), subordinate, and supporting organizations while developing, executing, and assessing their joint training programs under joint training policy and procedures established by the CJCS.
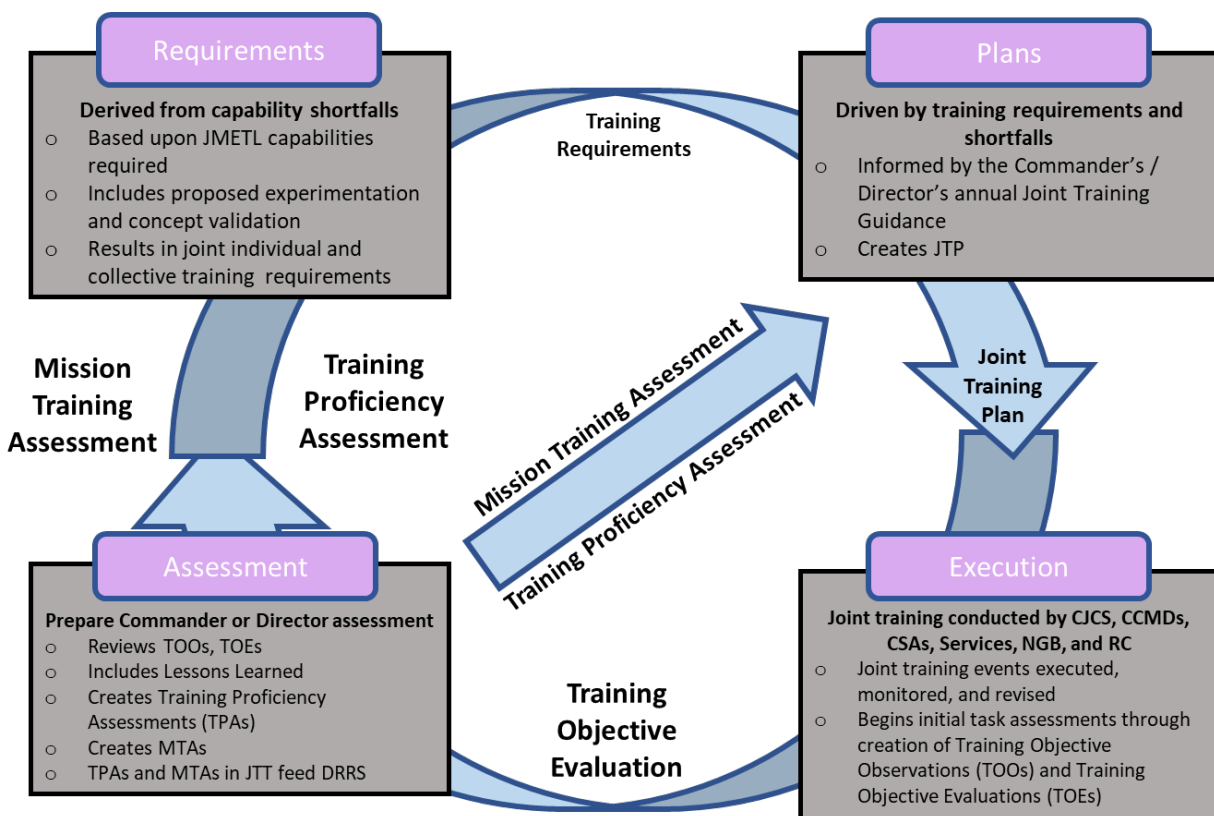
Figure 2. Joint Training System Diagram

APPENDIX A TO ENCLOSURE B

JOINT TRAINING SYSTEM PHASE I (REQUIREMENTS)

1. <u>Overview</u>. The purpose of Phase I (Requirements) is to define command training requirements by assessing current capabilities against the commander-/director-approved JMETLs and identify possible training programs in terms of tasks that must be performed and organizations to accomplish the defined tasks.

  a. Organizations begin the first phase of the JTS by reviewing inputs and applying processes to each input to determine if gaps between required and actual capabilities can be improved through individual or collective joint training.

  b. Organizations developing their training requirements must first review inputs from the previous cycle's assessment phase to assist in the development of the commander's/director's joint training requirements. Phase I (Requirements) end state is commander-/director-approved joint training requirements that enable Phase II (Plans) of the JTS.

2. <u>Inputs</u>. Organizations must first determine the required inputs that should be considered during Phase I (Requirements). Inputs that should be considered include, but are not limited to:

  a. Commander/director training guidance.

  b. Campaign Plan requirements.

  c. Current JMET TPAs.

  d. Current Mission Training Assessments (MTAs).

  e. Joint Lesson Learned Information System (JLLIS) observations, issues, best practices, and lessons learned.

  f. New concepts or capabilities requiring validation.

  g. Experiments.

  h. Event after-action reviews (AARs) and facilitated after-action reviews (FAAR).

3. <u>Processes</u>. With identified inputs, organizations will analyze, review, and take actions to refine and document training requirements.

    a. Review commander's or director's joint training guidance to develop a prioritized list of missions and JMETs on which to focus to improve JMET proficiency and associated mission readiness.

    b. Review the organization's approved JMETL(s) and the JMETL(s) of subordinate organizations to determine required capabilities.

    c. Ensure HQ and subordinate organization's JMETs have current TPAs and missions have current MTAs; identify trends or shortfalls in TPAs and MTAs; and identify levels of performance that can be used to assess improvement in these shortfalls. Organizations can also identify measures to enhance JMET proficiency and associated mission readiness.

    d. Review JLLIS issues and other outcomes from recent joint training events to identify training requirements not described in other inputs (e.g., TPAs and MTAs). Determine how and if any lessons learned or best practices can be incorporated into ongoing JTS development. Additionally, identify training opportunities required to validate the corrective actions for any pending issues.

    e. Review issues, resolutions, and outcomes from recent joint training events, and FAARs and AARs from recent events, to provide context to TPAs and MTAs.

    f. Review individual joint training requirements to ensure proficiency for mission, billet, and overall joint development. Identify levels of performance that can be used to assess improvement in these shortfalls.

    g. Review and prioritize proposed experimentation, joint concepts for validation, and capabilities for evaluation to determine the most appropriate venues for inclusion.

4. <u>Outputs</u>. After analyzing the products of the Phase I (Requirements) processes, the organization's joint training lead element determines the organization's joint training requirement for the commander's or director's approval. These joint training requirements can include prioritization of, and specific focus areas for, JMETs; individual and collective joint training requirements; execution of exercises (along with type of exercise, estimated execution date, training audience, and exercise focus); and capabilities and concepts to be evaluated.

5. <u>Phase I (Requirements) Summary</u>. The purpose of the Phase I (Requirements) of the JTS is to identify the shortfalls and gaps to mitigate in order to accomplish assigned missions and to document those gaps. The Phase I (Requirements) ends with commander-/director-approved individual and collective joint training requirements.

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JOINT TRAINING SYSTEM PHASE II (PLANS)

1. Overview. During Phase II (Plans), organizations (through their joint training leads) focus on capabilities, resources, and priorities. They identify capabilities, resources, and priorities to develop and formalize a JTP or provide input in the development of a CCMD campaign plan/campaign order. CSA directors must consider their inherent support to all CCMDs and establish a means for prioritizing support within their JTP.

2. Phase Inputs, Processes, and Outputs. Phase II inputs include JMETLs, campaign plans, operational plans, contingency plans, training requirements, and other relevant training guidance. The processes include an analysis of the JMETLs and other inputs, refinement of training requirements and audiences, development of TOs, and creation of joint training event schedules. The output of Phase II is the published JTP.

3. Joint Training Plan. A JTP identifies the commander's training guidance, training audiences, TOs, and training events needed to attain the required levels of proficiency. The completed JTP addresses joint training requirements within a four-year cycle. For example, a completed JTP in fiscal year (FY) 2023 will address execution events in FY 2024 through FY 2027.

4. Joint Training Plan Development Input

    a. Step 1: Commander's/Director's Training Guidance Development. The JTP describes how staff and forces are trained to conduct and support joint operations. The guidance should be based on training gaps, reference (d), operational plan requirements, previous training events, current TPAs, MTAs, lessons learned, commander/director directives, and how training resources should be used to reach the desired end state. Step 1's product is a current commander/director training guidance that will be used to develop the commander's/director's JTP.

    b. Step 2: Review Reference Documents. In Phase I (Requirements), JMETs were prioritized and analyzed in the context of assigned missions and the commander's intent for accomplishing those missions. In Step 2, joint doctrine, standing operating procedures (SOPs), Service doctrine, relevant lessons learned, TTPs, etc. are reviewed in the context of each JMET to determine the processes, instructions, guidance, and other procedures that will be utilized to successfully accomplish each JMET. These processes and procedures form the basis of what must be trained.

c. Step 3: Analyze Joint Mission Essential Tasks. Training requirements are based on an assessment of the training audience's current capability to execute command missions and the commander's training guidance. Step 3 involves a review of training and overall mission assessments from DRRS, the training audience TPAs for each JMET, and MTAs for each JMETL. From this review of TPAs, a refined list of training audiences that require training is developed. Gaps or shortfalls between current mission capability and the required mission capability identified in the JMETL will also become training requirements that can be mitigated through training events in the next JTP.

(1) A TPA is an assessment of the organization's training status for each JMET relative to the task standards and associated conditions. As a more cumulative assessment, an MTA is the commander/director assessment of the organization's demonstrated capability for each mission based on TPAs.

(a) In a mature training program with no significant changes in mission, TPAs and MTAs developed in Phase IV (Assessment) of the last training cycle are available to assess the training audience.

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

(2) Training requirements and gaps are identified by comparing the current proficiency levels with the required levels defined in the JMET standard, or as stated in the commander's training guidance. Other training requirements may be identified in the commander's training guidance as well.

d. Step 4: Training Objective Development and Method, Mode, and Media Identification. The joint training requirements are translated and consolidated into JTP TOs. A JTP TO is a statement that describes the desired outcome of a joint training activity in terms of performance, audience, training situation, and level of performance. JTP TOs are derived from JMETs, joint doctrine, commander's/director's guidance, and organizational SOPs. Subordinate and supporting organizations establish their own organizational JTP TOs as directed by their commander/director to be prepared for the supported commander's required level of performance in the joint training activity. Organizations may convene a training objective workshop (TOW) to assist in preparation of the future years' JTP. Event-specific TOWs may be conducted during Phase 3 to refine existing TOs relative to event objectives or scenarios.

(1) JTP TOs are based on a specific JMET, or set of JMETs, and built around a template that consists of:

(a) A specific performance requirement that describes the processes and procedures the specific audience needs to accomplish to support the JMET IAW approved joint doctrine, such as supporting and enabling tasks.

(b) The training situation, which describes the OE in which the training audience will perform the action identified in the performance. The training situation describes constraints and restraints placed upon the training audience (i.e., what is given or taken away) and should be based primarily on the JMET conditions. Additionally, the training situation will clearly describe the stimulus, or set of stimuli, that must be presented to prompt the training audience to take the desired action (i.e., performance).

(c) The level of performance describes how well the audience must perform to achieve the objective. The level of performance is determined relative to the JMET standard. A level of performance should answer the question of how often, how quickly, how well, or to what other standard the training audience must accomplish the performance under the training situation. The level of performance must be specific, measurable, observable, achievable, and realistic enough to enable an objective—rather than subjective—evaluation of the training audience's performance. A training objective may have more than one level of performance, and the training audience must meet or exceed all levels of performance to achieve a TO.

(d) The training audience identifies the specific individual(s), section, board, center, cell, staff, or unit who must be able to perform the task.

(2) <u>Determining Training Methods, Modes, and Media</u>. Training events focus on improving individual or collective ability to perform. The most appropriate training methods, modes, and media—balanced against the "best possible" training construct within resource availability constraints—are selected to achieve the specified JTP TOs. There are two fundamental training methods: academics and exercises. Each of these methods can be further categorized as techniques (modes) and training support tools (media) to conduct the training event. Joint training can also be accomplished through execution of a combination of both academic and exercise methods in any specific training event. Matching the training support tools available with the training required must be optimized to train efficiently and effectively. A detailed discussion of methods, mode, and media selection is in Annex A to this appendix.

e. Step 5: Design and Schedule Training Events. In Step 5, specific training events are identified and initial event design begins, to include exercise objective(s) nomination, funding, personnel, strategic lift identification, and timing of each event required to achieve the training requirements. The forecast of resource requirements identified during initial event design provides supporting organizations a first look at the overall resources required. Events are designed and scheduled using the JTT.

(1) Force Requests. The JTT provides the ability to identify DoD force requirements, USG interagency requirements, coalition requirements, and NGO/IGO exercise participants. The Joint Staff Directorate for Joint Force Development, J-7 will assist exercise planners by posting force provider force sourcing and exercise participation business rules on the Joint Training Platform to provide guidance for requesting, sourcing, and tracking exercise force or non-DoD USG exercise participants in JTT.

(a) U.S. DoD Force Requirements. The JTT provides the capability to request forces in support of DoD exercise force requirements, as well as to request individual exercise subject matter experts (SMEs). An exercise force request is a request for units or capabilities to fulfill exercise requirements that cannot be sourced from within the requesting organization. The request is generated because the unit or capability is either not resident in existing assigned or allocated forces or the unit or capability is not available due to current force commitments.

1. DoD organizations enter exercise force requirements into JTT. The Joint Staff Joint Force Coordinator (JFC) or appropriate CCMD JFC receives the request for sourcing. The appropriate JFC reviews force requests for accuracy, clarity, and appropriateness (i.e., legal or statutory limitations). After review, the appropriate JFC forwards the request to force providers for feasibility of support. Force providers return requests in "sourced" status after identifying the source and providing organization. If unable to provide sourcing, force providers will delegate the request to another organization or return it as "not available."

2. Exercise force sourcing is distinct from the Global Force Management (GFM) processes, which are meant to resource Secretary of Defense (SecDef)-ordered missions. Requests for forces are not used for exercises.

(b) Assigned Force Requirements. The JTT provides the capability to identify DoD force requirements that are assigned to the requesting command. Organizations must select their CCMD/organization from the force

provider dropdown list to identify and source organic force requirements. All organic force requirements will be published to the Joint Capabilities Requirements Manager (JCRM) to support visibility of assigned forces.

(c) <u>Allocate Force Requirements</u>. CCMDs use the JCRM for rotational and emergent operational requirements. GFM stakeholders use the JCRM throughout the allocation process to support resourcing against SecDef-ordered missions. If the SecDef decides to allocate forces, then a specific command and control relationship is directed in the Global Force Management Allocation Plan.

(d) <u>USG Participation Requirements</u>. The JTT is used to enter USG participation requests that require Joint Staff J-7 sourcing assistance. These are command participation requests that are submitted to Joint Staff J-7 for sourcing from a non-DoD USG Federal department and agency HQ in the Washington, D.C. area (e.g., Department of State (DOS) Bureau of Near Eastern Affairs). If a command requires sourcing assistance from the Joint Staff J-7, they should enter a Federal (HQ) USG Participation Request in the Events Details-Forces/Participation section of JTT. Once the request is entered, the command sends the USG Participation Request to the Joint Staff J-7, via JTT, to begin the coordination process. In addition, JTT is used to document USG participation requirements that are coordinated directly by the command with organizations internal to their area of responsibility (AOR) (e.g., U.S. Embassy).

f. <u>Step 6: Complete JTP</u>. The final step of Phase II (Plans) is to complete the organization's JTP in JTT. Completing these products in the JTT makes them available to the joint training enterprise. Service Components, RC, CSAs, NGB, and other supporting organizations can then synchronize their own training plans. The CCMD JTP lays out the required joint training events, with estimated joint training resource requirements, that take all training audiences from their assessed current levels of performance to the level of performance required to accomplish the organization's JMETs.

5. <u>JTP Milestones</u>. CCMDs are required to complete their JTPs annually IAW with reference (a), or in consonance with their CCMD campaign plan development schedule. The NGB will publish their JTP by 31 March and CSAs will publish by 15 July annually. CCMDs should publish their JTPs with a target date of 15 April. CCMDs will share information contained in their JTPs with their components and functional commands via the JTT and IAW their distribution policy.

6. <u>Summary</u>. The output of Phase II (Plans) is a completed JTP and training and exercise inputs to a campaign plan in JTT. The components of the JTS

planning phase include commander's/director's guidance, a review of training assessments, the development of JTP TOs, the selection of training methods, modes, and media, initial design, and scheduling of the training events. Completing the JTP or Phase II (Plans) enables Phase III (Execution).

ANNEX A TO APPENDIX B TO ENCLOSURE B

METHODS, MODES, AND MEDIA

1. <u>Overview</u>. This annex details a logical process to select appropriate training methodologies and training support tools to train to a task given the training audience, the expected outcome, and the resources available. Reference (e) provides guidance on the management of existing interactive courseware and the development of additional interactive courseware to meet training requirements and strategies.

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

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

    b. Matching the appropriate training strategy and training support tools (training methods, modes, and media) with the training required is critical to training efficiently and effectively. Choice of mode or media best suited for a particular training application depends on the TOs, training audience, and available resources. While a specific mode or media may be absolutely the best theoretical choice to match the TOs, training audience, and selected training method, it may not always be the practical choice and other modes or media may represent the most appropriate choice.

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

(a) The Joint Knowledge Services Database functions as a repository for Joint Knowledge Online (JKO) courseware data, and other JKO-related data. The database forms the backbone of a Joint Content Search tool that is available to JKO students via the JKO portal. Students can keyword search and be provided a link to a course enrollment page in the Learning Content Management System (LCMS). Additionally, it is the tool used to link UJTs to courseware.

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

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

(2) Event, Exercise Mode, and Media Types. There are many types or modes of exercise appropriate for joint training: the practical exercise (PE), tabletop exercise (TTX), computer-assisted exercise (CAX), staff exercise (STAFFEX), command post exercise (CPX), field training exercise (FTX), command and control exercise (C2X) (combining the CPX and FTX), and mission rehearsal exercise (MRX). Each has distinct advantages and disadvantages, most often associated with the resources required to plan and execute the event. Prior to exercise mode selection, joint trainers must determine the primary training audience and required training outcome. Once the exercise mode is selected, the appropriate media to support accomplishment of the TOs are determined. Joint trainers manage the combination of selected training mode(s) and media and use timeline events (formerly referred to as "injects") within the training scenario to guide the training audience toward the accomplishment of the TOs.

3. Methodology. The process of identifying an effective training strategy to meet training requirements is critical to the successful application of the JTS. Identification and refinement of the training audience and development of TOs

are key to the development of an effective training strategy. The appropriate training methodology can be selected from an analysis of the training requirements, the refined training audience, and TOs. Once a method (academic or exercise) or combination of both methods is selected, further decisions will assist in defining the specific mode(s) and media to support that selection.

a. The selection of the training method begins with determining the purpose of the training event. An analysis of the training requirements and commander's training guidance determines the training audience and intent. Selection of the appropriate methodology starts with identification of the TOs. Identification of the TOs will lead to determination of whether the training method should be an academic or exercise training event or a combination of both methodologies.

b. Academic and exercise events are different in nature and consequently are suited to different purposes.

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

(2) Exercises are often characterized as collective task training designed to develop proficiency and teamwork in performing tasks to specified standards. Exercises also enable practice and development of proficiency in supporting individual skills and tasks. Thus, exercises are best suited for practice, assessment, and validation of specific skills.

c. Required outcomes of training events can be defined as:

(1) <u>Educate</u>. The movement from a current level of knowledge and understanding to a higher level.

(2) <u>Remediate</u>. Filling identified gaps in knowledge and understanding.

(3) <u>Prepare for Event</u>. Joint training up to the application level of learning in preparation for participation in a follow-on training event as part of the training audience (e.g., exercise precursor training in preparation for a joint exercise). Focus is on specific mission or capability.

(4) <u>Practice</u>. Application of skills acquired in training.

(5) <u>Evaluate</u>. Appraisal of training audience performance within a specific set of mission tasks (tasks, conditions, and standards) or capability.

(6) <u>Validate</u>. Confirm training audience abilities in terms of mission capability requirements (tasks, conditions, and standards). Confirm new or revised doctrine and TTP, concepts, or strategies.

d. Depending on the analysis of the above training outcomes, the best method for training for a specific training requirement will become apparent.

4. <u>Mode Selection</u>. Modes represent the varied ways that training can be accomplished utilizing a specific training method. In selecting the proper training mode(s), the trainer must consider that different areas of knowledge and skills require different attention and treatment in the design of training/ instructional activities. Here, the translation of TOs into the applicable KSAA is essential to effective training development. Specifically:

a. Concept learning requires information gathering and organization.

b. Cognitive development requires problem solving and critical thinking.

c. Psychomotor skills require practice and hands-on experience.

d. Attitudinal changes require role-play and situational practice.

5. <u>Academic Modes</u>. Once the academic method is selected, the next step is to determine the mode(s) of training and the media to be used to accomplish the TOs.

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

b. Academic training events can be effectively executed using a variety of training modes. Specific academic training mode selection should be guided by an assessment of the joint training audience, TOs, and available resources to support the training.

c. During the mode selection process, it is helpful to examine the advantages and disadvantages of each mode. Development of a decision matrix will aid the joint trainer in determining the most appropriate mode of training based on the joint training audience and TOs. This analysis assists in determining which mode is most appropriate in conducting academic training within available resource constraints.

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

a. Joint trainers have many available academic media options to support the selected mode(s) of training in an academic event. The medium is the physical means by which the training/instructional message is communicated to the training audience. The following media are offered for consideration in designing the academic event: audio, printed text (e.g., handouts, lesson plans, outlines, procedural guides, templates, checklists), video or film, computer software, or digital video and the other resources available via the internet. Additionally, many pre-packaged solutions (content, mode, and media) to certain academic training requirements are available through joint training support sources such as JKO.

b. If the training cannot be supported internally, other agencies may provide support. Options include training provided or supported by Joint Staff J-7, Joint Forces Staff College, or other organizations using mobile training teams or other means. Additionally, resident, exportable, or distributed training elements may be available to support joint training. Refer to JKO (reference (f)) for training resources, interactive courseware, and the Joint Individual Learning Database (JILD).

7. <u>Exercise Modes</u>. Joint training is characterized as "realistic and relevant practice plus feedback." Exercises provide joint training audiences dedicated opportunities to practice required skills in scenarios that reinforce learning and receive performance feedback during and after the exercise. Realistic and

relevant practice plus feedback leads to required learning and task performance capability.

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

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

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

   (1) Who is the primary joint training audience?

   (2) What are the required outcomes of the joint training event?

d. There are many types or modes of exercise appropriate to accomplish and support joint training.

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

   (2) Tabletop Exercises. TTXs involve key personnel discussing hypothetical scenarios in an informal setting. This type of exercise can be used to assess the adequacy of plans, policies, procedures, training, resources, and relationships or agreements that guide prevention of, response to, and recovery from a defined event.

(3) <u>Computer-Assisted Exercises</u>. A CAX is a synthetic exercise used to simulate scenarios, OE, processes, and procedures of all kinds and levels of operations, in complex environments.

(4) <u>Staff Exercises</u>. A STAFFEX is used to train, build, and evaluate staff proficiency in staff tasks.

(5) <u>Command Post Exercises</u>. A CPX is an exercise in which the forces are simulated, involving the commander, the staff, and communication within and between HQs.

(6) <u>Field Exercises</u>. An FTX is a military exercise conducted in the field under simulated operational conditions in which troops and armament of one side are actually present while those of the other side are simulated.

(7) <u>Command and Control Exercises</u>. A C2X is an exercise that combines the attributes of a CPX and FTX conducted in a live, virtual, constructive (LVC) training environment.

(8) <u>Mission Rehearsal Exercises</u>. An MRX is normally accomplished as part of a unit's pre-deployment training cycle in support of a named operation.

8. <u>Exercise Media</u>. Once the exercise mode is selected, the next step is to determine the appropriate media to support accomplishment of the training.

a. As with an academic joint training event, before considering the media options for an exercise training event a determination should be made of whether the training can be accomplished internally with available resources or assistance is required.

b. The designated joint trainer has a number of available media options to support the selected mode of training in an exercise event. Selecting the appropriate training/instructional media is absolutely critical in meeting the TOs. Based on the KSAAs derived from the TOs, the joint trainer/training designer should be cognizant of the attributes of the various media alternatives and how each best furthers the joint training/learning experience. The following media are offered for consideration in designing the exercise-training event: audio, video, multimedia, hypermedia, video teleconference, models, printed text, operational systems and equipment, simulation, and computer software.

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

10. <u>Summary</u>. The methodology described in this enclosure provides a logical arrangement of factors to assist the joint trainer in selecting the appropriate methods, modes, and media. Whether by the academic or exercise method, or through a combination of both, joint training must include the application of acquired knowledge. It must also include the practice of required skills and effective performance feedback for individuals, staffs, units, and organizations to develop and demonstrate the respective ability and level of proficiency necessary to accomplish required tasks, under relevant conditions, to specified standards and generate the overarching objective capabilities.

APPENDIX C TO ENCLOSURE B

JOINT TRAINING SYSTEM PHASE III (EXECUTION)

1. <u>Overview</u>. Phase III (Execution) formally commences at the beginning of each FY and ends when all JELC activities for the year's final training event are completed. Phase III activities may occur prior to the beginning of the FY for those training events that have JELC activities occurring prior to the year of execution.

    a. The purpose of Phase III (Execution) is to execute the joint training events listed in the JTP to satisfy the JTP TOs established during Phase II (Plans). Upon completion of each training event, training objective observations (TOOs) are analyzed, evaluated, and documented in the form of training objective evaluations (TOEs) to determine whether event TOs were met.

    b. The products of Phase III (Execution) are used in Phase IV (Assessment) to determine whether a CCMD is trained to perform the required mission capabilities—defined by JMETs—to standard. The building block approach to prepare for joint training events by the Service Components, RC, NGB, CSAs, and other supporting organizations supports evaluation and assessment at each successive level so that subordinate commanders can evaluate their preparedness for joint training events and CCDR missions.

2. <u>Purpose</u>. This appendix describes the methodology for designing, planning, preparing, executing, analyzing, evaluating, and reporting training events. Academic and/or exercise methods can be used to execute training events. Although the methods appropriate for each TO should be identified in Phase II (Plans), the matching of specific methods, modes, and media normally is not complete until the execution phase.

3. <u>Phase III Inputs, Processes, and Outputs</u>. Phase III input is the JTP. The processes include executing a JELC for each joint training event and developing associated TOEs. The processes, whether academic or exercise, support the training requirements and provide the following output: TOOs, TOEs, and validated Joint Lessons Learned Process (JLLP) observations categorized as doctrine, organization, training, materiel, leadership, and education, personnel, facilities, and policy (DOTMLPF-P) best practices reflecting successes or opportunities for improvement.

4. <u>Training Event Development and Execution.</u> The result of JTP development is the execution of training events that will be used to reinforce current

capability or train capability gaps determined during Phase II. The two primary methods of training are academic and exercise.

a. Academic instruction is conducted either as stand-alone events or as a precursor for a larger event such as an exercise.

(1) The academic method is selected if the desired outcome is one of the following: moving from a current level of knowledge to a higher level; filling gaps in knowledge from a previous knowledge level; or achieving the ability to apply the knowledge. The latter is normally the desired outcome when academic instruction is conducted prior to, but in conjunction with, a joint exercise. Academic instruction must be designed, planned, prepared, conducted, evaluated, and reported the same as an exercise to achieve optimum results.

(2) Academic instruction may also be supplemented with distributed online training using JKO and the Joint Exercise Training Support portal to support both the general and specific functional areas of instruction. The JKO LCMS, or other learning management systems, can be used to track the progress of individuals to prepare for formal academics. JKO courses embed proficiency statistics for pre-requisite courses that are captured and reported in advance of training exercise academics to assist trainers in identifying and training to gaps.

b. Exercises—defined as a joint military maneuver, simulated wartime operation, or other CJCS- or CCDR-designated event involving joint planning, preparation, execution, and evaluation—can require extensive coordination and preparation. Exercises normally have a 12–18 month planning timeframe and provide the best venue for collective training.

5. <u>Joint Event Life Cycle</u>. Exercises and other joint training events are designed, planned, prepared, executed, and evaluated using the JELC.

a. The JELC is a flexible, sequential set of processes that can be modified to apply to various levels of joint event complexity. Nominally a 12–18 month undertaking for major collective exercises, the JELC can be tailored for a wide range of training methodologies and planning windows. JELC activities and timelines are directly related to the scale and complexity of the training event itself. The JELC is used to plan and execute events during Phase III (Execution) of the JTS and is sometimes defined as a "cycle within a cycle."

b. The JELC consists of five stages: design; planning; preparation; execution; and post execution. The JELC is normally executed via a series of

planning conferences or other types of collaborative sessions. Conferences can provide discrete milestones between each stage of a large-scale event's JELC, but for smaller scale events such as joint staff board/center/cell training, the JELC stages can all be performed in a matter of a few days as one continuous effort. A representative list of major JELC milestones is at Appendix A to Enclosure D. In practice, the JELC flows as a nearly continuous process from one stage to the next, and the boundaries and timing between stages become nearly indistinguishable. Each stage of the JELC for major exercises is defined by a series of planning conferences designed to provide ongoing guidance, monitor progress, identify challenges, establish taskings, and provide a breakpoint between each stage. The JELC is intended to guide and assist event planners in a methodical progression that ensures that specific joint training event milestones are accomplished prior to event execution.
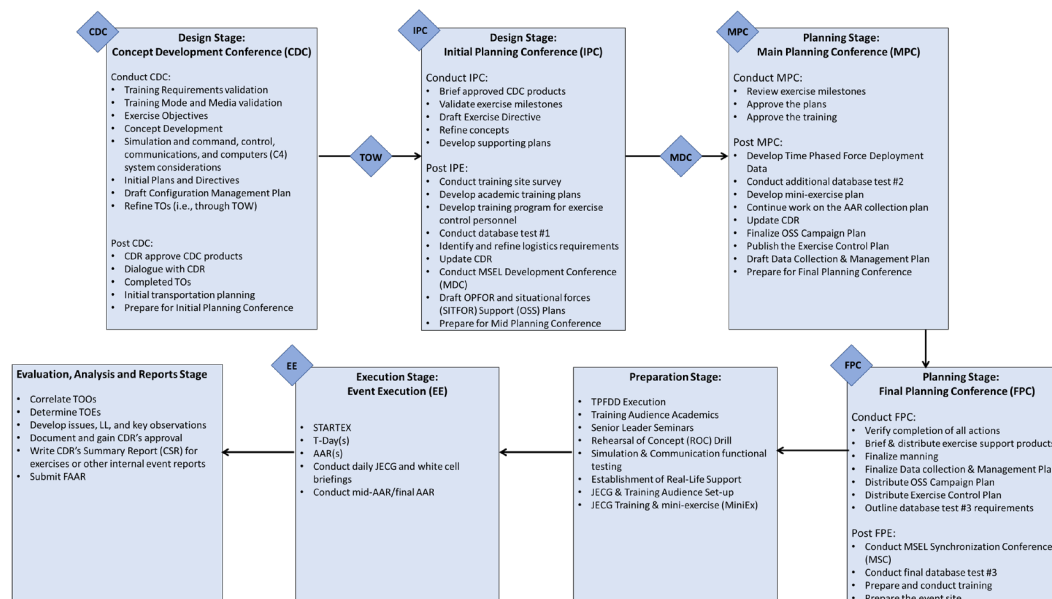
Figure 3. Phase III (Execution) Diagram

(1) <u>Design</u>. The design phase of the JELC includes the Concept Development Conference (CDC), and may include the TOW. It ends right before the Initial Planning Conference (IPC). The CDC is meant to establish the initial design and concept for the training event. Organizations use the CDC to focus on the development of the exercise directive, initial concept, scenario, training audience confirmation, event control structure, potential simulation requirements, and exercise objectives. Lastly, the CDC should identify which joint training requirements listed in the approved JTP, campaign plan, or commander/director guidance will be satisfied by each specific training event. Refinement of these training requirements to better fit the specific training

event occurs in the planning stage of the JELC. TOWs may also be conducted in this phase.

(2) <u>Planning</u>. The planning stage of the JELC includes significant activities and produces most of the products required to execute the training event. Joint trainers and exercise planners refine and finalize training event concepts, validate event milestones, prepare the exercise directive, and identify and refine logistics requirements. Planners specifically include exercise force sourcing, opposing forces, and other requirements to generate and validate modeling and simulations (M&S) and scripted events. These elements guide exercises toward a specific outcome and inform the development of supporting plans (e.g., simulation, information management, or knowledge management). Trusted agents drawn from the training audiences will further detail JTP TOs to support the exercise scenario. Stage 2 planning includes at least one (possibly two) master scenario event list (MSEL) development conference, the main planning conference (MPC), and the final planning conference. It may also include intelligence scenario working groups and others as dictated by the scope and complexity of the event. Additionally, this phase encompasses data collection and management planning, where exercise planners document their data collection/observation targets

(3) <u>Preparation</u>. With Stage 2 planning concluded, organizations prepare for event execution (Stage 4) through multiple actions to prepare training audience(s), joint exercise control groups, and event support organizations for the start of the joint training event. This can include publication of final orders and manning documents, Time Phase Force Deployment Data (TPFDD) execution, training audience academic sessions, senior leader seminars, rehearsal of concept drills, simulations and communications functional testing, establishment of real-life support, exercise control group establishment and training, training audience set up, and mini exercises.

(4) <u>Execution</u>. The execution stage begins when all event preparations are complete. Execution can vary in duration depending on commander/ director guidance and the overall complexity of the training event. During the execution stage, training audiences work to achieve approved exercise and training objectives. The execution stage ends when training audiences complete their AAR. At the end of this phase, all observation collection requirements will be documented and deconflicted in time, space, and focus, and assigned to trusted agent observers, and all TOOs recorded in JTT.

(5) <u>Evaluation, Analysis, and Reports</u>. Critical to this stage is the compilation of the collection management plan, to include recording TOOs that

were observed during execution, completion of TOEs for each exercised training objective, and other authoritative observations. The evaluation process is identical for both academic and exercise training events. This JELC phase coincides with the discovery and validation phases of the JLLP. There is often significant overlap in information and analysis and, as such, these processes should be complementary when practical.

6. <u>Products and Milestones</u>. The output of Phase III (Execution) is the assessment of joint training events and includes TOOs, TOEs, evaluation of previous issues and best practices that subsequently become lessons learned, and validated observations. This body of data comprises the event results that facilitate AARs and highlight potential issues or best practices to support the assessments in JTS Phase IV (Assessments).

   a. The initial product that drives each joint training event is the joint event planning milestones (based on the JELC), which will drive a joint training event from creation to completion. Just as the JELC was described as a flexible set of processes, there is no one-size-fits-all timeline that will drive the planning and execution of each joint training event. Exercise planners must contend with many different variables as they develop the plan and timing for their joint event. It is generally true that following the sequence and phases as described in this manual enables planners to achieve the best results.

   b. Exercise planners are required to review the criteria for submission of a Significant Military Exercise Brief (SMEB) during exercise development. If a SMEB is required based upon location, size of forces involved, scope, scenario, participants, visibility, and/or timing, it must be submitted not later than (NLT) 50 days prior to the established critical cancellation date (CCD) IAW the process described in Appendix D to Enclosure D.

   c. During execution, the office conducting the exercise (OCE) and any participating organization whose METL was the basis for a TO are responsible for ensuring the development of TOOs by the respective MET office of primary responsibility (OPR), as well as ensuring MET OPRs complete TOEs. These observations will assist in determining and documenting the TOE of the training audience.

   d. Following event execution, a deliberate, facilitated AAR process will ensure the commander/director understands whether the training audience achieved the event TOs, and what lessons can be taken from the training event. Key overarching and cross-cutting issues and best practices that require additional resolution and integration within the JLLP are entered into JLLIS NLT exercise termination (ENDEX) plus 45 days.

7. <u>Summary</u>. Joint training events identified in the JTP are executed using an academic or exercise method. Execution of academic and exercise events provides the opportunity to train—and verify that training audiences are trained—to the proficiency levels identified in Phase II (Plans). The JELC methodology is used during Phase III to ensure all required planning milestones are met and quality training is conducted. The outputs from all events are aggregated to support assessment in Phase IV (Assessment).

APPENDIX D TO ENCLOSURE B

JOINT TRAINING SYSTEM PHASE IV (ASSESSMENTS)

1. <u>Overview</u>. Phase IV (Assessment) activities are conducted continuously throughout the training cycle and have no specific start or endpoint. At a minimum, they are carried out quarterly in the form of TPAs and MTAs. They must also be accomplished NLT 30 days after a major joint training event.

　　a. The purpose of Phase IV (Assessment) is to convert training evaluations from multiple joint training events into an assessment of readiness and MET proficiency.

　　　　(1) TOEs conducted during Phase III (Execution) are analyzed relative to each JMET to develop TPAs. TPAs for each task in a JMETL are analyzed to develop MTAs.

　　　　(2) TOEs provide an objective snapshot of an organization's actual performance during a joint training event. TPAs and MTAs are subjective assessments of the organization's capability to perform in the future.

　　　　(3) Training assessments are completed quarterly in JTT, or after a major joint training event, in the form of TPAs and MTAs supporting the organization's overall joint readiness assessment.

　　b. <u>Evaluation versus Assessment</u>. During the assessment phase, the commander/director assesses the command's/agency's ability to perform its JMETL and accomplish its missions based on the totality of numerous TOEs, informal results, actual operations, evaluation of JMET standards, and any other pertinent feedback available. An assessment applies the commander's judgment to those collective "snapshot" data points to determine the organization's capability to perform in the future. An evaluation is a component of an assessment, a structured process of examining specific activities or performance compared to defined standards or criteria.

　　c. A training assessment is the analytical process used by commanders to determine an organization's capability and capacity to accomplish JMETs under specified conditions and levels of performance. The assessment phase of the JTS provides commanders and staffs, at each level of command, valuable information about mission capability and capacity gained within the JTS. The objective of the assessment phase is to determine if the organization is trained, partially trained, or untrained. It enables the CCDR to assess the effectiveness of the training program for improving the joint readiness of their staff and

subordinate and supporting organizations. It provides the commander a clear structure to identify their staff's strengths and weaknesses, review issues and lessons learned and refine their future joint training program, provide guidance, mitigate risks, reprioritize resources, and serve as an advocate for the HQ and subordinate and supporting organizations. Likewise, Service Component commanders, CSA directors, and RC, NGB, and other supporting organization leaders assess the ability of their training programs to prepare their organizations to perform their assigned missions. The assessment phase of the JTS describes how the collective training results are:

(1) Used to support organizational proficiency determination.

(2) Translated into future training requirements for subsequent training cycles.

(3) Developed into lessons learned.

(4) Used to identify and resolve gaps.

(5) Made available to other users of training information.

2. <u>Purpose</u>. This appendix describes the methodology for conducting the assessment, documenting the results, and distributing those results internally and externally for action. The methodology is dependent upon three key factors: clear commander's/director's assessment guidance (an assessment plan); well-documented output from the execution phase (lessons, issues, TOOs, and TOEs); and a disciplined comprehensive assessment process.

3. <u>Phase IV Inputs, Processes, and Outputs</u>. Although the types of input and output are consistent across commands, process methodologies will vary due to unique command assessment plans and processes. Inputs include the current JTP, data gathered during Phase III (Execution), relevant lessons learned, and data from actual operations that may be applicable to the assessment process. The outputs include approved TPAs and MTAs that inform the organization's overall monthly readiness assessment in DRRS, initial development of the commander's training guidance for the next cycle, refinement of issues, and documentation of lessons learned.

4. <u>Assessment Process</u>. The JMETL, TOs, TOOs, and TOEs are the primary data points for the assessments conducted in Phase IV. Assessments are based on the training proficiency of various training audiences, including allies and partners, relative to JMETs when developing TPAs. Evaluations based on the training proficiency of various training audiences relative to JMETs are

used to develop TPAs. The training proficiency of an organization across an entire JMETL is used to develop MTAs. Other sources include AARs from actual operations, informal results from other internal training, selected joint lessons learned, assessment of JMETs and associated staff task standards in DRRS, and feedback from external sources such as the operations or training results derived by other organizations.

a. <u>Assessment Process Step 1</u>. The first step is to review the organization's TOEs. Most of the data for each executed training objective should be collected by the trusted agent, trainer, or other observer and recorded in JTT. They assess the training audiences' ability to meet JMET standards of training, objective levels of performance, and supporting task standards to determine if the training audience is trained, partially trained, or untrained on the task. This applies objective input to the TPA and directly relates to the JMET and staff tasks.

b. <u>Assessment Process Step 2</u>. The second step in the assessment process is to develop TPAs for each JMET and associated staff tasks, subordinate tasks, or command-linked tasks.

(1) The commanders/directors—or, as designated, staff directorate leads who are OPRs for JMET or associated staff-, subordinate-, or command-linked tasks/mission—assess how well trained their organization is to perform the JMET or associated staff-, subordinate-, or command-linked tasks. The following ratings are used for TPAs:

(a) <u>T – Trained</u>. The organization is trained and has demonstrated proficiency in accomplishing the task under the specified conditions to JMET standards.

(b) <u>P – Partially Trained</u>. The organization needs to practice the task. Performance has demonstrated that the organization does not achieve the standard without some difficulty or has failed to perform some task steps to standard or has failed to execute the task under conditions specified or has not tried to execute the task during the pertinent reporting period.

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

(2) Multiple TOEs for each training audience JTP TO are reviewed and analyzed relative to the JMET standard they are associated with, and the final product is the TPA with a rating of T, P, or U. Supporting TOs are linked to a

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specific JMET or associated staff tasks, subordinate unit tasks, or command-linked tasks and associated standards.

    c. <u>Assessment Process Step 3</u>. Analyze observations, issues, and lessons learned to determine validity and recommend/approve for export to JLLIS, to include the associated UJT or DOTMLPF-P category. JLLIS enables commands to share selective observations, lessons, best practices, and lessons learned across the joint community, as well as elevate validated observations to the joint issue resolution process. This step often occurs concurrently in phases 3 and 4 of the JTS. Refer to Appendix C, paragraph 5.b.(5) for further details.

    d. <u>Assessment Process Step 4</u>. MTAs are developed based on the review and analysis of organizational TPAs and the MTAs of subordinate and supporting organizations relative to an associated JMET. MTAs are subjective assessments that reflect the demonstrated ability of the organization to perform the tasks that make up the JMETL. Once the assessments are complete for each JMET and associated supporting tasks in the JTT, the commander/director assigns an overall MTA for each mission being assessed. This assessment is entered into the JTT and should be completed quarterly and not more than 30 days after a major joint training event. The following ratings are used for MTAs:

    (1) <u>T – Trained</u>. The organization is trained and has demonstrated proficiency in accomplishing the assigned mission under the specified conditions and to required standards.

    (2) <u>P – Partially Trained</u>. The organization needs to practice this mission. Performance has demonstrated that the organization does not achieve the standards without some difficulty, has failed to perform some mission-essential task to standard, has failed to execute the mission under conditions specified, or has not tried to execute the mission during the pertinent reporting period.

    (3) <u>U – Untrained</u>. The organization cannot demonstrate the ability to complete the mission under the specified conditions and required standards.

    e. <u>Assessment Process Step 5</u>. Once all the assessments are completed, the staff prepares a recommendation for the commander/director that includes the proposed TPAs and MTAs with supporting documentation, refined issues, documented lessons, and possible inputs for the commander/director training guidance for the next training cycle. The commander/director may provide more definitive guidance for the next training cycle. The commander-/director-

approved recommendations then become a JTS Phase I (Requirements) input to the next JTS cycle.

5. <u>Products and Milestones</u>. The JTS Assessment Phase generates internal and external outputs.

    a. <u>Internal Uses of Training Products</u>. The training assessment products are the primary tool the commander/director uses to improve training proficiency. These products are used to make inputs to future JTPs, or adjust the current JTP, as determined by the commander/director.

       (1) <u>Input to Future JTPs</u>. When commanders determine that deficiencies can be corrected with the resources allocated, they direct that assessment results be included in future training. Commanders should focus their training resources and efforts on JMETL tasks assessed "P" (partially trained) or "U" (untrained). However, some tasks assessed as "T" (trained) may still be included as valid requirements for future JTPs due to other factors such as perishability or personnel turnover.

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

       (3) <u>TPA as a Data Source for Readiness Reporting</u>. JMET and associated staff tasks, subordinate unit tasks, or command-linked tasks TPAs are considered by task OPRs when conducting monthly readiness assessments. When completed in the JTT, TPAs are exported to DRRS to inform overall readiness assessments.

       (4) <u>Direct Input to Readiness Reporting</u>. Training event analysis may lead to discovery of mission limitations unrelated to training. These issues will not be included in training assessments (i.e., TPA/MTA) but, if mission impacting, may be reported directly in DRRS mission assessments. Each task OPR will coordinate relevant findings with their readiness reporting personnel.

    b. <u>External Uses of the Training Product</u>. Joint training results are made available to other users of training products. The outputs of training assessment can be integrated into many different documents as described in this appendix. Some examples of external uses include Joint Capability

Integration and Development System (JCIDS), JLLP, and the Defense Training Capability Assessment (DTCA).

       (1) <u>Joint Capabilities Integration and Development System</u>. JCIDS implements an integrated, collaborative process to guide development of new capabilities through changes in joint DOTMLPF-P.

       (2) <u>Joint Lessons Learned Program</u>. Joint Staff J-7 executes the CJCS's lessons learned program discovering, validating, resolving, evaluating, and disseminating relevant lessons learned to enhance joint operations capabilities and to ensure joint lessons are learned and integrated into future joint development. The Joint and Coalition Operational Analysis Division collects and aggregates data, conducts analysis, and produces and disseminates products to enhance the joint capabilities of the force (reference (g)).

       (3) <u>Defense Training Capability Assessment</u>. The DTCA is the process to regularly evaluate the relevance of training capabilities for all-domain operations against peer adversaries. Informed by the DTGC, the DTCA aggregates data for use by the entire DoD to identify joint training gaps and achieve desired joint training end-states. DTCA data analysis and validation results inform DoD-wide strategic recommendations up to the DMAG level.

6. <u>Summary</u>. The focus of the assessment phase is on the organization's capability to accomplish its assigned missions. Commanders/directors use aggregated objective data in the form of TOEs to assess subjectively their organizations training proficiency to execute JMETs (in the form of TPAs) and JMETLs (in the form of MTAs). The assessment phase completes the joint training cycle and begins the next cycle by determining future training requirements. It may also impact current JTPs if critical training shortcomings or deficiencies are identified. Since the training aspect reflects an organization's mission capability, the JTT Assessment Phase data also provides a monthly input to DoD via DRRS. The outputs of Phase IV are the MET OPR's TPAs and the commander's/director's MTAs.

ENCLOSURE C

INDIVIDUAL AND COLLECTIVE JOINT TRAINING

1. Overview. This enclosure describes the attributes of individual and collective joint training and the types of joint training audiences that must be considered in the design and implementation of joint training programs. Joint training programs should use a stair step approach to ensure that JTP TOs are constructed to cover training at the individual, team, staff, and unit levels, culminating in an organizational event that validates the training at all levels. JMETL-based JTP TOs must identify the correct audience to ensure the performance, training situation, and level of performance focuses the training audience on specific identified capability gaps/shortfalls.

2. Purpose. This enclosure describes the attributes of the individual and collective joint training using the JTS construct.

3. Joint Professional Military Development. Joint professional development consists of individual education, training, self-development and experience, and staff and unit collective training.

    a. The foundation of the education element is Service and Joint Professional Military Education (JPME).

    b. Most commands and agencies have training programs that support individual and collective preparation for command missions through participation in joint training, which provides a comprehensive process for trainers to identify and fill knowledge gaps. These programs provide joint force commands with options to maximize training by leveraging online learning activities, metrics and assessments, transmedia storytelling, in-resident academics, TTXs, distributed small-group simulation-based part-task training, and tailored feedback into the JELC.

4. Joint Qualification System. The Joint Qualification System is a multi-level system open to all officers of the active and reserve components that recognizes joint experiences regardless of where or how they are accrued.

    a. The Joint Qualification System establishes that joint expertise is based on a career-long accumulation of experiences gained through assignments to joint organizations for extended periods or through the performance of temporary duties of shorter duration. The career-long accumulation of joint experience encourages officers to earn progressive levels of joint qualifications based on knowledge, skills, and abilities in joint matters.

b. Joint experience accrues where jointness is applied through long-term standard joint duty assignments or short-term joint duty assignments during joint operations. Unique to this system is the opportunity to acknowledge that officers also gain expertise in joint matters based on their involvement in joint exercises and other forms of joint training, as well as JPME and other education. Joint experience, joint training, and other education must have direct relevance to the definition of "joint matters" and be designated by the CJCS.

5. Joint Training. Joint training is described as instruction and applied exercises for acquiring and retaining KSAAs required to complete specific tasks and encompasses two types (individual and collective) of joint training (reference (a)). Joint training uses joint doctrine and TTPs or tactical requirements considered necessary by commanders to execute their assigned or anticipated missions. Joint training involves forces of two or more Military Departments interacting with a CCMD or subordinate joint force commander; involves joint forces, joint staffs, and/or individuals preparing to serve on a joint staff or in a joint organization; and is conducted using joint doctrine. Joint training also includes efforts to integrate joint context into Service training programs at the tactical and operational levels to prepare units to meet CCDR mission requirements. The types of joint training audiences at CCMDs are defined below.

a. Individual Joint Training. Individual joint training prepares individuals to perform duties in joint organizations (e.g., specific staff positions or functions) or to operate uniquely joint systems. Individual joint training ensures that individuals know, are proficient in, and have the competencies and skills to apply joint doctrine and procedures necessary to accomplish assigned joint tasks to standard.

b. Collective Joint Training. Collective joint training prepares joint staffs, joint staff elements, joint organizational teams, or units within joint organizations to integrate and synchronize capabilities deemed necessary by CCDRs and subordinate JFCs to execute assigned missions. The organizational team includes the CCDR, their staff, and subordinate and supporting JFCs and staffs, who are trained to execute required strategic national, strategic theater, operational, and tactical tasks to standard.

6. Individual and Collective Training Application. The JTS methodology requires an understanding of individual and collective training requirements. This is particularly relevant with respect to the boards, bureaus, centers, cells, and working groups (B2C2WG) construct. The integrated elements in the B2C2WG are formed by various individuals across the CCMD or fillers from

DoD Components. Approaches to develop and conduct joint training for joint training audiences could be thought of as sub-systems within the overall system with focused application in each JTS phase to achieve the desired (required) individual and collective joint training.

7. <u>Summary</u>. Joint training places emphasis on the training of individuals and joint organizations under a unified command using the organization's JMETLs and the processes of the JTS. Joint training begins with qualifying the individual to perform assigned tasks on a joint staff and then qualifying the CCMD staff to execute assigned missions as a joint team, and finally training the collective organization of commander and staff, subordinate joint force commanders and staffs, component commanders and staffs, and units to integrate and synchronize ready combat and support forces to execute assigned missions. Meeting the training requirements developed from the identification and assessment of the organization's JMETLs should be viewed as the minimum desired outcome of all joint training events. Organizations will be continually challenged to balance available training resources against the total training requirement and must consider and use innovative strategies to train all their joint training audiences to required levels of performance.

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APPENDIX A TO ENCLOSURE C

INDIVIDUAL JOINT TRAINING

1. <u>Overview</u>. Individual joint training ensures individuals are proficient in their assigned or anticipated joint tasks. Joint training also provides competencies and skills to apply joint doctrine and procedures necessary to function as joint staff members to assist the CCDR, and subordinate joint force commanders, in integrating and synchronizing joint forces to accomplish assigned missions. This appendix discusses how the JTS is applied to individual joint training.

2. <u>Purpose</u>. This appendix provides conceptual guidance on how an organization applies individual joint training elements into their joint training program.

3. <u>Individual Joint Training</u>. The process of ensuring that DoD training meets the capability requirements of the CCDRs to execute their assigned and anticipated missions begins with individual joint training. The expectation is that DoD personnel have the right knowledge, skills, and abilities to perform their assigned essential tasks.

   a. <u>Individual Joint Training Requirements</u>. Phase I (Requirements) determines the mission capability requirements of the joint duty positions on an organization's staff. This analysis is based on the output of JTS Phase I (Requirements)—namely, the command JMETL defined in terms of tasks/ conditions/standards/organizations and a mission analysis to refine mission capability requirements down to individual staff duty positions.

       (1) The tasks each individual performs in those duty positions, under the relevant conditions to the standard specified by the commander (or their designated OPRs for respective JMETs), would potentially form a mission task list for each staff position.

       (2) This position task list, based upon the mission analysis down to individual staff positions, could be developed and termed an Individual Position Qualification Task List (commands and organizations may have other titles or approaches).

       (3) This task list could then be used to focus joint training and preparation of individuals assigned to each joint staff position. As individual staff members become trained and proficient in these tasks, those individuals become qualified for their duty position.

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

(1) Training tasks generally fall into five areas or groups. Three training areas make up a common foundation for individual joint training when matched to a specific organization or assignment: mandated recurring training, command and theater orientation training, and information management training. Two other training areas making up the remainder of individual joint training tasks are specifically derived from the command JMETLs and position analysis: battle staff (or joint operations center) training and mission area training.

(a) <u>Mandated Recurring Training</u>. Recurring training mandated by directive (e.g., annual Antiterrorism Level I training).

(b) <u>Command And Theater Orientation Training</u>. Command and theater orientation and/or requirements training (e.g., North Atlantic Treaty Organization (NATO) relationships, AOR definition and mission, Department of Homeland Security (DHS) functions, AOR interagency functions, and theater entry requirements).

(c) <u>Information Management Training</u>. Information management training (e.g., use of JKO, JLLIS training, JTT training).

(d) <u>Battle Staff or Joint Operations Center Training</u>. Battle staff (or joint operations center) training includes information superiority, joint logistics, joint operations, and the joint planning process. This includes concepts of joint planning, and tools such as Joint Operation Planning and Execution System (JOPES), JCRM, and DRRS. Also includes understanding concepts associated with the Joint Capability Areas.

(e) <u>Mission Area Training</u>. Mission area training (e.g., C2, battlespace awareness, force applications, logistics, protection, analysis and protection, GFM).

(2) Using the conceptual Individual Position Qualification Task List, joint training tasks can be identified and an individual portion of the JTP can be produced to facilitate increasing individual competencies in the tasks that their joint duty position requires. Although there is one JTP for the command, the detailed breakout of individual joint training by function or position could better facilitate the management of individual joint training and qualification.

(a) Currently, the individual education, training, and preparation functions are addressed differently across commands and organizations. In many instances, these functions are not necessarily directly under the purview of the same staff element or directorate responsible for JTP development and the collective joint training program.

(b) The separate elements managing individual education, training, and preparation, however, can be integrated effectively through intra-command boards or working groups and focused on mission capability requirements founded upon the command JMETLs.

(c) The use of learning management systems to support the implementation of command individual education, training, and preparation functions has continued to grow in breadth and fidelity as command training programs mature.

(3) An individual portion of the JTP identifies the training required for the individual, TOs, and the training events needed to satisfy those objectives, and documents the scheduling of the resources required to conduct the training events. Once an individual portion of the JTP is developed and finalized, an individual joint training schedule can be built to coordinate the execution of the individual joint training events and for integration into the command's overall JTP.

(4) The individual portion of the JTP serves two joint training requirements. The first training requirement concerns command orientation and indoctrination tasks and complete initial position qualification task training, completed within the first 30 to 60 days at the new duty station, followed by some periodic currency or proficiency requirement. The second joint training requirement is recurring training for experienced command staff members. This is follow-on training conducted to improve individual staff member competencies in functional or job specific areas and tasks or to sustain the required level of proficiency.

    c. <u>Individual Joint Training Execution</u>. Individual joint training is executing and evaluating each individual joint training event in the JTP. During individual training events, TOOs are captured with performance feedback provided to the individual both during and after completion of the training in the form of an AAR. TOEs are developed based on the observations of each individual's task performance. Potential lessons learned are also identified during this phase for further analysis and definition in the assessment phase. The primary outputs of Phase III (Execution) are the individual TOEs. Organizations should document the individual training and qualification of assigned personnel in an individual training report.

    d. <u>Individual Joint Training Assessment</u>. During Phase IV (Assessment), the individual's supervisor or designated observer will assess the individual's performance proficiency using the outputs from multiple training events and real-world experiences. The individual joint performance assessment determines whether the individual is competent to accomplish specific tasks in support of the organization's assigned missions. If the individual is assessed as proficient in the required tasks, the results are recorded in the individual's training record and, if not, remediation of the applicable individual joint training is accomplished to correct any shortfalls in individual performance and capability. Training assessments provide feedback for both the current and future Commander's Training Guidance.

4. <u>Summary</u>. Individual skill proficiency is the basis for collective proficiency. A comprehensive and progressive individual and collective training program ensures that joint organizations master the essential tasks required to execute assigned missions. Individual skills form the bedrock for all subsequent team, staff, and unit capability and must be systematically addressed in joint training programs. Individual training can be effectively designed, executed, and assessed using the joint training four-phased methodology that will align individual and collective training requirements with assigned mission to produce trained and ready individuals, staffs, and units.

APPENDIX B TO ENCLOSURE C

COLLECTIVE JOINT TRAINING

1. <u>Overview</u>. Collective joint training prepares joint teams and joint staffs to integrate and synchronize owned and provided joint capabilities to accomplish required JMETs. The JTS (fully described in Enclosure B) is designed to support organizational joint training programs encompassing the full range of individual and collective joint training events.

    a. Collective joint training is instruction and applied exercises that prepare joint organizational teams to complete required tasks as a unit. Collective joint training builds on the foundation of individual joint training and develops the capability of CCMDs, their subordinate joint force commands, and functional components to integrate and synchronize forces in performance of required tasks to standards while working as part of a larger joint, interagency, intergovernmental, or multinational team.

    b. The primary training audience for CCMD collective joint training remains the senior commanders and their staffs who are responsible for the integration and synchronization of owned and provided mission capabilities. These JMETs are derived from the CCDR's assigned missions and responsibilities.

    c. A joint force commander's assessment of current capability against required mission capability identifies capability deficiencies and shortfalls. Further analysis of those identified deficiencies in capability can serve to identify joint training requirements, establish priorities, and form the joint training focus for the joint training cycles articulated in the Commander's Training Guidance portion of the JTP.

2. <u>Purpose</u>. This appendix provides guidance on how an organization can apply JTS to develop, execute, and assess collective joint training in a fully developed JTP. It describes the attributes of collective joint training programs, and how collective joint training prepares staffs from CCMDs and subordinate joint force commands, including joint functional components, to integrate and synchronize owned and provided capabilities under unified command to accomplish required strategic, operational, and tactical tasks. Effective individual and collective joint training is critical to ensuring that CCMD staff, subordinate joint force command staffs, and functional components are adequately prepared and mission ready.

3. <u>Collective Joint Training</u>. Collective joint training builds on the foundation of individual joint training. It centers on strategic and operational joint tasks defined by strategic, operational, and tactical timeframes, planning, decision making, and C2. Joint tasks requiring collective joint training to generate and sustain required capabilities are derived from CCMD missions and joint doctrine and critically focused by identification of JMETLs and staff tasks. Collective joint training in these critical tasks is often accomplished in preparation for a larger event having multiple objectives.

    a. Significant challenges exist when attempting to accomplish strategic and operational TOs for joint training audiences in large multi-echelon exercises with tactical fielded forces operating in real-time. Collective joint training does not require fielded forces supporting the training event to meet the TOs for the joint training audience.

    b. In addition, and more importantly, the TOs and modalities of the differing joint strategic, operational, and tactical training audiences are not effectively blended into single collective training events that efficiently meet the training requirements of each specific training audience. The responsibilities of unified command are primarily implemented through planning processes.

    c. Much of collective joint training, then, is predominantly centered on strategic and operational planning tasks performed by the CCDR and their staff and subordinate and supporting joint force commanders and staffs. The nature of the collective joint strategic and operational tasks and joint training audiences is best suited to accomplishment through plan development exercises oriented on strategic and operational timeframes and conditions.

    d. The ability of joint force commanders and staffs to practice strategic and operational mission tasks; develop and sustain abilities; coordinate, collaborate, and analyze alternatives; develop strategic and operational battle rhythms; and foster improved decision making and unified C2 is the focus of collective joint training.

    e. Staff joint training builds on the foundation of individual joint training and individual joint staff member capabilities and seeks to develop the capability of the staff to perform required missions and tasks to standards. A staff joint training event to perform these tasks may be directly integrated into preparation for a larger collective training event, or may be a separate event to develop, sustain, or validate joint force command staff capability to perform required joint tasks to standard. The training audience for staff joint training is a group of individuals that work as a team within a joint force command staff (e.g., B2C2WGs).

(1) Staff joint training processes should have an assessment of the staff's current capabilities compared to mission performance requirements. This assessment should identify any deficiencies in required capability that can be eliminated or mitigated through joint training. Once the staff training requirements are identified and TOs developed, staff training events are designed, planned, executed, and the task performance of the staff evaluated using the JTS. Joint staff training is a recurring commitment that must be integrated continuously and effectively into an organization's overall JTP and joint training program.

(2) The purpose of executing staff specific training in the JTP is to conduct the planned staff joint training and evaluate the performance of the staff as an entity relative to specified TOs. The focus of the execution phase is refining the planned staff joint training event (if required), conducting execution planning, preparing for the staff joint training event, conducting the training event, and evaluating the staff training audience performance in the execution of required tasks to the defined levels of performance. This application of the JELC is carried out for each discrete staff joint training event in the JTP.

(3) The training events represent critical mediums by which training, and experience are advanced, and elements of capability are improved, evaluated, and assessed. Collective joint training events provide the opportunity to build upon and sustain individual KSAA. They also serve as a performance evaluation medium by providing an opportunity to identify gaps and deficiencies in the abilities required for the accomplishment of required mission tasks.

f. <u>Responsibilities</u>. Collective joint training involves shared responsibilities exercised among CCMDs, subordinate joint force commands, assigned components, other units and agencies, and training support organizations. All CCDRs are responsible for the joint training of their assigned forces, and for supporting the joint training programs of other CCDRs and CSA directors to improve the overall mission readiness of the Joint Force. During the JELC, CCDRs request support from other CCMDs and CSAs through the JTT. CCDRs provide requested support within the constraints of higher priority mission requirements, readiness, and resource availability. No matter the scale of the collective joint training event, the five-stage JELC process (design, planning, preparation, execution, and evaluation) supports JTP execution and effective accomplishment of required training events.

g. <u>Collective Joint Training Requirements</u>. The JTS provides the processes for identifying mission capability requirements resulting in the determination of

the CCMD's JMETL. Assessment of current capability against required mission capability identifies any deficiencies and shortfalls in required capability that then lead to identification of individual and collective joint training requirements. Collective joint training requirements often embody the highest order joint tasks to be performed by a joint force commander and staff, or by a series of superior and subordinate or supported and supporting joint force commanders and staffs.

    h. <u>Collective Joint Training Portion of the JTP</u>. The command's JTP ideally is made up of a series of individual, team, staff element, and staff joint training events whose task proficiency outcomes form the foundation for joint training encompassing broader collective joint tasks and training audiences.

       (1) Collective joint training events are designed to match effectively and efficiently the training audiences and JTP TOs with the most effective and efficient training methods, modes, and media to achieve and sustain improved performance in executing mission tasks to defined standards.

       (2) An objective of a command's joint training program should be to craft the design and scheduling of required joint training at the individual and collective levels to enable coherently the building of critical subsets of required capability, culminating in the validation of the broader set of required mission capabilities in collective joint training events and joint exercises.

       (3) As in the planning of individual and staff joint training events, the planning and scheduling of collective joint training events must be coordinated and efficiently integrated within the command's overall JTP and be based on identified collective joint training requirements.

    i. <u>Collective Joint Training Execution</u>. The focus of the execution phase is refining the planned team, staff element, staff, and unit joint training events (if required), conducting execution planning, preparing for the joint training event, conducting the training event, and evaluating training audience performance in the execution of required tasks to the defined performance standards. This application of the JELC is carried out for each discreet joint training event in the JTP.

       (1) The training events represent critical mediums by which training and experience are advanced and elements of capability are improved, evaluated, and validated. Events provide the opportunity to build upon and sustain individual KSAA. They also serve as a performance evaluation medium by providing an opportunity to identify gaps and deficiencies in the abilities required for the accomplishment of required mission tasks.

(2) As in individual training, performance feedback is provided to the training audience both throughout the event and after completion of the training in the form of an AAR. The execution of joint training events leading up to larger collective joint events and the TOE of the joint training audiences' task performance provide the means for joint commanders to effectively assess the training component of an overall readiness assessment.

(3) If designed and executed appropriately, culminating major collective training events and other major exercises can provide critical capability validation opportunities to the joint commander and staff and further support mission training assessment.

j. <u>Collective Joint Training Assessment</u>. The collective portion of the assessment phase of the JTS is designed to determine the collective competence, based on the ability of the joint force command HQ and subordinate and supporting joint force commands to perform assigned mission to standard and to meet the joint force command's mission responsibilities. The JTS enables future training event development by:

(1) Facilitating the necessary feedback loop that connects one event's outcomes to the next event's inputs.

(2) Bridging unexpected gaps (e.g., personnel missing an event) within the training continuum.

(3) Facilitating efficient remediation between events.

(4) Enabling the development, sustainment, and delivery of a cohesive multi-event narrative.

4. <u>Summary</u>. The purpose of the JTS is to develop and implement a mission-focused joint training program. Collective joint training will compose the largest portion of the JTP. The most effective JTP uses a phased or building block approach that initiates with individual joint training and progressively transitions to team, staff element, staff, and unit joint training based on assigned mission capability requirements, joint training requirements derived from assessment of current capability, and effective training strategies to mitigate assessed capability shortfalls and deficiencies.

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APPENDIX C TO ENCLOSURE C

JOINT NATIONAL TRAINING CAPABILITY

1. Overview. JNTC supports joint force training and is the primary method
JTEEP uses to provide joint context and enabling capabilities at Service and
USSOCOM training programs included within the JEP and their associated
sites. JNTC improves training by including joint capabilities into a globally
distributed joint training environment in response to operational requirements
identified by the CCDRs to execute their assigned missions.

    a. JNTC accreditation and certification provides the gateway for Service/
USSOCOM participation in JTEEP, which enables access to the LVC JTE
through the Global Joint Training Infrastructure, a core component of JTEEP.
The Services/USSOCOM conduct training in response to operational
requirements identified by the CCDRs to execute their assigned missions. All
JNTC accredited Service and USSOCOM training program events are included
within the JEP.

    b. JNTC focuses on improving the joint training enterprise through
development of persistent joint training enablers and capabilities available to
Service and USSOCOM training programs through the JTE rather than
investing in singular training events.

        (1) This approach allows distribution of joint training capabilities
directly through established Service/USSOCOM training programs while
ensuring consistency with joint training objectives that meet the CCMD
requirements.

        (2) JNTC helps to reinforce established joint training architectures and
associated standards necessary to synchronize joint training across the force to
focus on core warfighting. JNTC accomplishes this by looking across training
performed in Service/USSOCOM programs and at sites in an attempt to
provide the linkage from Tier 4, tactical level, training to CCMD operational
requirements.

2. Description. JNTC complements collective Service and USSOCOM training
by extending joint context based on a realistic JTE and CCMD requirements
into Service and USSOCOM training programs at the tactical and operational
levels. JNTC addresses Service and USSOCOM joint training issues by first
assessing the JTE through accreditation of training programs and certification
of sites, and then collaboratively identifying and tracking solutions to mitigate
issues. In the context of JNTC, assessment is a collaborative effort between the

program/site stakeholder and Joint Staff J-7 JNTC Team to validate and confirm ability to establish a JTE. Through continuous engagement with stakeholders, JNTC processes are designed to assist accredited programs and certified sites to close validated joint training gaps and improve the JTE.

3. <u>JNTC Pillars</u>. JNTC was founded on and stands today using four collective training pillars:

  a. <u>Realistic Training</u>. Reinforces joint context based on current operational environment, employs joint doctrine and TTPs, and focuses on live training augmented by appropriate constructive and virtual simulations.

  b. <u>Adaptive and Credible Opposing Forces</u>. Replicates realistic, diverse, and multi-dimensional threats and challenges for the joint training audience. Opposing Forces (OPFOR) include the appropriate situational forces to ensure the threat is adaptable with credible competencies available across all warfighting domains.

  c. <u>Common Ground Truth</u>. Required to maintain effective event control and for use in feedback and debriefing during joint training events. This data must include forces and range instrumentation integrated with joint observer/trainers.

  d. <u>High Quality Feedback</u>, Provides the training audience with feedback on joint performance outcomes and access to concepts and doctrine, and feeds essential joint lessons learned between ongoing operations and training venues.

ANNEX A TO APPENDIX C TO ENCLOSURE C

JOINT NATIONAL TRAINING CAPABILITY ACCREDITATION

1. Background. JNTC accreditation supports training by focusing on Service and USSOCOM training programs that prepare individuals and units to meet CCMD requirements. JNTC assists the Services and USSOCOM to meet this responsibility by assessing the JTE available to training programs through JNTC accreditation.

2. Purpose. Accreditation provides an external validation and confirmation of the training capabilities of the program. JNTC accreditation ensures the program can provide the environment capable for training to established DoD or Service/USSOCOM proficiency standards. The accreditation process will also help inform where future enhancements can be more effectively aligned to facilitate training with warfighting capabilities identified in operational plans (OPLAN) and Joint Warfighting Concepts (JWCs).

   a. Accreditation is a collaborative assessment of the Elements of Joint Context (EJCs) based on current joint operations and other emerging required joint training capabilities to identify issues for mitigation at Service and USSOCOM training programs. When practical, the JNTC accreditation assessment of a training program will occur simultaneously with the JNTC certification assessment.

   b. If a program is not accredited due to lack of joint capability, joint training focus, or unsupported EJCs, the Joint Staff J-7 JNTC Team will provide a review of findings and reschedule an assessment during the next FY or once the issues driving the rejection have been mitigated.

3. Scope

   a. Programs within the scope of potential JNTC accreditation are Service and USSOCOM training programs that:

      (1) Provide a realistic JTE and recurring training on relevant tasks.

      (2) Conduct primarily collective training with joint context.

      (3) Provide training on tactical and operational warfighting tasks derived from CCMD requirements and JWCs.

b. Accreditation will be scheduled for those programs providing joint training capabilities aligned to SecDef/CJCS strategic guidance and priorities, CJCS training guidance and priorities, and specifically designated joint tasks derived from OPLANs and CCMD JMETLs. Additional consideration will be given to programs that support and enable required integration of CCMD, Service, multinational, and/or government agency training components to train on priority joint missions.

c. JNTC accreditation is valid for a maximum of 5 years. Accreditation is maintained by compliance with requirements for the EJC and active participation in JNTC processes, including mitigation. Waivers must be requested by a general officer or flag officer (GO/FO) through the JTEEP governance process to the Joint Staff J-7 Deputy Director, Joint Training and Exercises (DDJTE) for approval.

4. <u>Products and Deliverables</u>. JNTC accreditation determination is documented in an accreditation report providing the training program's assessment findings. These findings include the program's ability to train to specified CCMD requirements, support to EJCs, relevant joint training issues, on-going mitigation efforts, and resolution of prior issues. The outcome of the assessment will include a decision on JNTC accreditation, and any follow-up actions required.

5. <u>Accreditation Process</u>

a. JNTC accreditation begins with the nomination of a program by a Service or USSOCOM. Joint Staff J-7 will publish an annual calling message outlining accreditation criteria and programs scheduled for an assessment. The calling message contains relevant areas, topics, and issues aligned with *National Defense Strategy* (NDS) and *National Military Strategy* (NMS) priorities, CJCS Joint Training Guidance and Joint Training Policy, and JWCs. Services and USSOCOM will submit nomination packages to be considered for accreditation or certification during the subsequent two FYs.

b. <u>Program Selection for Accreditation Assessment</u>. The Joint Staff J-7 JNTC Team analyzes the nomination packages, determines eligibility based upon screening criteria, and develops the JNTC accreditation self-assessment for the JTEEP Service Board to review and endorse a schedule to the Joint Staff J-7 DDJTE for decision.

c. The screening criteria for potential JNTC accreditation and selection considers nominated programs that:

(1) Conduct primarily collective joint training vice individual training or education programs (e.g., schoolhouses).

(2) Provide a realistic JTE and joint training aligned with DoD strategic guidance and CCMD JMETs, and contribute to Joint Force employment, development, and design.

(3) Provide sustainable capability to support all EJCs aligned with selected priorities from strategic guidance that provide training on tactical and operational tasks derived from CCMD requirements and the JWC.

   d. <u>Planning</u>

(1) <u>Accreditation Team Composition</u>. Team membership includes Joint Staff J-7 JNTC representatives, Service/USSOCOM representatives, and SMEs needed to provide specialized knowledge in a specific area or topic.

(2) <u>Tasks Selection</u>. JNTC accreditation is based upon the program's ability to support the tasks that meet the operational requirements deemed necessary by the CCDRs to execute their assigned missions. The Accreditation Team will specifically identify the joint training requirements and linkages to CCMD JMETs that will drive the analysis and subsequent accreditation assessment.

(3) <u>Plan of Action and Milestones</u>. The Accreditation Team collaboratively develops the accreditation assessment Plan of Action and Milestones (POA&M) to synchronize schedules with the Joint Staff, Services, and USSOCOM. POA&M timelines vary for accreditation assessment and decision based on the program's operational tempo (OPTEMPO) and the availability of staff. Changes to an approved POA&M must be requested by the Service/USSOCOM stakeholder and forwarded to Joint Staff J-7 JNTC Team Lead for approval.

(4) <u>Self-Assessment</u>. The nominated program will complete a JNTC Accreditation Self-Assessment prior to the formal analysis. This self-assessment will provide the baseline for a review and further recommendations on the program's readiness for completing JNTC accreditation.

(5) <u>Issue Development</u>. A JNTC issue is a clear description of a shortfall that precludes a program from providing a realistic JTE and the required EJC with an identified linkage to a CCMD JMET. An issue could also

be a specific enhancement that would enable the program to provide additional support to train on CCMD JMETs.

(a) JNTC issues can be identified in the initial program self-assessment and all issues will be validated during the accreditation assessment. A JNTC issue sheet will be submitted by the program representatives containing details of the joint training shortfall and provide the information required to support solution development and subsequent mitigation needed by the Service/USSOCOM submitter and JNTC.

(b) Each issue sheet includes a description of the joint training shortfall, joint requirement relationships, training program recommended, priority, and impacts to joint training in a concise problem statement. The issue sheet also includes program suggestions for solution development and other information that enables the team to track the issue through mitigation to solution. The Accreditation Team will conduct a review and collaboratively ensure a shared understanding of the issue, and conduct analysis to confirm each issue is valid.

(6) <u>Develop Preliminary Mitigation Action Plan</u>. The Service/USSOCOM stakeholder, in coordination with the Joint Staff J-7 JNTC Team, will develop a preliminary Mitigation Action Plan (MAP) for each issue that will serve as a foundation for further mitigation efforts. This preliminary MAP is derived from collaboration during the Accreditation process.

(7) <u>Conduct Preliminary Review</u>. A preliminary review occurs between Service/USSOCOM stakeholder, the training program, and JNTC leadership to ensure mutual understanding of the results of the accreditation assessment. This review validates that the process, analysis, documentation, issues, and findings are mutually understood before the review is complete.

(8) <u>JNTC Accreditation Report</u>. The Joint Staff J-7 JNTC Team produces the final accreditation report for decision by Joint Staff J-7 DDJTE. When JNTC accreditation and certification are simultaneous, the results are combined into one report.

6. <u>The Elements of Joint Context</u>. JNTC maintains consistency in assessing JTEs and capabilities by using the EJCs as common measures for accrediting Service and USSOCOM training programs. Capabilities for providing a realistic JTE and the subsequent joint training conducted on CCMD joint requirements can be described in terms of these elements. Using a standardized method to decompose required joint training capabilities allows for a balanced comparison

to understand joint training issues and potential solutions for mitigation shared across the joint enterprise. The EJCs are described in Table 1.

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ELEMENT	DESCRIPTION
FORCES	U.S. and coalition military forces, government, or civilian agency participants required in events to train to CCMD requirements. All units, elements, and agencies identified should be included as part of the training audience or realistically portrayed by role play, M&S, LVC, or other means.
C2 NODES	Joint Force command structures, control organizations, communication systems, computer systems, intelligence support, surveillance methods, and reconnaissance data to support CCMD missions. Additional focus placed on processes and enabling capabilities used for the command element to fuse all applicable information to achieve information advantage in joint tactical, operational, and strategic decision making. All joint C2 nodes, systems, and data exchange interfaces are included as part of the training program or realistically portrayed by role play, simulation, LVC, or other means for inclusion into the training event to support jointness.
EVENT CONTROL	Event control monitors and drives the entire training audience to ensure the joint training requirement is exercised as planned. This element is most often provided by a joint exercise control group (JECG), white cell, exercise director, associated activities, and the supporting systems. Event control systems and data exchange interfaces provide connectivity (e.g., telephonic, e-mail, M&S) between the JECG and training audience.
OPFOR/ SITFOR	Adaptive and credible OPFOR/situational forces (SITFOR) tailored to prevent, interfere, and challenge the training audience executing training requirements to meet CCMD requirements. OPFOR/ SITFOR will reflect current or near future capabilities of relevant adversaries and global situational elements that contribute to the uncertainty of conditions within the Joint operational environment.
TRAINER SUPPORT	Observers, analysts, and senior mentors available for the execution phase of applicable joint training. This element includes the observer, trainer, mentor, cadre, and analysts who accompany, observe, and/or monitor the joint activities of the training audience to provide training feedback, coaching, teaching, mentoring, and AAR support.
SCENARIO	Scenario storyline supporting execution of joint training representing an operational environment, meeting CCMD mission requirements. The scenario drives training to achieve joint training requirements tied to CCMD JMETs and joint TOs. Scenario includes consideration of global operations within a contested environment depicting competition with a relevant and realistic adversary. Scenario describes and provides documentation, messages, communications, telephone calls, summaries, orders, etc. to simulate the likely source of such information in a real situation/operation (e.g., intelligence report, newspaper, article, operational report)
ACADEMIC SUPPORT	Pre-event/exercise training and education provided in support of joint training requirements tied to CCMD JMETs and joint TOs. Includes online individual joint training, small group joint instruction, and/or joint team building drills conducted prior to collective training event execution.
JOINT DOCTRINE and TTPs	Observable and reportable integration of approved or emerging joint doctrine and TTPs. Availability, integration, and use of approved and emerging joint doctrine and TTPs. Documented use of relevant joint doctrine and TTPs by the instructors and training audience in support of joint training requirements as needed.
FEEDBACK	Joint training data collection, analysis, and feedback capability based on common ground truth and trainer observations. Examination of joint actions and results during a training event that provides commanders direct feedback and an accurate, relevant event debrief and timely AAR. Includes use of the JLLIS to record applicable joint observations distributable to the Joint Force. Available systems and data repositories to capture, store, play back, and report joint actions and results to the training participants and program leadership.

Table 1. Elements of Joint Context

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ANNEX B TO APPENDIX C TO ENCLOSURE C

JOINT NATIONAL TRAINING CAPABILITY CERTIFICATION

1. <u>Background</u>. JNTC certification supports joint training by focusing on capabilities consistently available at Service training sites and using systems that enable training that prepare units to meet operational requirements identified by the CCDRs to execute assigned missions. JNTC certification is a collaborative assessment of current and required systems, infrastructure, and joint training enablers that inform leaders on the capabilities and shortfalls of Service and USSOCOM training sites and systems used by one or more JNTC accredited programs to conduct realistic and relevant joint training.

2. <u>Purpose</u>. JNTC certification is a determination that a Service/USSOCOM training site and systems are supportable and compliant with specified DoD and JNTC architectures, configurations, and standards required to create and sustain a realistic and relevant JTE. Certification provides an external validation and confirmation that a site can support joint training identified in strategic guidance and OPLANs.

3. <u>Goals and Objective</u>. The goal of JNTC certification is to provide a holistic and standardized assessment to ensure Services and USSOCOM's joint training sites and systems support Joint warfighter employment, development, and design. Certification will also identify where sites and systems do not meet standards, or need improvements, to meet joint training requirements and joint focus areas for a realistic and relevant JTE. The objective is to improve Service and USSOCOM training sites to enable relevant joint training that is operational, effective, repeatable, interoperable, and supportable across the JTE.

4. <u>Scope</u>. JNTC certification assessment encompasses all capabilities, infrastructure, and associated systems routinely used for joint training by the Services and USSOCOM. Certification assesses the "as-is" capability available at training sites to conduct relevant and realistic joint training.

    a. Certification applies to the primary site that supports training for one or more JNTC-accredited programs and linked sites subordinate to the primary site being certified. When site certification supports several programs and locations, the aggregate capabilities required to execute training on the entire joint task portfolio shall provide the scope for that certification.

   b. JNTC certification supports the JNTC accreditation process by ensuring the architecture, systems, equipment, software, support infrastructure, etc. required to create a realistic JTE are available and meet applicable standards established to synchronize joint training across the force.

   c. Like accreditation, priority for conducting JNTC certification assessments will be given to those sites meeting minimum joint architecture and/or system standards; support programs that align to strategic joint operational objectives; support and enable required integration of CCMD, Service, multinational, and/or government agency training systems and components to train on joint warfighting missions.

   d. JNTC certification is valid for up to 5 years. Certification is maintained by meeting requirements for the focus areas and active participation in JNTC processes. Waivers must be requested by a GO/FO through the JTEEP Service Board and sent to Joint Staff J-7 for DDJTE approval.

   e. Programs seeking initial JNTC certification must conduct a self-assessment and submit a nomination package to the Joint Staff J-7 JNTC Team for review and recommendation before an official JNTC certification is scheduled. The recommendation will be presented for JTEEP Service Board review and endorsement to the Joint Staff J-7 for decision.

5. <u>Products and Deliverables</u>. The primary outcome of a JNTC certification assessment is a report detailing the joint training system capabilities, support to the joint focus areas, and joint training issues identified during the certification assessment. The certification process documents technical capabilities, as-is status, ongoing improvements, and interoperability with existing architectures. When program accreditation and site certification occur simultaneously, the results are documented in one combined JNTC Accreditation and Certification Report.

6. <u>Site Certification Process</u>

   a. JNTC certification begins with the nomination of a site by a Service/ USSOCOM. Joint Staff J-7 will publish an annual calling message outlining certification criteria and sites scheduled for an assessment. The calling message contains relevant areas, topics, and issues aligned with NDS and NMS priorities, CJCS Joint Training Guidance and Joint Training Policy, and JWCs. Services and USSOCOM will submit nomination packages to be considered for accreditation or certification during the subsequent two FYs.

b. <u>Site Selection</u>. The selection of joint training sites for assessment mirrors the process for selecting programs for accreditation assessment. The Joint Staff J-7 JNTC Team will conduct an initial analysis on nominated Service and/or USSOCOM training sites for JNTC applicability and acceptability. After analysis, the Joint Staff J-7 JNTC Team will develop a certification schedule for JNTC JTEEP Service Board review and endorsement to Joint Staff J-7, DDJTE, for decision.

c. <u>Planning</u>

(1) <u>Certification Team Composition</u>. The Certification Team membership includes Joint Staff J-7 representatives, Service/USSOCOM representatives, and any SMEs from the site needed to provide specialized knowledge in a specific area or topic.

(2) <u>Plan of Action and Milestones</u>. The Certification Team collaboratively develops the POA&M to execute site certification assessment. A combined POA&M can be created to conduct accreditation and certification assessments concurrently. Sites supporting multiple accredited programs can be assessed separately, depending on the site's availability for certification. Changes to an approved POA&M must by requested by the Service/USSOCOM stakeholder and forwarded to Joint Staff J-7 JNTC Team Lead for approval.

(3) <u>Assessment and Analysis for JNTC Certification</u>. JNTC certification begins with a self-assessment of the site's capabilities and ability to provide a realistic and relevant JTE that can provide joint training to meet CCMD requirements. A site must document its ability to support training on JMETs, CJCS Joint Training Guidance and Joint Training Policy, and other SecDef strategic objectives. The Service/USSOCOM stakeholder representative will submit a site description that can meet joint training objectives and CCMD requirements with a summary of the joint training capabilities available there. Certification focus areas are the basis for technical assessment of training sites, systems, and capabilities.

d. <u>Execution</u>

(1) <u>Conduct Training Site Assessments</u>. The Certification Team will conduct the analysis using the Certification focus areas and the self-assessment initially provided to assess the training site's systems and capabilities. The self-assessment uses JNTC certification checklists for each focus area and will be reviewed iteratively to complete the analysis by collaboration among the SMEs available to the team. An identified shortfall is

the difference between the available capability and the required capability that will become the basis for JNTC certification and issue determination.

(2) <u>Perform Training Site Analysis</u>. The JNTC certification assessment draws from the accreditation assessment when accreditation and certification are assessed concurrently. The Certification Team considers information from other sources (e.g., exercise summary reports, system documentation, AARs, hot washes) and processes specific to certification (e.g., internal inspection results, other assessments, architectural views). If the certification assessment is conducted separately from accreditation, the training site must demonstrate its support to CCMD requirements.

(3) <u>Develop Joint Training Site Issues</u>. The Joint Staff J-7 JNTC Team will work collaboratively with the site owners to examine all shortfalls in the process of developing issues that affect the site's ability to create and sustain a realistic and relevant JTE. Each issue must be submitted on a JNTC Issue Sheet containing a clear statement of the shortfall along with rationale and data to support solution development and subsequent mitigation. Each issue sheet includes a brief discussion of the issue, any joint task relationships, and impacts to joint training identified in a concise problem statement. The issue sheet includes the site's suggestions for solution development and identifies information to enable tracking the issue to solution.

(4) <u>Conduct Certification Findings Review</u>. This preliminary review occurs between the Service/USSOCOM stakeholder, the training site, and the JNTC leadership to ensure mutual understanding of the results of the certification assessment. The review validates the process, analysis, documentation, issues, and findings and ensures mutual understanding.

(5) <u>Report and Recommendation</u>. The Joint Staff J-7 staff produces the final report with a summary of available capabilities, findings on how the site met requirements for the focus areas, recommendations for JNTC certification, and any issues for JNTC mitigation to Joint Staff J-7 DDJTE for decision. When JNTC accreditation and certification are simultaneous, the results are combined into one report.

(6) <u>JNTC Certification Focus Areas</u>. Certification focus areas ensure that supportable and compliant training sites and systems are used to create and sustain a realistic and relevant JTE. Service joint training site issues are based on shortfalls in the certification focus areas. Descriptions of the certification focus areas are captured in Table 2.

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CERTIFICATION FOCUS AREA	DESCRIPTION
CONNECTIVITY AND INTEROPERABILITY	Connectivity and interoperability across the site and with other sites and networks required to enable the technical capabilities to accomplish realistic and relevant joint training requirements. Certification includes confirmation of the system architecture, interoperability, and compatibility with the JTE. Confirms compliance with DoD data and network security standards. Validates connectivity and interoperability required to meet DoD standards and CCMD requirements
LVC INTEGRATION	LVC training systems that interoperate together to provide the M&S capabilities used to accomplish realistic joint training. LVC integration leverages the capabilities provided locally and through distributed means with other sites/systems in the JTE.
TRAINING FEEDBACK, AAR TOOLS, INSTRUMENTATION AND DATA COLLECTION	Instrumentation, data collection, common operating picture, and ground truth that lead to AAR production and preparation capability of the site. At sites predominantly using constructive simulations, live player data needs to be compatible with data provided from other sites involved in joint training. Ability to conduct timely and effective AARs for all portions of the joint training audience. Site's ability to collect and maintain data for replay, debrief, post exercise analysis, generate joint lessons learned, and provide data storage.
OPFOR/SITFOR	Presentation of a credible threat and situational forces to provide a realistic environment for the joint training audience. Confirms site can generate the fidelity, intensity, and consistency of the threat that meets joint training requirements. Site includes all-domain capabilities and with presentation of an exploitable OPFOR C2, appropriate threat systems, and required replication to fulfill events directed in the scenarios.
INFRASTRUCTURE	Physical infrastructure and footprint used by the site to conduct the required joint training. The training area, lodgment, ranges, transportation, and support facilities used to prepare and execute joint training logistics support elements necessary to support joint training events are assessed. Confirms equipment, systems, and facilities used in conjunction with joint training, including JNTC-procured, JNTC-funded, and Service-funded equipment and systems. Confirms site contributes to the Office of the Secretary of Defense (OSD) Holistic Range Assessment and will be used to validate the required capabilities and attributes for the critical joint training infrastructure.
ENVIRONMENTAL	Any likely impacts and negative effects on environmental status due to the joint training at a site. The *National Environmental Policy Act of 1969* requires all federal agencies to take into consideration the environmental consequences of proposed actions. Determines if there are any environmental restrictions that would negatively impact joint training or joint training audience by affecting special equipment installation, changes in spectrum use, adjustments of in-place environmental assessments, and effects of any on-going climate changes that may inhibit or restrict achieving joint training requirements.

Table 2. JNTC Certification Focus Areas

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ANNEX C TO APPENDIX C TO ENCLOSURE C

JOINT NATIONAL TRAINING CAPABILITY MITIGATION

1. Background. JNTC mitigation of joint training issues identified during accreditation and certification is key to the success of the JNTC program. JNTC mitigation, accreditation, and certification are the only DoD-wide integrated processes to look across Service and USSOCOM joint collective training programs and sites to assess, identify, and support resolution of joint training shortfalls to improve the JTE. JNTC mitigation provides a basis for JTEEP Program Execution Plan Budget Requests (PBRs), the Program Objective Memorandum process, and other actions not solely limited to material and financial solutions.

2. Purpose. JNTC mitigation is the process to ensure solutions are developed, tracked, reported on annually, and implemented for JNTC EJC, focus area, and general JTE issues identified during JNTC accreditation and certification. Also, the mitigation process verifies if solutions and JNTC resources applied resolved the issue and improved the joint context in Service/USSOCOM training programs and sites. Mitigation contributes to continuously improving the JTE by identifying solutions to joint training issues that provide documented value to the training. These efforts look across Service and USSOCOM JNTC programs to increase joint context and realism in joint training. Additionally, JNTC mitigation analyzes and makes DOTMLPF-P change recommendations related to joint training and education.

3. Goal and Objective. The goal of JNTC mitigation is to identify viable solutions and assist in the resolution of issues identified during the accreditation and certification assessments. The Joint Staff J-7 JNTC Team and program/site representatives are responsible for managing the mitigation process. The Services and USSOCOM are responsible for implementation and reporting status of identified solutions and final resolution of their issues.

4. Scope. The scope of JNTC mitigation is focused on all issues documented in JNTC accreditation or certification reports. Issues identified during JNTC accreditation and certification are valid for up to 5 years. Issues not resolved within 5 years must be revalidated to be used as a primary justification for PBRs.

5. Products and Deliverables. Service and USSOCOM programs and sites will provide a detailed description and potential solutions (if identified) for each JNTC-validated issue with supporting documentation from assessment on a

completed MAP within 90 days after the JNTC report is published. Documentation is provided to the Services and USSOCOM through a continuously available database to support mitigation efforts, reporting, and compliance with accreditation and certification requirements. MAPs are developed for each issue, monitored, and periodically reported on until the issue is resolved.

6. Mitigation Process

    a. Roles and Responsibilities. The Joint Staff J-7 JNTC Team, alongside the program and site representatives, are responsible for managing the planning and execution of the mitigation process (e.g., tracking the submitted report statuses of JNTC issues). The Joint Staff J-7 JNTC Team will verify the JNTC funding for solutions is being implemented and results in improvement to joint context and capabilities in JTE. The Service and USSOCOM HQs are responsible for the endorsement, execution and reporting of MAPs as well as the funding strategy for implementation of identified solutions and final resolution of issues.

    b. Planning. Service/USSOCOM action officers and leaders must actively support the JNTC MAPs and coordinate actions and status with the Joint Staff J-7 JNTC Team for progress to be made and results accomplished. The MAP will be adaptable to dynamic changes in operational considerations.

        (1) Mitigation Team Composition. Mitigation team membership includes the Joint Staff J-7 JNTC Team, any additional SMEs, and an OPR that will be identified for each issue to ensure accountability for tracking, reporting, and resolution.

        (2) POA&M and MAPs. The Service and USSOCOM, in collaboration with Joint Staff J-7 personnel, will develop a POA&M for each issue the MAP identified for accredited programs and certified sites. The POA&M for the MAP will be coordinated with the Joint Staff J-7 JNTC Team and monitored for timeline, reporting, and result projections. The POA&M will include all MAP activities and a team roster with their responsibilities.

    c. Execution

        (1) Solutions Analysis. Services and USSOCOM will execute their JNTC mitigation and solution activities according to their published POA&M in the MAP. POA&M adjustments to mitigation activities and projected solutions can be made and coordinated with the JNTC Team.

(2) <u>MAP Reviews</u>. MAP reviews will be led by Joint Staff J-7 with designated stakeholders and conducted at least once each FY. Reporting tools such as weekly updates and strategic communication forums will routinely highlight mitigation activities and progress.

(3) <u>Issue Status Changes</u>. JNTC issue status changes will be provided by Service/USSOCOM stakeholders to the Joint Staff J-7 JNTC Team. Changes will be reported on in conjunction with mitigation reviews. Once an issue is moved to a "Completed" or "Closed" status, it will no longer be reviewed. Service representatives and Joint Staff must agree that no further action is required on an issue before moving it to a "Completed" or "Closed" status.

(4) <u>Enter Issues into Database</u>. Joint Staff J-7 will maintain a database of all validated JNTC training issues identified during accreditation and certification assessments and make them available to the JNTC community. JNTC issues in the database with current MAPs can be used to provide justification for PBRs.

(5) <u>Fiscal Year Review</u>. The Joint Staff J-7 JNTC Team, with input staffed through the Service and USSOCOM stakeholders, will provide a complete review of issues under mitigation to the JTEEP Service Board at least annually.

7. <u>Issue Status</u>. JNTC issues entered into the Joint Staff J-7 database will be updated by Service and USSOCOM representatives throughout the life of the issue. Issue description statuses and descriptions can be found at Table 3.

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MITIGATION ISSUE STATUS	DESCRIPTION
OPEN	Issue is "Open" if initially identified through the JNTC accreditation or certification process. An "Open" issue does not currently possess a viable solution. OPR(s) will be identified for each "Open" issue and a MAP with an associated POA&M will be developed for each.
DEFERRED	Issue is currently "Deferred" due to a decision to put it on hold while awaiting a pending action or when the POA&M is not being met. Deferred issues will have an explanation for the status. Examples for this status include if resourcing is currently unavailable or the issue is contingent upon developing technology or a product.
SOLUTION IDENTIFIED	Issue is currently "Solution Identified" if an action is identified and documented that would mitigate any part, or all, of the joint training issue.
SOLUTION IMPLEMENTED	Issue is "Solution Implemented" when the action identified is implemented that mitigates all or part of the joint training issue. The solution is in the process of being implemented, tracked, and reported.
CONSOLIDATED	Issue is "Consolidated" if grouped with one or more other issues in a specific program/site due to a shared common solution. Consolidated status is used to ensure end-to-end traceability of all issues and includes where/when they became consolidated for tracking.
CLOSED	Issue is "Closed" if it is "Unresolved" and no longer a viable issue. Once in this status, issues will no longer be reviewed.
COMPLETE	Issue is "Complete" or "Resolved" if the solution implemented has mitigated an acceptable way forward of the joint training shortfalls and is no longer considered an issue.

Table 3. JNTC Mitigation Issue Statuses

APPENDIX D TO ENCLOSURE C

JOINT TASK FORCE HEADQUARTERS TRAINING PROGRAM

1. <u>Overview</u>. Joint doctrine outlined in reference (h) sets forth the complex requirements involved in forming and operating a joint task force (JTF) HQ in response to a crisis or contingency.

    a. Establishing a JTF HQ to C2 forces is one of the six organizational joint C2 options available. Regardless of the command structure selected by the establishing authority or parent HQ, all joint force HQ must form and establish command relationships and processes to command and direct attached joint forces and leverage supporting roles.

    b. As an essential component of readiness, training enables individual and collective training audiences to reduce the time required to organize into a joint force HQ and react to a range of military operations. A joint training model that fully supports JTF HQ and other joint C2 is critical to DoD's capability to respond to operational requirements in a time frame acceptable to the establishing authority.

2. <u>Purpose</u>. This appendix describes a model for training to meet joint mission-essential requirements by any HQ directed to operate as a JTF HQ.

    a. Components of the model may also inform development of HQ being employed in other joint C2 options. This may include, but is not limited to:

        (1) Service Component HQ.

        (2) Functional Component HQ.

        (3) Subordinate Unified Command HQ.

        (4) Single Service organizations.

        (5) Theater Special Operations Command (TSOC) or SOF HQ.

        (6) JTF HQ.

        (7) Phasing of the previous mentioned (see reference (t)).

    b. This appendix defines increments of training as a means of addressing varying levels of readiness requirements but with a principal focus on JTF HQ.

The intent is a scalable training approach to enable designated HQ—and HQ with the potential to become designated—to develop joint knowledge, individual skills, and staff functions based on verifiable readiness requirements.

    c. The incremental approach ranges from basic individual and staff knowledge in joint matters and processes to advanced joint operational proficiency at the JTF HQ level. This approach is designed to help Service and Component HQ develop the ability to build joint capacity using scalable approaches and maintain preparedness within a band of readiness with essential skillsets and unit proficiencies, rapidly improvable with refresher training and joint enablers.

3. <u>End State</u>. The end state of JTF HQ training is to ensure designated HQ are prepared, trained, and resourced to form, within the time frame directed by the establishing authority, C2 assigned or attached joint forces, and leverage supporting mission partners to conduct integrated joint operations.

4. <u>Joint Task Force Headquarters Establishment and Training</u>. JTF HQ training focuses on accomplishing pre-crisis activities that improve the ability of designated Service and Component HQ to rapidly establish, organize, and C2 units and resources from multiple Services in joint operational domains (i.e., air, land, maritime, space, and cyberspace). CCDRs and other establishing authorities have primary responsibility in designating or sponsoring Service HQ for training as JTF-capable HQ, and also establishing the readiness requirements for JTF-capable HQ to maintain.

    a. The path towards JTF HQ readiness is multi-faceted, but historical analysis reveals the foundational elements include mission analysis with selection of JMETs; manning and equipping with development of joint manning and joint equipping documents; development of training plans with scheduled operational training opportunities; and sustainment efforts with readiness reporting based on specified guidance from the establishing authority.

    b. <u>Establishing JTF HQ</u>. There are multiple JTF HQ establishing authorities, making the potential number of organizations requiring JTF HQ training exceed available joint training resources (reference (h)). The following framework will be used to determine prioritization of Joint Staff J-7 resources in support of JTF HQ training:

    (1) Designation as a JTF HQ by the SecDef, a CCDR, sub-unified commanders, or an active JTF commander is the primary screening criterion for selecting JTF HQ for training as JTF-capable HQ.

(2) Planners may use the following additional criteria to adjudicate other joint HQ training requirements that do not meet this screening criterion:

(a) CCMD endorsement based on contingencies, plan alignment, joint missions, or JMET assignment.

(b) A Service HQ joint training event (i.e., Army Warfighter Exercise (WFX) or equivalent) already linked to a CCMD training event.

(c) Multi-Service or joint interoperability training events coordinated with agreements to exchange Service augmentees to form the core of a JTF HQ.

(d) Service HQ not designated by a JTF establishing authority but have received guidance from Service Chiefs to become JTF HQ capable.

c. <u>CCMD or Establishing Authority Essential Steps in a JTF HQ Training Program</u>. Develop and publish a directive to the JTF to include the following:

(1) Assignment of missions and or directed support to plans.

(2) Planning commencement timeline upon notification of standup.

(3) Timeline for C2 of joint/coalition forces upon notification of standup.

(4) Submissions and briefing requirements for JMETL analysis, manning, equipping, and training plans.

(5) DRRS reporting requirements.

(6) OPRs with point of contact (POC) information to assist the JTF HQ in developing JMETL analysis, manning, equipping, and training plans.

d. <u>Training Program Overview</u>. The foundational elements of a JTF-capable HQ training program include the following essential elements:

(1) Conduct online individual training, academics, and seminars to develop and raise general knowledge on joint matters (Joint Staff J-7 supported).

(2) Perform mission analysis centered on the problem statement provided by establishing authority and other specific JMETL (CCMD and/or establishing authority with Joint Staff J-7 support).

(3) Develop JTF HQ organization layout and command, control, communications, computers, and integration (C4I) configurations (CCMD and/or establishing authority with Joint Staff J-7 support).

(4) Accomplish joint manning analysis with CCMD and or establishing authority support to develop Joint Manning Document (JMD) to identify augmentees by rank, duty position, and Service with sourcing and shortfalls identified. The establishing authority should also identify requirements it will need to augment on its staff, along with what requirements it will provide to the JTF HQ (e.g., LNOs, SMEs, planners) (CCMD and/or establishing authority with Joint Staff J-7 support).

(5) Perform joint equipping analysis with CCMD and or establishing authority support, to develop joint mission-essential equipment list (JMEEL) with sourcing and shortfalls identified (CCMD and/or establishing authority with Joint Staff J-7 support).

(6) Develop JTP with CCMD or establishing authority coordination, identifying TOs for individual and collective training events (Joint Staff J-7 supported).

(a) Schedule individual training for key battle roster personnel and joint augmentees (e.g., formal JPME, Joint C4 Planners Course (JC4PC), Joint Deployment Training Center courses, Joint Enabling Capabilities Command (JECC) Joint Planners Course); detail officers to participate in CCMD joint event; or schedule a joint functions observer trainer part-task training team.

(b) Develop TOs with performance statements, training situations, and levels of performance based on JMETL (Joint Staff J-7 Training Objective Workshop support).

(c) Schedule internal STAFFEXs and CPXs at home station to refine unit's Joint Operational Planning Process (JOPP) and joint battle rhythm procedures. These events should be linked to the establishing authority's battle rhythm requirements as much as possible to facilitate critical communication between levels of command.

(d) Develop internal assessment teams to measure training effectiveness and mission proficiency.

(e) Prepare training for GFM allocation enabling system-specific training and to establish functional expertise on JCRM and Logbook.

(f) Prepare deployment and redeployment training and expertise with JOPES and the future Joint Planning and Execution Service (JPES) database.

(7) Conduct and report results of TPA to the CCDR or establishing authority based on preparedness criteria. Conduct periodic review of JMD and JMEEL for currency and to adjust for any JMETL changes.

e. <u>JTF HQ Incremental Training Model</u>. There are four increments of training and readiness linked to the likelihood or required availability of a designated Service or Component HQ to organize as a JTF-capable HQ. The increments advance from Service Title 10 training to basic knowledge in joint matters to increased understanding of joint processes and procedures to higher levels of operational proficiency in joint C2 and staff functions. A designated HQ will train and prepare across these increments to progressively achieve and sustain operational proficiency up to a JTF-capable HQ. Non-designated HQ seeking opportunities to increase joint relevance may receive increments of training based on contingency planning requirements and CCDR endorsements (Annex B). Essential to JTF HQ preparedness, regardless of operational mission sets, are training activities associated with increment levels 2 and 3.

(1) Increment 0 involves Service Title 10 training to prepare Service HQ and forces to integrate and operate as part of a JTF. It includes Service METL training focused on CCMD requirements.

(2) Increment 1 involves baseline knowledge in joint matters through participation in academic course (residence and online), mobile training teams, seminars, and other instruction.

(3) Increment 2 involves increased knowledge of joint processes and TTPs, along with training and analysis on the process to develop JMDs, JMEEL, and JTPs.

(4) Increment 3 involves collective training in a CPX with battle rhythm and C4I activities to develop command and staff joint operational capabilities. Prerequisites to Increment 3 training include establishing authority defined mission set, a specified AOR, along with planned integration into the establishing authorities' training and readiness programs. As mentioned earlier, these events should be linked to establishing authority's exercise battle rhythm as much as possible and should include programmed sustainment training activities. Requires core operational tasks (OP) and mission-specific tasks as practiced across joint functional areas, with independent assessments and feedback to support readiness reporting.

(5) Sustainment includes iterative training and readiness activities throughout the period of designation to maintain a band of readiness. Examples include select individual and collective training events, subsequent forming exercise (FORMEX), and follow on participation in CCMD and Service events.

5. <u>Linking Joint Training with Joint Readiness</u>. The JTS supports joint readiness through four phases. The requirements phase identifies the JMETL. The planning phase aligns METs with TOs for planned joint events. The execution phase designs, plans, and executes joint training events based on TOs using collection plans for assessments supported by a CRS. The assessment phase produces TPAs and MTAs in JTT that inform overall readiness assessment. During assessment, analysts identify lessons learned and issues requiring resolution and compile them in the JLLIS to improve readiness and promote effectiveness in future training and operational activities of the joint force.

a. The establishing authority or CCMD determines the preparedness standards for readiness reporting.

b. The following are specific readiness reporting steps with requirements for a designated JTF-capable HQ. Non-designated Service HQ may use similar steps within a Service training program to achieve approximate levels of joint training readiness.

(1) CCDR or establishing authority designates a JTF HQ and provides mission and guidance.

(2) Designated organization is assigned a unit identification code (UIC) as a Joint Force HQ. This should be coordinated with the establishing authority and Service force provider (as required).

(3) Commander of JTF-capable HQ initiates the JTS process with mission analysis to determine the JMETL.

(4) The UIC's JMETL is established in DRRS for reporting responsibility and the commander reports initial overall readiness in DRRS against the JMETL.

(5) The commander continues JTS implementation with planning, execution, and assessment, with reporting to appropriate establishing authority.

(6) The establishing authority will use this information, along with other analysis, to certify or verify the ability to operate as a JTF HQ to accomplish the assigned mission.

6. <u>Joint Staff Training and Readiness Support</u>. JTF-capable HQ preparedness is enhanced with support from across the Joint Staff to add joint enabling capabilities to designated HQ training and readiness activities.

   a. The Joint Staff can assist in mission analysis, manning, equipping, training, and readiness reporting, with SMEs to facilitate analysis, help build situational awareness, and address JTF HQ-related sourcing requirements. Joint Staff J-7 planning and execution support includes online course development, academics and seminars, FORMEX, CPXs, and staff assistance visits.

   b. The Joint Staff can provide staff and training on a variety of GFM allocation tools, including JOPES/JPES, JCRM, and Logbook. The Joint Staff can also assist in mission analysis, manning, equipping, training, and readiness reporting by providing SMEs to facilitate analysis, help build situational awareness, and address JTF HQ-related sourcing requirements.

7. <u>Joint Task Force Headquarters Training Program Partnerships</u>. Joint Staff J-7 conducts joint training in partnership with CCMDs and Service training programs.

   a. U.S. Army's Mission Command Training Program (MCTP) provides command and battle staff training for brigade, division, and corps commanders and staffs, major subordinate commands, and supporting SOF elements. MCTP partners with Joint Staff J-7 to conduct joint training and mission rehearsals for Army Service HQ, to include JTF-capable HQ training events.

   b. U.S. Marine Corps (USMC) Air-Ground Task Force (MAGTF) Staff Training Program (MSTP) provides training in MAGTF operations across the range of military operations, within the context of a joint and/or combined task force environment, to improve the warfighting skills of senior commanders and their staffs. MSTP partners with Joint Staff J-7 to conduct joint training and mission rehearsals for USMC Service HQ, to include JTF-capable HQ training events.

   c. U.S. Fleet Forces Command Maritime Operations Center Training Team (MOC-TT) provides sustained training at the operational level to Naval Component Commands (NCC), Numbered Fleet Commands (NFC), and designated maritime commanders and staffs. This training is focused on roles and missions performed during contingency operations. The MOC-TT partners

ANNEX A TO APPENDIX D TO ENCLOSURE C

JOINT TASK FORCE HEADQUARTERS TRAINING

1. <u>Joint Task Force Headquarters Joint Training Plan</u>. The designated organization's commander develops a JTP IAW guidance and support provided by the CCMD or establishing authority.

    a. <u>Specific Mission Tasks</u>. CCMD or establishing authority directs specific missions based on contingency plans and orders. Designated organization's commander performs mission analysis to determine specified and implied tasks to develop a JMETL.

    b. <u>Joint Training Events</u>. The JTP includes a list of individual and collective training events for the Service Core elements, including individual augmentees, to achieve and sustain readiness for the duration of the mission cycle. This includes internal training events at home stations and external training events as part of a CCMD JEP. Joint training events should be developed as a continuum of online, academic, small unit/functional staff, and command and battle staff activities to progressively improved JTMET readiness.

    c. <u>Training Audience</u>. The JTF HQ manned to the current JMD, including LNOs and Mission Tailored Packages from the JECC, plus—if designated by the CCDR or establishing authority—functional or Service component HQ and staff. Addition of multinational and interagency participants constitutes the preferred training audience for an operational capability assessment level event. Of note, the establishing authority, components, and partners are not necessarily part of the training audience; however, it is critical they be linked into the training audience's events through representatives and/or response cells.

    d. <u>CCMD Staff and CCMD Component participation</u>. To achieve the highest directed readiness levels, it is critical that during exercises the JTF-capable HQ interact with the CCDR's staff and CCMD Component organizations to develop understanding of and familiarity with battle rhythms, C4I systems, and the AOR.

    e. <u>Specific Joint Training Capabilities</u>. These capabilities are best employed using a learning continuum approach to blend individual online courses, classroom instruction, and seminar activities with functional staff training, FORMEXs (defined below), and CPX events.

(1) Online Individual Training. The JKO training capability delivers global, distributed access to required, theater-entry, and self-paced training for individuals to prepare in advance for joint training exercises and joint operations. JKO training products include Blended Learning Training Package support and JKO-enabled exercises; DoD Distance Learning training requirements; Joint Staff and CCMD required training courses with required reporting; Joint Staff J-7 DDJTE Observer Trainer Training Program products; Joint Staff Officer training courses; and Joint Force Command curriculum.

(2) Academics. Plenary and functional seminars presented by observer trainers with a Highly Qualified Expert (Senior Mentor) and SME to instruct and lead discussion in plenary and small group sessions to address objectives tied to commander's focus areas. Academics are ideal for providing the staff with useful information on coalition, joint, and interagency matters, processes, and procedures; and the OE (e.g., tribal, ethnic, religious, social, political, and military).

(3) Part Task Trainers. Part task trainers are tailored observer/trainer-led staff training activities using scenario vignettes and other tools to practice staff tasks and battle rhythm activities against detailed standards and performance objectives.

(4) FORMEX. This operational-level CPX is centered on UJT OP 5.5, which focuses on the establishment and organization of a JFHQ. Objectives can include:

(a) Improving internal processes with standing up JTF-capable HQ, including exercising portions of the JOPP IAW a directed CCMD problem set.

(b) Establishing operational relationships with the JTF-capable HQ and the CCMD.

(c) Establishing operational relationships with JECC and other joint enablers.

(d) Providing opportunity for the JTF-capable HQ commander to assess and report readiness.

(e) Identifying critical forming areas that require improvement. FORMEXs are best executed with participation by CCMDs, including augmentation from CCMD component HQ and Mission Tailored Packages from the JECC.

(5) <u>Command Post Exercise</u>. CPXs are computer-assisted, MSEL-driven exercises involving the commander and the staff and communication within and between HQ.

2. <u>Planning References</u>. See Enclosure D, Appendix B for additional training approaches. See reference (i) for additional details on joint training resources.

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ANNEX B TO APPENDIX D TO ENCLOSURE C

TRAINING RESOURCES BY INCREMENT

Training Levels	Training Modes	Specific Training Focus and Resources
Increment 0 – Title 10 Mission-Essential Task List (METL)	Service Specific training (e.g., WFX) Combined Training Centers	• Service Based METL training. CCMD internal training with Service Components to achieve base level of joint matters.
Increment 1 – Baseline Knowledge	• Online Courses • Classroom Instruction • Academic Seminars	• JKO 100 and 200 Series Courses • Service Intermediate and Senior Level Colleges Joint and Combined Warfighting School; Joint Advanced Warfighting School; Advanced JPME Joint Command, Control, Communication, Computer, and Intelligence Staff Officer Course • JC4PC Joint Command, Control, Communication, Computer, and Intelligence Staff Operations Officer Communications Support Element • JECC Planners Course • Joint Information Planner Course
Increment 2 – Functional Skills Training	Part Task Training • STAFFEX • Staff Assistance Visit	• Joint Mission Analysis and Situation Awareness Joint Intelligence Preparation of the OE • JOPP • Crisis Action Planning Joint Operational Planning Activities, Functions and Products • JOPP Staff Estimates: Joint Interagency, Intergovernmental, and Multinational Planning, Communications, Computers, and Cyber; C2/Movement of Forces • Best Practices and Insights • Functional Component Service Proficiency • JMD, JMEEL, JTP Development • JCRM Course Joint Staff J35-S Mobile/Defense Connect Online (DCO) training teams for PFG, GFM-TS, and Logbook
Increment 3 – Operational Proficiency	Tier 1 and 2 Training Events (Operational Capability Event)	• OPs 1.1, 1.2, 2, 3, 4.4, 4.5, 5.2, 5.3, 5.4, 5.5, 5.7, 6.5 and specific mission tasks C2 Functional or Service Component Subordinate Elements Battle rhythm containing B2C2WG supporting the commander's decision-making process. • Interagency, Multinational Partners • Joint Area Management • JECC Mission Tailored Package • Augmentees (Services) Integration

Table 4. Training Resources by Increment

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APPENDIX E TO ENCLOSURE C

JOINT TRAINING COURSE CERTIFICATION

1. <u>Overview</u>. This enclosure details the charter, guidelines, preparation, and conduct of the individual joint training certification process (this process shall not be construed to include the Process for Accreditation of Joint Education legislatively mandated in chapter 107 of reference (s) and directed in CJCS policy through the Officer Professional Military Education Policy). The provisions of this appendix apply to both initial certification and recertification reviews.

2. <u>General</u>. Providing warfighters with effective and accurate individual joint training and education is essential to the successful employment of U.S. joint forces. Individual joint training and education must be based upon approved joint doctrine, validated and approved joint concepts, or vetted best practices where doctrinal voids exist. The individual joint training and education certification process (Figure 4) is designed to meet this need through review of individual joint training and education courseware against established criteria. The individual joint training certification process includes five stages: initiation, validation, course review, database entry, and certification or recertification package completion.

Figure 4. Joint Training Course Certification Process

3. Responsibilities

   a. Joint Staff J-7

      (1) Lead and execute the joint training course certification process.

      (2) Validate individual joint training support requirements.

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

   b. CCMDs, CSAs, NGB, RC, and Services

      (1) Submit certification requests for joint training courses to Joint Staff J-7.

      (2) Collaborate with Joint Staff J-7 during joint training course certification and life cycle management process.

4. Certification Considerations

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

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

      (1) The Joint Electronic Library (JEL+) is a common access card-enabled web portal on both NIPRNET and SIPRNET (reference (i)). The Joint Staff Library is a public web site on the NIPRNET of selected directives, joint doctrine, education, and training information and related content.

         (a) JEL+ is designed to directly support the CJCS, Joint Staff, CCDRs, other members of the interagency community, and selected multinational partners by providing a centralized location for the development, access, and distribution of joint doctrine, education, training, concepts, and other information related to force development, employment, and assessment for the joint warfighting community.

(b) JEL+ also supports the defense readiness reporting community by providing network-centric access to authoritative databases of joint doctrine and UJTs, required for the evaluation and reporting of readiness.

(c) JEL+ provides tools to automate major portions of the joint doctrine development process and web-based delivery of approved joint doctrine and provides capabilities to cross-index related information.

(2) The CCMD HQ Training Guide is an internet-based, searchable database that describes the tasks performed by CCMD staffs, boards, centers, and cells across the range of military operations. It is based on policy, Universal Joint Task List (UJTL), and current joint doctrine with added detail from lessons learned, best practices, and other insights. It is updated quarterly to incorporate changes in policy, joint doctrine, and training tasks.

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

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

5. <u>Joint Certification Criteria</u>

a. Organizations will submit documentation supporting the eight certification criteria, listed below, for new or existing training content through a request for certification (RFC) directly to the Joint Staff J-7 certification team POC listed on the RFC (Annex B). This process applies to in-residence institutional learning courses, as well as for DL courses. For distributed online learning content, develop courses using the applicable guidance found in MIL-HDBK-29612 series manuals. Distant learning courses should also follow the guidance contained in JKO Content Design and Development Guidelines, and/or reference (j).

b. The following joint certification criteria is applicable for evaluating and certifying courses:

(1) Content must meet a joint training requirement that supports a joint operational need as identified in a CCDR's JTP or any other strategic authoritative joint document.

(2) Content must be IAW current joint doctrine, which can be found on JEL+.

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

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

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

(3) Learning objectives must link to current UJTs that can be searched via the UJTL portal on JEL+.

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

(1) <u>Situation</u>. Upon receipt of warning order or notification of an incident.

(2) <u>Performance</u>. Convene the information planning cell to provide command-level oversight and collaboration with all staff directorates and supporting organizations on informational considerations during planning and the conduct of operations IAW JP 3-04.

(3) <u>Level of Performance</u>. Identify and notify Information-Cross Functional Team (I-CFT) members, activate I-CFT within 24 hours, conduct Mission Analysis, develop courses of action (COAs) and integrate approved COA into overall operations COA.

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

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

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

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

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

(7) Course should not duplicate existing material.

(a) OPRs should consult JKO or the latest Joint Qualified Officer report to verify the course content does not already exist prior to fulfilling the requirement for course development.

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

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

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

6. Life Cycle Management

   a. The OPR for the training is responsible for notifying Joint Staff J-7 of content changes and requesting course recertification.

   b. The certification team will conduct a quarterly audit of all entries in the Certified JILD to ensure accuracy and notify OPRs of courses approaching recertification review.

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

(2) Courses must be recertified triennially or will be removed from the database.

c. The OPR can request that course entries be archived from the Certified JILD.

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

(2) Joint Staff J-7 will evaluate the impact of removal and report that impact to the joint training community.

(3) The Joint Certification Criteria shown in Table 3 at Annex C to Appendix D of Enclosure B can be used as a checklist for evaluating course materials prior to their submission for joint certification.

7. <u>Course Updates and Certification Status</u>

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

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

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

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

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

c. Courses must be recertified triennially.

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

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(2) Six months prior to expiration of the current certification, Joint Staff J-7 will notify the OPR to submit an RFC for course recertification.

Objective	Qualifier	Proof of Compliance
1. Course must meet a joint training requirement that supports a joint operational need. Must meet qualifier a or b.	a. Identified in a CCDR's JTP. b. Demonstrate a linkage to an authoritative joint document.	State the joint training requirement, identify the reference and how the course meets the requirement.
2. Course content must be IAW current joint doctrine as identified in CJCSM 3500.03 series, Joint Training Manual for the Armed Forces of the United States and reference d. All qualifiers must be met.	a. Content, including emerging operational processes, best practices, doctrinal definitions, terms, acronyms, and abbreviations must not conflict with current joint doctrine. b. Course content shall be developed to the current joint doctrine. c. Doctrinal publications, including their issue dates, must be listed among the course references.	a. Must be noted in the course content and explain how/why it differs from joint doctrine. b. Content will be verified against current doctrinal publications. Outdated or unapproved (e.g., drafts) doctrine is not valid. c. References will be checked against current listings (i.e., JEL+)
3. Course learning objectives must be linked to UJT. All qualifiers must be met.	Objectives easily link to one or more UJTs.	List objectives and corresponding UJTs.
4. Course must have an assessment that tests and documents a learner's achievement of the course objectives. All qualifiers must be met.	The course assessment must have an evaluation standard (examples: Pass/Fail, minimum score).	State evaluation Type, Method, and Standard.
5. Course must have a lifecycle maintenance plan and be reviewed and updated to ensure course content currency. All qualifiers must be met.	a. Maintenance plan established for OPR to review and update course for revisions in joint doctrine, time-sensitive information, and/or content modifications to ensure content accuracy. b. Recertify course every thirty-six months.	a. State the maintenance schedule or the next date for review. b. Submit RFC to certification team.
6. Course must be beneficial, accessible, and recognized across the Services. Must meet qualifiers a, and b or c.	a. Must be accessible to students with related functions of any Service. b. Benefits two or more Services. c. Benefits a joint organization.	a. State how the content will be accessed and any access restrictions. b. State how the content benefits two or more Services. c. State how the content benefits a joint organization.
7. Joint course instructors must possess relevant experience and knowledge of joint operations and/or activities related to the course. Must meet qualifiers a, and b or c.	a. Graduate of a Service accredited instructor training course or equivalent. b. Experience and knowledge of joint operations. c. Participated in activities related to the course.	Provide policy statement regarding basic instructor qualifications and course instructor qualifications.
8. Prior to course development, the OPR should consult JKO or the latest Qualified Officer report to verify that the course content does not already exist. Must meet qualifiers a or b.	a. Course does not already exist. b. Use and/or modify existing content to fulfill a joint training requirement.	a. State when the database was checked. a. List existing content used.

Table 5. Joint Training Course Certification Criteria

		Instructions/Amplification
Course Title		Add the course title exactly as it appears on the course/ course materials.
Course Description		What is the purpose of the course, what does the course teach the user?
Stakeholder		Identify the CCMD, Service, civil support service, or overarching organization that is sponsoring the course. Examples: DTRA, USTRANSCOM, U.S. Army.
Office of Primary Responsibility		Identify the organization (usually subordinate to the Stakeholder) that is directly responsible for the content and maintenance of the course. (Example: Joint Targeting School, U.S. Army Field Artillery Center)
Date Submitted		Date this form is submitted to initiate joint course certification.
Submitted by		Name, phone number, and e-mail address of the person who submitted the request.
Primary POC		Name, phone number and e-mail address of the person to be contacted about the content of the course.
Secondary POC		Name, phone number and e-mail address of the person that should be contacted about the content of the course **if the primary POC is not available.**
Scheduling POC		If the course is an institutional learning/resident course, provide the name, phone number and e-mail address of the person who schedules the course.
Joint Training Requirement		State the joint training requirement identified in a CCDR's JTP or identify an authoritative joint document and explain how the course meets the requirement.
UJTs		Identify the primary approved UJT(s) from the UJTL that support the course terminal learning objectives. Secondary UJTs are not required.
Joint Doctrine References		Identify the current **joint** doctrine references used to develop the course. Draft joint pubs are not to be used in the development of courses and do not qualify as a current joint doctrine reference.
Instructor Qualifications		(For institutional learning/resident courses only) Provide the policy statement regarding basic instructor qualifications and course instructor qualifications.
Benefit to Services		State how the content benefits two or more Services and how it benefits a joint organization.
Target Audience Access Method		What will be the primary means used by the target audience for accessing the content? Internet, NIPRNET, SIPRNET, High- Bandwidth (Cable or DSL), Low-Bandwidth (Dial Up).
Content Classification/Document Handler		State the course classification (ex: unclassified, classified). Is the course marked with a document handler, like CUI? If so, provide detail.
Check for Existing Content		Consult the JILD via the POC, latest Joint Qualification Report, or JKO, to verify the course content to be developed does not already exist. New courses should not duplicate existing courses. **State the date the database was checked and if existing material is usable, not usable, outdated, etc.**
Content Update Frequency		State the anticipated frequency of course review and updates.
Estimated Instructional Seat Time		State the estimated instructional seat time (hours).
Evaluation Method		Identify the type of testing used to evaluate learner's comprehension of the course content.

Evaluation Types		State the type of test questions used (e.g., essay, multiple choice, fill-in the blank).
Evaluation Standard		Identify the standard(s) used to evaluate the learner. (Example: Pass/Fail, minimum passing score)
Content Types		State which of the following identifies the content type: IL = Institutional Learning, DL = Distance Learning, BL = Blending Learning
Location/URL		If available, provide the link to the DL course to be evaluated for joint certification. Provide the geographic location/address where Institutional Learning courses are taught.

Table 6. RFC Form

    (3) E-mail this form to the Joint Staff J-7.

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APPENDIX F TO ENCLOSURE C

CYBERSPACE TRAINING

1. General. Cyberspace is a contested domain and will become more so as potential state and non-state adversaries continuously develop new tools and refine TTP to overcome DoD defensive cyberspace capabilities.

a. The impracticality of perfect cyberspace defense makes a denied or degraded cyberspace environment a likelihood in any future conflict. Therefore, DoD will incorporate realistic cyberspace conditions into all wargames and exercises to develop a trained and ready joint force capable of mitigating the effects of denied, manipulated, or contested cyberspace conditions. Organizational JMETs should include degraded conditions, and exercise TOs should include sufficient cyberspace activities to enable relevant cyberspace training.

b. Most organizations will be focused on defensive cyberspace operations (DCO) to defend DoD or other friendly cyberspace. DCO are passive and active operations to preserve the ability to use friendly cyberspace capabilities and protect data, networks, net-centric capabilities, and other designated systems.

2. Context. Cyberspace training at the CCMD and JTF level must apply to all members of the staff, whether cyberspace professionals engaged directly in planning and conducting cyberspace operations or other non-cyberspace staff components.

a. The cyberspace professionals in the Joint Staff Directorate for Command, Control, Communications, and Computers/Cyber, J-6; Deputy Directorate for Global Operations, J-39; and Joint Cyberspace Center will have unique institutional training in their profession. This foundational training will provide cyberspace team members with mission-specific knowledge and skills but may not prepare them to operate as effective members of a joint staff. Other more numerous staff members must rely on less rigorous annual cyberspace awareness training for their baseline knowledge.

b. Thus, organizational collective training should use the building block approach to focus individuals first at the staff sub-element level with TTXs and drills; followed by validation events to verify performance of JMETs to standard and team training to practice JMETs; and concluding with a collective validation event to evaluate cyberspace competencies at the integrated staff level.

3. <u>Cyber Range Terminology</u>. A cyber range is a type of range that has a designated set of capabilities to create an event environment that is required to conduct an event in cyberspace. A range contains a set of capabilities located at one or more sites. A range has a single range manager. A capability may be infrastructure elements (e.g., hardware, networks), instrumentation, tools (e.g., visualization, traffic generation), processes, facilities, and/or workforce (see Figure 5). A logical range provides an interoperable set of networked capabilities through a secure interconnection of capabilities within one or more ranges. An event is conducted according to an event process using cyber range support tools and infrastructure. Cyber range support tools and infrastructure are hardware or software that are not targetable during an event and are not considered part of the event environment. On the other hand, event environment tools are targetable, and are part of the event environment.
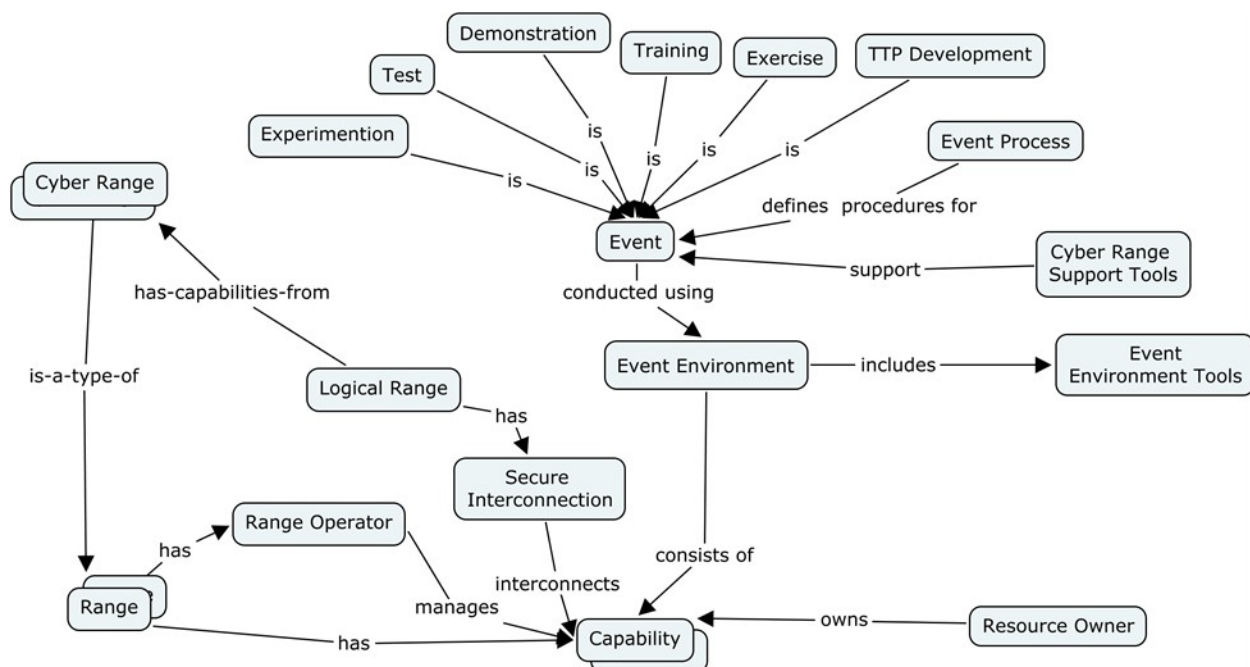
Figure 5. Concept Map of Cyber Range Lexicon Terms

    a. <u>Capability</u>. A specific service or technique realized using assets that addresses a specific need. Capabilities can be integrated with other capabilities to constitute an Event Environment.

    b. <u>Cyber Event Environment (or Event Environment)</u>. The combination of representative OE elements, including Systems Under Test, emulations and simulations, and related Event Environment Tools that satisfy the requirements of a specific event. Examples of representative OE are air defense operations centers or battalion command posts.

    c. <u>Cyber Event Environment Tools (or Event Environment Tools)</u>. Event Environment Tools are hardware and/or software (e.g., instrumentation, asset emulators, simulators, mission traffic emulators) that are part of an Event Environment. An Event Environment Tool may be targeted during event execution. Event Environment Tools are distinguished from the Cyber Range Support Tools in two significant ways:

        (1) Different Cyber Range Support Tools may be used at different Cyber Ranges. Event Environment Tools (such as instrumentation) are specified within the Event Environment and are ideally expected to remain the same or provide an equivalent capability no matter where the event is conducted.

        (2) Cyber Range Support Tools cannot be targeted during the execution of an event. In contrast, Event Environment Tools may be targeted.

    d. <u>Cyber Event</u>. A planned, controlled, and scheduled set of activities conducted on a Cyber Range to meet specific goals, objectives, or requirements. Events include, but are not limited to, experimentation, test and evaluation, TTP development, concept of operation (CONOPS) development, demonstration, mission rehearsal, training, or exercise.

    e. <u>Cyber Range Support Tools</u>. Hardware and/or software used to support an Event but are not part of the Event Environment. Cyber Range Support Tools include tools for conducting pre-event execution activities (e.g., design, set-up, configuration, site asset management, asset scheduler, range validation), event execution (e.g., health and status monitoring, visualization), and post-event execution activities (e.g., data analysis, after-action reporting, data archive/storage, range sanitization). A Cyber Range Support Tool must not be targeted during an event execution.

    f. <u>Live Cyber OPFOR</u>. For the purposes of this manual, live cyber OPFOR (often referred to as Red Team) is a group of DoD personnel authorized to operate on DoD networks and organized to emulate a potential adversary's exploitation or attack capabilities against a targeted mission or capability. Cyber OPFOR activities can be live, scripted, and simulated. Red Team performs various roles, to include a "Live Cyber OPFOR," but this is only a portion of what constitutes the "Cyber OPFOR" in exercise environments.

4. <u>Planning</u>. Cyberspace training events typically involve the use of networked assets at various levels of operational fidelity intended to provide the appropriate environment for achieving designated TOs within cost, security, and other exercise constraints. Simulation and virtualization are frequently the most cost-effective options to train to the effects of denied, manipulated, or

contested cyberspace conditions. Realistic cyberspace OPFOR/Red Team participation should be used to the greatest extent possible in DoD exercises to assist in development of more effective TTP to counter adversary activities. When cyberspace OPFOR/Red Teams are not available, cyberspace exercise vignettes should be used to create a realistic cyberspace threat. A number of different options are available to assist exercise planners in the incorporation of cyberspace challenges into their training events to ensure all staff learn how to fight through degraded environments/conditions.

a. Dedicated designated organizational cyberspace exercise planners can develop cyberspace scenarios that create various levels of cyberspace degradation. This can include the simulation of full outage of networks and loss of access to mission systems. Friendly cyberspace vulnerabilities can also be exposed through information compromise from cyberspace attackers.

(1) Cyberspace exercise planners are presented the same considerations and challenges that are present in planning for other joint capabilities and functions, as well as some unique considerations. Targeting, deconfliction, commander's intent, political/military assessment, and collateral effects considerations all play into the calculations of the cyberspace planner's efforts.

(2) The development of realistic and robust cyberspace attack and degradation scenarios must be balanced with the need to achieve non-cyberspace related TOs. Cyberspace scenario integration into exercises should be consistent with and complement all the exercise objectives and focus on inclusion of the cyberspace domain as an integral element of the OE, not as a separate event or scenario.

b. <u>Joint Staff J-7 Support Capabilities</u>. Joint Staff J-7 can assist CCMD exercise planners in the development and execution of an appropriate cyberspace JTE throughout the JELC. Joint Staff J-7 can support cyberspace operations exercise design consistent with overall exercise framework and objectives to advance training and readiness of joint and coalition forces to operate in and through cyberspace. Joint Staff J-7 provides a global perspective for C2 and TTP development of joint and coalition cyberspace operations through shared best practices, insights, and warfighter seminars.

c. U.S. Cyber Command (USCYBERCOM) and the Defense Intelligence Agency (DIA) can assist organizations to generate realistic cyberspace conditions in exercises. This will increase organizations' situational awareness of threats, build on TTP to sustain essential operations in degraded or denied

cyberspace environments, and improve cross-CCMD coordination for effective cyberspace operations.

5. <u>Ranges</u>. The ranges and key support organizations described below have the potential to provide a secure emulation of the network environment to allow CCMDs, Services, RCs, the NGB, and CSAs; the research, development, test and evaluation community; and other government agencies to test capabilities and train forces to conduct operations in cyberspace. The ranges and organizations identified here are capable of interacting and operating with each other as well as other respective DoD ranges via secure distributed networks.

 a. <u>Joint Information Operations Range</u>. Joint Information Operations Range provides a globally distributed, agile, persistent, closed-loop replication of the cyberspace domain allowing all aspects of force development to be practiced in a realistic, threat relevant, live-fire environment; with emphasis on operating in and through denied/degraded network environments.

 b. <u>National Cyberspace Range</u>. The National Cyberspace Range, Orlando, FL, under the Office of the Under Secretary of Defense for Resources and Engineering's Test Resource Management Center, provides the ability to rapidly design, deploy, and sanitize large-scale, high-fidelity test and training environments in which extremely malicious threats can be unleashed on operationally representative systems and networks to assess the impact on the network, networked weapon systems, and the associated mission.

 c. <u>Cyber & C2 Operational Development Division</u>. The Cyber & C2 Operational Development Division (C3OD2), Suffolk, VA, under the Joint Staff J-6, utilizes DoD Enterprise Cyber Range Environment C2 Information Systems to build an operationally realistic representation of a CCMD's networks, C2 systems, and support testing, training, and development of cyber capabilities to Cyber Protection Forces. C3OD2 enables the execution of mission and routine operations by providing and integrating networks, C2 systems, and laboratory facilities, delivering cyberspace operations expertise, and coordinating administration needs that satisfy joint operational requirements.

6. <u>Web-based Resources</u>. The Defense Information Systems Agency has developed a web-based mission area training portal that includes extensive information on cyberspace.

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APPENDIX G TO ENCLOSURE C

JOINT ELECTROMAGNETIC SPECTRUM OPERATIONS/
ELECTROMAGNETIC SPECTRUM OPERATIONS TRAINING

1. <u>General</u>. The electromagnetic spectrum (EMS) is a contested environment and will become more so as potential state and non-state adversaries continuously develop new tools and refine TTP to contest the DoD's use of the EMS.

    a. The contested, congested, and constrained nature of the EMS within crisis or conflict makes a lack of maneuver space likely. Therefore, the DoD will incorporate realistic EMS conditions into all wargames and exercises to develop a trained and ready joint force capable of mitigating the effects of a contested, congested, and constrained EMS.

    b. Organizational Joint Mission Essential Tasks (JMETs) should include degraded EMS conditions, and exercise TOs should include sufficient EMS activities to enable relevant EMS training. Most organizations will focus on the commander's decision cycle to gain and maintain electromagnetic superiority at the time and place of the commanders choosing.

    c. Reference (v) builds upon existing Joint and Service doctrine and operational concepts that incorporate the full range of military activities in the EMS. IAW the strategy, total force readiness in the EMS must be grown, tracked, and sustained. As part of that effort, DoD Components will be evaluated to ensure they are prepared for their missions in a complex electromagnetic operational environment (EMOE).

2. <u>Context</u>. EMS training at the CCMD and JTF level must apply to all members of the staff, whether EMS professionals engaged directly in planning and conducting EMS operations, or other non-EMS staff components.

    a. Members of the EMS workforce within the Joint Staff Directorate for Intelligence, J-2; Directorate for Operations, J-3; and J-6 will have unique institutional training in their profession. This foundational training will provide EMS team members with mission-specific knowledge and skills but may not prepare them to operate as effective joint staff members. Other, more numerous staff members must rely on less rigorous annual EMS awareness training for their baseline knowledge.

    b. Thus, organizational collective training should use the building block approach to focus individuals first at the staff sub-element level with TTXs and

drills; followed by validation events to verify performance of JMETs to standard; team training to practice JMETs; and concluded by a collective validation event to evaluate EMS competencies at the integrated staff level.

3. <u>Planning</u>. EMSO training events typically involve the use of networked assets at various levels of operational fidelity intended to provide the appropriate environment for achieving designated TOs within cost, security, and other exercise constraints. Simulation and virtualization are frequently the most cost-effective options to train to the effects of a contested and congested EMS. Realistic EMS OPFOR/Red Team participation should be used to the greatest extent possible in DoD exercises to provide a realistic EMOE to assist in the development of more effective TTP. When EMS OPFOR/Red Teams are not available, EMS exercise vignettes should be used to create a realistic EMOE. A number of different options are available to assist exercise planners in incorporating EMS challenges into their training events to ensure all staff operate through degraded environments/conditions.

   a. Dedicated designated organizational EMS exercise planners can develop EMS scenarios that create various levels of EMS degradation, up to, and including, the simulation of full outage of command-and-control links and loss of warfighting capabilities. Friendly EMS vulnerabilities can also be exposed through electromagnetic interference or jamming by adversaries.

      (1) EMS exercise planners are presented with the same considerations and challenges that are present in planning for other joint capabilities and functions, as well as some unique considerations. Targeting, deconfliction, commander's intent, political/military assessment, and collateral effects considerations all play into the calculations of the EMS planner's efforts.

      (2) The development of realistic and robust EMS attack and degradation scenarios must be balanced with the need to achieve non-EMS related TOs. EMS scenario integration into exercises should be consistent with and complement all exercise objectives and focus on the inclusion of the EMS as an integral element of the operational environment, not as a separate event or scenario.

   b. <u>Joint Staff J-7 Support Capabilities</u>. Joint Staff J-7 can assist CCMD exercise planners in the development and execution of an appropriate EMS JTE throughout the JELC. Joint Staff J-7 can support EMS Operations exercise design consistent with overall exercise framework and objectives to advance training and readiness of joint and coalition forces to operate in the EMS environment. Joint Staff J-7 provides a global perspective for C2 and TTP

development of joint and coalition EMS operations through shared best practices, insights, and warfighter seminars.

4. <u>JEMSO Responsibilities</u>. IAW references (u)–(w).

    a. U.S. Strategic Command's (USSTRATCOM's) JEMSO-assigned UCP and SecDef responsibilities include:

        (1) Establishing, maintaining, assessing, and supporting Joint Force training and readiness.

        (2) Establishing and standardizing joint EMSO education curriculum.

        (3) Providing CCMD joint training support and establishing and maintaining Joint Force training and education standards for EMSO.

        (4) Assessing Joint Force education, training, readiness, and interoperability in coordination with the DoD EMSE Components.

        (5) IAW those, the responsibility for evaluation and analysis of JEMSO capability and risk is specified, along with Joint Force readiness certification and accreditation during pre-deployment certification events incorporating a complex EMOE.

        (6) Under U.S. domestic law, training and equipping Services for their mission is a Title 10 responsibility of each Service Component within the DoD. In fulfillment of its Title 10 responsibility to train and equip forces, each Service Component will meet or exceed the minimum standards for JEMSO readiness and accreditation.

    b. USSTRATCOM—through its Joint Electromagnetic Spectrum Operations Center (JEC), to include the Joint Electromagnetic Warfare Center (JEWC)— can assist joint organizations in generating realistic EMS conditions within CPX by supporting Joint Staff J-7 with exercise development. This will support these organizations by exercising processes and TTP that sustain essential operations in and through a degraded or denied EMS environment.

    c. Achieving EMS readiness in a complex EMOE requires demonstration of effective operation and integration of DoD EMS capabilities.

        (1) In its role as EMSO evaluator for the DoD, the Joint Center for Electromagnetic Readiness (JCER) will participate, evaluate, analyze, and, in partnership with existing Service entities, accredit Service readiness

certifications in Joint Force exercises, rehearsals, and wargames conducted under realistic operational conditions. To the greatest extent possible, all EMS capabilities and challenges, including interference and jamming scenarios, will be integrated into these events.

(2) JCER's mission to Services and CCMDs is to assess readiness of joint/operational JEMSO capabilities, identify gaps and limitations, and deliver timely relevant assessment results that enable data-driven decisions and EMSO capability investments. As part of that, and IAW Title 10 responsibilities, Service leadership facilitates training for contested, congested, and constrained EMOEs to ensure their forces are prepared for CCMD-assigned joint missions.

(3) The JCER will accredit each Service, USCYBERCOM, and USSOCOM deployment readiness certifications to inform the supported CCMDs of Service-specific JEMSO operational capabilities and limitations. Training venues (e.g., live ranges, virtual environments, and constructive timeline events) will be measured and compared to real-world EMS threat intelligence analysis to further validate evaluation findings.

(4) This assessment process is contingent on existing Service-specific certification and pre-deployment evaluation processes and existing venues (live, virtual, constructive, and synthetic). It does not direct the Services to change their process for preparing and providing forces to deploy in support of operations across the competition continuum. However, this accreditation process can be used to inform leaders, commanders, and staff at all levels on the JEMSO readiness of the Joint Force to make tangible and measurable improvements when applicable.

(5) If a unit receives a "not prepared" rating, this does not preclude the unit from deploying as planned, nor does it levy additional requirements on the unit. The supported CCDR must assess whether the unit is able to accomplish the assigned tasks and is (or is not) authorized to deploy. Additional training requirements will be at the sole discretion of the supported CCDR.

ENCLOSURE D

EXERCISES

1. Overview. Joint exercises serve a multitude of purposes—joint training, joint concept validation, doctrine validation, and support of campaign plans are just a few examples. Exercises tend to require resources (e.g., funding, facilities, ranges, transportation, personnel) that must be carefully planned and coordinated to ensure the exercise objectives will be achieved. Once the decision has been made that an exercise is the appropriate method for training a joint audience, the JELC is normally the first point of reference for the exercise planner to begin to lay out the planning and execution requirements for the event.

2. Purpose. This enclosure provides general guidance on various aspects of joint exercise planning and coordination.

3. Political and Security Constraints. Political considerations and security constraints can significantly impact the joint training process. Many training events and CCMD exercises are driven by the need to maintain military presence, provide visible support to allied nations, or warn potential opponents of U.S. resolve to meet treaty obligations.

   a. Rapid geopolitical changes in the OE require CCMDs and Services to routinely review their training programs and exercise constructs to ensure exercise objectives remain valid and the security environment permits effective joint training.

   b. Some training requirements may not be achievable because of exercise changes caused by political sensitivities, security environment changes, and potential exercise cancellations.

4. Significant Military Exercise Briefs. Joint Staff J-7 facilitates the notification process for significant military exercises. OSD, following coordination with the Office of the Secretary of State, provides advance notification of SMEBs to the National Security Council (NSC) staff. Appendix G defines significant exercises and provides the SMEB format.

5. Coordination. Supported CCMDs must coordinate directly with supporting commands, Services, and agencies—to include host nation U.S. Embassy Security Cooperation Offices—on all relevant matters pertaining to the planning and execution of joint exercises. Coordination should be conducted

as early as possible in the planning cycle. The use of collaborative tools is highly recommended during the coordination process.

    a. Special attention should be given to transportation, logistics, ranges, facilities, personnel, equipment, exercise timing, force lists, and force protection requirements. In addition, host-nation coordination should include authorization to operate EMS-dependent systems.

    b. When two or more commands expect to use the same forces in exercises, force requirements should be exchanged to facilitate the planning effort. CCMDs need to be flexible in the planning process, to account for real-world events and budget considerations for event planning and execution. Detailed joint training resource guidance is found in reference (e).

6. <u>Exercise Force Requirements</u>. Joint Force or Service exercise force requirements that support Title 10 responsibilities do not require a SecDef decision and are not allocated. The JFC is responsible for deconfliction of Service force participation by UIC, time, and TOs. The JFC will maintain a scheduling deconfliction role for force providers, to include worldwide joint exercise and training event scheduling, and inform the requesting command when and why a force is not available.

    a. Force/capability requests for exercise forces will be initiated in JTT as far in advance as possible, IAW reference (h).

      (1) JOPES will be used in conjunction with all CCDR-sponsored (JEP) or CJCS-sponsored (CEP) exercises to document all capabilities that are attached, assigned, or allocated to a CCMD. This includes capabilities deploying and redeploying, as well as capabilities in place that provide remote effects in support to CCMD exercise objectives.

      (2) For CPXs, separate TPFDD will be built for exercise play, to include all capabilities that support the CPX, whether capabilities have movement or not. CCMDs are strongly encouraged to show whole of government capabilities and contracted capabilities in their TPFDD. When used, JOPES system performance and user capability will be an evaluated TO within supporting and supported Services, CSAs, and CCMD AARs.

    b. CCMDs that desire forces assigned to another CCDR, or the Services, will request service retained forces from the JFC. CCDR force requests will clearly identify the capability required to allow proper consideration by the sourcing JFCs. Force requests are characterized as either standard (annual) or

emergent exercise requests based upon the time in advance from an exercise start date.

    (1) <u>Annual Exercise Requests</u>. IAW reference (a), exercise annual force requests are referred to as standard force requests for exercises. Standard requests will be published in JTT 6 months to 3 years in advance of the date the request is submitted.

    (2) <u>Emergent Exercise Force Requirements</u>. Emergent joint exercise force requests developed within 6 months of event execution must be submitted in JTT in conjunction with a GO/FO letter of lateness. Due to the limited time to source emergent requests, the JFC and Services source exercise requests competitively at time of receipt with the understanding that there might not be the capability of adhering to reference (c) or higher priorities.

    c. CCMDs that require the participation of exercise SMEs (individual) to support their respective joint exercises will pursue sourcing internally from their own staff, assigned forces, and allocated forces. In cases where the assigned Service Component cannot source the SME, the CCMD can request SME augmentation in JTT. The JTT Exercise SME request should clearly identify the functional requirements and capabilities required to facilitate sourcing.

7. <u>Functional Support Requirements</u>

    a. Scheduling organizations will consolidate and submit validated common-user transportation requirements to U.S. Transportation Command (USTRANSCOM) IAW reference (k). USTRANSCOM will then task appropriate transportation component commands to schedule the required lift.

    (1) Requests for mobile communications support and equipment controlled by USTRANSCOM should be submitted IAW reference (l). Commands requesting these assets fund all associated transportation and personnel support costs, less pay and allowances, incident to deployment and recovery.

    (2) Detailed requests for tanker support will be submitted via JTT to USTRANSCOM NLT 60 days before the quarter for which an exercise is planned. USTRANSCOM will forward the requirement to the Air Mobility Command Tanker Airlift Control Center/Operational Training Division, Directorate of Operations and Training. A request update for exercises scheduled in second and third months of the quarter should be submitted 90 days prior to exercise start (STARTEX).

b. Intelligence support is an inherent part of the joint training process. Use and evaluation of intelligence assets should be considered in the development of joint training activities.

(1) To ensure effective and efficient intelligence support from relevant CSAs (i.e., DIA, National Security Agency, National Geospatial-Intelligence Agency) and other intelligence support organizations (e.g., National Reconnaissance Office), exercise planners should involve these organizations at the earliest possible exercise planning stage.

(2) Exercise planners will enter requests for intelligence exercise support from the relevant CSA into JTT or other portals used by the Intelligence Community. Joint Staff J-2 will determine if a Consolidated Exercise Support Request is required when requesting national intelligence support.

c. U.S. Space Command (USSPACECOM) is the space operations JFC and Joint Force Trainer for space operations forces. USSPACECOM is the focal point for scheduling and integrating DoD space assets and trans-regional missile defense capabilities into exercises. The Joint Staff J-7 aids in developing space scenarios for exercise execution during the JELC.

d. USCYBERCOM is the cyberspace operations JFC and Joint Force Trainer for cyberspace operations forces. USCYBERCOM is chartered to integrate and coordinate the day-to-day defense of DoD networks. Additionally, USCYBERCOM can assist CCMDs in integrating cyber operations into operational and contingency planning (including training and exercises). The Joint Staff J-7 support to CCMD exercises includes assisting with the design of realistic cyberspace scenarios to drive desired training and USCYBERCOM Components.

8. <u>Multinational Integration with Exercise Planning and Execution.</u> Normally, CCDRs and Service Component Commanders will perform direct liaison with their respective commanders of allies and partners for all aspects of U.S. participation in bilateral and multilateral events. Agreements for the participation of ally and partner military forces in U.S. training/exercise events is the responsibility of the CJCS (reference (m)). That responsibility is normally delegated to the CCDRs, and agreements should be in place prior to the planning and execution of any training event in which bilateral or multilateral military participation, military information sharing, or C2/C4 system integration is anticipated.

9. Force Protection. The supported commander is responsible for ensuring that force protection is an integral part of the exercise planning process. However, exercise forces will not be requested for operational taskings or roles requiring employment of lethal weapons systems under conditions other than collective joint training. This coordination occurs throughout the entire planning and execution phases of an exercise.

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

    a. Exercises likely to result in significant diplomatic, interagency, non-governmental organization, or media attention due to environmental considerations should be reported in advance IAW SMEB procedures in reference (o).

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

11. Joint Exercise Directive. Joint exercise directives provide participants information concerning the planning and conduct of the event, to include exercise goals, objectives, and conduct. Many of the support and technical plans are attached to the joint exercise directive. An example is found at Appendix F.

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APPENDIX A TO ENCLOSURE D

NATIONAL-LEVEL EVENTS

1. Oversight. Joint Staff J-7, in conjunction with OSD, coordinates DoD participation in national-level exercises and events that focus on whole-of-nation preparedness, disaster response, and homeland defense. Training and exercise events at the national level are governed by the White House. The NSC staff provides leadership and guidance for the Exercise and Evaluation (E&E) Sub-Policy Coordination Committee (PCC), which is responsible for coordinating approval of all national-level and senior officials exercises.

2. National Exercise Program

    a. Authority. The NEP is established by reference (x). The NEP directs the DHS/Federal Emergency Management Agency (FEMA)—in coordination with the heads of appropriate Federal interagency (IA), the National Council on Disability, and the National Advisory Council—to carry out an NEP to test and evaluate the national preparedness goal, National Incident Management System, National Response Framework (NRF), and other related plans and strategies.

    b. Mission. The NEP serves as the primary national-level mechanism for examining and validating all preparedness mission areas by designing, coordinating, conducting, and evaluating a progressive cycle of exercises that rigorously tests the Nation's ability to perform missions and functions that prevent, protect, respond to, recover from, and mitigate all hazards.

    c. Governance. The NEP is guided by the policy direction and decision-making provided by the NSC Principals Committee (PC) and its subordinate committees. These committees also adjudicate NEP issues as they arise from the IA exercise community.

        (1) Every 4 years, the PC issues Principals' Strategic Priorities (PSPs) that inform subsequent NEP planning cycles. On occasion, the PC may provide specific guidance for the development of a major IA exercise or state of emergency (SOE), or issue additional direction based on changing national priorities.

        (2) The Homeland Preparedness and Response PCC and the E&E sub-PCC provide strategic oversight for implementation of the PSPs. At the operational level, the EIC, chaired by FEMA National Exercise Division, will be

the primary forum for guiding the design, planning, and execution of each NEP event.

    d. <u>Concept of Operations</u>. The NEP is conducted as a 4-year exercise cycle based on an identified set of PSPs that provide national-level strategic direction. Based on the PSPs, the NEP will incorporate, to the highest degree possible, existing exercises established by the Federal IA and state, local, tribal, and territorial governments. Each NEP cycle will feature:

        (1) A series of exercises sponsored and controlled by the Federal IA.

        (2) Exercises of all types from state, local, tribal, and territorial governments that are selected for incorporation into the NEP based on adherence to the PSPs and cross-jurisdictional reach. Each 4-year NEP cycle includes two national-level exercises (NLEs), which serve as capstone exercises.

    e. <u>Objectives-based Exercises</u>. The NEP is objectives-driven and capabilities-based, with established PSPs driving the focus and schedule of each NEP cycle. If national priorities change, or real-world events compel an adjustment to the NEP, the NSC PC may consider modifying the PSPs to meet preparedness demands in an ever-changing environment.

        (1) <u>National-Level Exercise</u>. A single capstone exercise is conducted every 2 years as a component of the NEP exercise cycle. Federal IA are directed to participate in each NLE to the maximum extent possible, as determined by the NSC PC. CEP and JEP exercises may be linked to the NLE as required to incorporate DoD participation and achieve common training and exercise objectives.

        (2) <u>State of Emergency</u>. The NSC staff will direct DHS/FEMA to develop exercises for senior leaders as identified in the 2-year SOE program, which includes senior OSD and Joint Staff participation with subject matter expertise provided by the appropriate staff elements. SOEs are normally conducted four times per calendar year; however, the frequency fluctuates based on real-world events.

APPENDIX B TO ENCLOSURE D

ALLIED PARTNERSHIPS

1. <u>Allied Partnership</u>. Achieving NMS objectives requires cooperation with
allied and partner nations. Through several Joint Staff J-7 DDs, the USG
supports and participates in the NATO Crisis Management Exercise (CMX).
NATO CMXs are exercises approved by the North Atlantic Council (NAC) and
include senior participants from across the USG.

2. <u>NATO Crisis Management Exercise</u>. The NATO CMX is NATO's only
Alliance–wide strategic exercise where major NATO HQs, commands, and all
NATO nations participate. In select years, NATO CMX also includes
participation with the European Union (EU) and other non-NATO nations
having security arrangements with NATO. The United States is not responsible
for overall control and management of NATO CMX; however, the United States
is a prominent planner and participant from both Brussels, Belgium and
Washington, DC. The exercise is conducted biennially with NATO Allies and
NATO partner nations participating from Brussels and from their capitals.

3. <u>Joint Staff J-7 Planning Responsibilities</u>. The Joint Staff J-7 DDJTE serves
as the coordinator for U.S. participation in the biennial NATO CMX exercise. A
Joint Staff J-7 project officer serves as the Head of the U.S. Delegation to the
NATO CMX planning conferences. The core U.S. planning team normally
consists of planners from Joint Staff J-2/J-3/J-5/J-7, OSD, DOS, U.S. Mission
to NATO, U.S. Delegation to the Military Committee, and the U.S. National
Military Representative to Supreme Headquarters Allied Powers Europe
(SHAPE). The core team may be augmented by the Joint Staff Directorate for
Logistics, J-4; U.S. Mission to the United Nations; U.S. Mission to the EU; the
NSC; and USG IA, as appropriate, to support specific exercise objectives.
Additional Joint Staff J-7 responsibilities include:

    a. Serving as Head of the U.S. Delegation responsible for coordinating the
appropriate U.S. policy and military issues into the exercise.

    b. Participating in the development of NATO exercise objectives (included
in the document known as Exercise Specifications).

    c. Establishing direct liaison with NATO CMX planners in the NATO
International Staff, NATO International Military Staff, SHAPE, and Allied
Command Transformation.

4. Documentation. The Joint Staff J-7 project officer contributes to the development of NATO-produced exercise documents used by all nations and NATO Commands. The following NATO documents are similar to U.S.-produced documents, but are NATO-controlled with national inputs:

    a. NATO Exercise Instruction, which serves the same purpose as an Exercise Directive or Letter of Instruction.

    b. NATO Directing Staff Instruction, which serves the same purpose as the Control Staff Instruction.

    c. NATO First Impressions Report, which is contributed to by all nations and is an after-action report for NATO.

    d. NATO Final Post-Exercise Report, which is similar to the Joint After-Action Report and is submitted to the NAC.

5. U.S. Co-Hosted Conferences. Most NATO exercise planning conferences are co-hosted by NATO and European nations. When requested by NATO, the United States has agreed to host NATO CMX planning conferences to bring planners to North America. This arrangement is also an opportunity for more U.S. planners to participate in the conferences without the time and financial burden of prolonged European travel. To this end, if the United States is invited by NATO International Staff to co-host a planning conference, the Joint Staff J-7 is prepared to work the arrangements and co-host a planning conference in the United States. These conferences could involve up to 225 attendees from more than 35 countries.

APPENDIX C TO ENCLOSURE D

CHAIRMAN'S EXERCISE PROGRAM

1. <u>General</u>. This appendix describes policies and procedures for the planning and conduct of CEP events. The Joint Staff J-7 schedules, synchronizes, plans, integrates, and executes CEP events with DoD exercises, CCMD JEP events, NEP events, and ally exercises. This appendix also describes CEP responsibilities for inclusion of the Joint Staff, OSD, CSAs, Chairman's Controlled Activities (CCAs), NGB, IO partners (IA, NGOs, and international organizations), and allied nations into exercises.

2. <u>Purpose</u>. The CEP is designed to improve the readiness of U.S. forces to perform joint operations through the conduct of strategic, national-level exercises and engagements examining plans, policies, and procedures under a variety of simulated crisis situations. Additionally, the CEP is intended to improve overall USG readiness by maximizing the benefits of multi-agency collaboration through participation in the NEP, Joint, Service, and ally training, exercises, wargames, and experiments.

    a. The CEP is a means for the CJCS, through the Joint Staff, to coordinate Joint Staff, OSD, CSA, CCA, NGB, IO, and ally participation in strategic-national-level joint exercises. These events are documented in Command and Control of the Information Environment and managed in the JTT. CEP events may be JTEEP funded. CEP events reflect the overarching framework provided in the *National Security Strategy*, NDS, NMS, *Defense Planning Guidance,* GEF, JSCP, DoD Title 10 responsibilities, CJCS guidance, the Chairman's Joint Training Policy, and NRF.

    b. The CEP facilitates implementation of CJCS guidance for training and exercise support to global integration and the Joint Training Policy. The CEP is critical to maintaining strategic readiness of the Joint Force.

    c. The CEP is an adaptable and agile program that can accommodate emerging requirements. As emerging requirements are identified by the SecDef, CJCS, or CCDR, the CEP will be integral to the planning, development, and execution of new initiatives, activities, and events.

3. <u>CJCS Directed Exercises</u>

    a. <u>ELITE CONSTELLATION</u>. ELITE CONSTELLATION (EC) is a multi-year campaign of events that accelerates readiness and improves the ability of the Joint Force to conduct globally integrated, all-domain operations. The EC

campaign and supporting readiness events are coordinated efforts between the Joint Staff, CCMDs, Services, and CSAs with the aim of improving the Joint Force's ability to conduct globally integrated operations to deter and, if deterrence fails, prevail over peer and near-peer adversaries IAW CJCS and SecDef guidance. EC operationalizes the JWC 3.0, focusing on globally integrated and synchronized operations. Reference (d) provides more details on EC campaign events and linkages.

    b. <u>Globally Integrated Exercise</u>. Globally Integrated Exercise (GIE) is designed to train the Joint Force to operate in today's transregional, all-domain, and multi-functional (TAM) security environment at the pace of conflict. The end state is to effectively operate as an integrated force and provide a full range of flexible and responsive options to senior decision makers. GIE mission rehearsals are set against the five priority strategic problem sets within the current real-world environment. GIE enables purposeful rehearsal of the CJCS in their role as the global integrator and possibly a regional CCMD to serve as the coordinating authority.

    (1) <u>Problem Statement</u>. The current exercise program does not exercise the Joint Force, as a whole, to address global risk and the arrangement of cohesive Joint Force actions in time, space and purpose in order to execute as a whole team to address the five strategic challenges in a TAM environment.

    (2) <u>End State</u>. An exercise program designed to ensure the Joint Force is able to effectively operate as a truly integrated force against TAM threats and provide a full range of flexible and response options to decision makers.

    (3) <u>Participants</u>. The primary training audience is the SecDef with the CJCS; Vice Chairman of the Joint Chiefs of Staff; Director, Joint Staff (DJS); Joint Staff; OSD; and CCDRs as the secondary/supporting audience.

    (4) <u>GIE Overview</u>. A GIE is a CJCS-led rehearsal for the SecDef to explore global integration in a crisis that presents a real-world global challenge in a TAM environment.

    (a) The dates for an event are set by the DJS based on CJCS's schedule. Preparatory Events/Senior Leader Seminars are chaired by DJS with participating Directors of the Joint Staff Directorates (J-Directors), appropriate level Deputy Assistant Secretaries of Defense, and CCMD J-3/J-5s.

    (b) The expected outcomes of the GIE are for the SecDef and CJCS to provide guidance/intent for making the Joint Staff more agile and capable in presenting global perspectives at the pace of conflict, which assists them in

providing military advice to the President. It will also provide all with an appreciation of respective roles in a TAM crisis environment in facing the five priority challenges.

    c. <u>Exercise POSITIVE RESPONSE</u>. POSITIVE RESPONSE (PR) exercises are designed to encompass specified Joint Staff exercise objectives and include senior OSD and Joint Staff participation, as well as their respective staffs at the required level. These may be stand-alone or conducted in conjunction with other exercises as determined by the CJCS or DJS. The overall scope and objectives of each PR exercise will be determined by the Joint Staff, in conjunction with OSD or the CCMDs as applicable. The Joint Staff J-7 will have primary responsibility for all aspects of planning, execution, and lessons learned if the exercise is not linked to a CCMD exercise.

    (1) <u>Scope</u>. PR exercises may be characterized by, but not limited to:

    (a) Examination of plans, policies, and procedures related to the crisis portrayed by the exercise scenario.

    (b) Regional or global crisis scenarios.

    (c) CPX.

    (d) Participation by one or multiple CCMDs; however, CCMD participation is not a requirement.

    (e) Participation of other IO partners based on the overall concept and objectives of the exercise.

    (f) Short in duration and narrowly focused on areas of interest to the CJCS or DJS.

    (2) <u>PR Exercise Design</u>. The PR exercises are flexible in scope, duration, and levels of participation. These variables are dependent on the overall theme and objectives of the exercise. Due to their flexibility, PR exercises cannot be rigidly categorized, but their general categories (based on participation, linkages to other exercises, and their required support elements) are outlined in Table 7.

PARTICIPANTS	OBJECTIVES	LINKAGES	TYPICAL SUPPORT
Staff Elements at Joint Staff and OSD with senior officials	Developed by Joint Staff and OSD	Possible OSD initiative	Joint Staff Crisis Management Element/Team (CME/T) and an OSD Response Cell
Joint Staff, OSD, one or more CCMD, Services, Defense Agencies, and other Federal Departments and Agencies at senior level	Developed by Joint Staff and OSD and participating agencies	Participating CCMD exercise(s)	Joint Staff CME/T and an OSD Response Cell
Joint Staff and OSD Response Cells with CCMD elements as determined by the CCDR	Supporting objectives developed by Joint Staff and OSD and participating agencies	Participating CCMD exercise(s)	Tailored response cells at Joint Staff and OSD
Subject matter expert (SME) at Joint Staff, OSD, CCMD(s), and others as required	Limited; developed by Joint Staff and OSD	With participating CCMD exercise	Specific SMEs on-call from Joint Staff, OSD and participating Service HQ

Table 7. PR Exercise Design

(3) Planning. PR exercise planning will generally be conducted IAW the JELC timeline discussed in paragraph 5 of Enclosure E. Stand-alone exercises will use the following JELC:

(a) A PR core planning group will be created 12–15 months prior to exercise execution.

(b) PR concept will be briefed to the DJS.

(c) PR should be designed to focus on strategic, policy-level objectives as derived from the NDS, NMS, and CJCS guidance.

(d) PR Request Process. PR support and participation requests will be submitted to the Joint Staff J-7. PR requests can include senior leader, CME/T, SME, Joint Staff, OSD, Service, and IO participation.

(4) Execution

(a) Depending on the scope and complexity of the PR exercise, a Joint Staff CME/T may be activated in the National Military Command Center, and OSD may activate its Global Situational Awareness Facility. Other organizations may activate their crisis response cells as appropriate.

(b) A JECG will be activated to support exercise execution. Director, J-7 will have overall responsibility for control of the exercise.

(c) If required, or requested, by the CJCS or DJS, Joint Staff J-7 will provide personnel to observe the interaction between Joint Staff, OSD,

CCMDs, Military Services, and IO partners to identify gaps and seams in staff coordination.

        (d) <u>Post Exercise</u>. The senior DoD participant will normally host an AAR briefing shortly after ENDEX to review major emerging issues that were identified during the exercise. The Joint Staff J-7 will solicit, compile, and publish a Quick Look Report approximately 60 days after ENDEX, following receipt of inputs from all participating organizations. The Joint Staff J-7 lead planner will solicit mission critical findings from Joint Staff, OSD, CCMD, Military Service, and IO participants. Additionally, Joint Staff J-7 will manage the JLLIS.

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ANNEX A TO APPENDIX C TO ENCLOSURE D

CHAIRMAN'S EXERCISE PROGRAM ROLES AND RESPONSIBILITIES

1. <u>Joint Staff Responsibilities</u>. For CEP support, general responsibilities of the Joint Staff Directorates (J-Dirs) are outlined below. Additionally, any J-Director who is primarily responsible for, or sponsors, other focused exercises should make these exercises known to Joint Staff J-7 for consideration for linkage to larger exercises.

   a. <u>Joint Staff Directorates (other than J-7)</u>

      (1) Provide requisite SMEs for planning and execution to support the scope and objectives of the exercise. This may include scenario and MSEL development.

      (2) Identify and provide Joint Staff objectives focused on J-Dir–specific functions, and which support the J-Dir's training requirements.

      (3) Support the Joint Staff CME/T during exercise execution with appropriate functional expertise, as required. This may include elements of the Joint Staff emergency operations procedures as appropriate during exercise play.

      (4) Assist in preparing Joint Staff/OSD senior leaders for CCMD engagements over the course of the exercise.

      (5) Provide SMEs for development of interagency-simulated products from J-Dir's counterpart agency, as needed (e.g., NSC staff-level products, DOS cables, Department of Transportation notices).

   b. <u>Joint Staff Directorate for Joint Force Development, J-7</u>. As the lead planning agency for CEP, Joint Staff J-7 responsibilities include:

      (1) Integrating support systems throughout the JELC process to enhance training and exercise collaboration and alignment to enhance participating organizations' preparation for operating in complex environments. Goals include:

         (a) Increasing quality and level of partner and DoD participation in training and exercise programs.

(b) Improving comprehensive approach to training and exercises.

(2) Coordinating with OSD, J-Dirs, Services, and CCMDs for DoD-wide staff exercise participation as applicable.

(3) Coordinating National Capitol Region inter-organizational participation and facilitating TOs for DoD exercises.

(4) Briefing directors and senior staff members on prospective participating organizations and proposed exercise themes and objectives to garner support for the exercise.

(5) Coordinating with all elements of the Joint Staff to identify Joint Staff exercise objectives and recommended participation levels.

(6) Coordinating with OSD counterparts to ensure inclusion of applicable OSD exercise objectives and appropriate participation by senior OSD officials.

(7) Coordinating with the Services to identify Service exercise objectives and recommended participation levels.

(8) Facilitating the formation of a crisis response/management element/ team across the Joint Staff prior to exercise execution.

(9) Coordinating Joint Staff, OSD, and Service senior leader participation. Developing and presenting senior leader preparatory briefings prior to the start of the exercise.

(10) Hosting and/or attending planning conferences and meetings; and, in the case of linked exercises, coordinating, de-conflicting, and combining planning conferences to the maximum extent possible.

(11) Coordinating the development and synchronization of the MSEL using the Joint Master Scenario Event List tool of the JTT or an NEP-approved tool to drive exercise play to meet objectives.

(12) Conducting Joint Staff pre-exercise participant preparatory briefings.

(13) Publishing the governing exercise directive or letter of instruction, which includes pertinent information concerning exercise objectives, scenario,

event chronology, participants, meeting schedules, control mechanism, collection of observations and lessons learned, and after-action briefings and report processes.

(14) Representing Joint Staff at training and exercise-related standing or temporary committees and working groups and coordinating results with relevant Joint Staff representatives and CCMDs.

(15) Providing an observation and AAR team to present an after-action report to the DJ-7 and DJS.

(16) Maintaining an internal Joint Staff J-7 AAR database on exercise issues from a Joint Staff perspective to better integrate and support the training audience.

2. <u>OSD Responsibilities</u>. OSD and its subordinate offices provide appropriate SMEs during the planning and execution phases of Joint Staff, other DoD, and interagency exercises as follows:

a. Provide policy guidance and assistance on specific functional areas to be addressed in the exercise.

b. Coordinate with federal interagency partners to meet overall DoD specific and OSD exercise objectives.

c. Identify OSD senior leaders and appropriate OSD staff components as required to participate in the planning and execution of the exercise.

d. Participate during the exercise with SMEs at a level commensurate with overall and OSD-specific exercise objectives and scenario events.

e. Approve consolidated DoD inputs to AARs for release to interagency partners.

f. In coordination with Joint Staff J-7, develop DoD inputs to the NEP Four Year Exercise Cycle.

g. Represent DoD at the E&E Sub-PCC and coordinate results with relevant CCMDs.

3. <u>Combatant Command Responsibilities</u>. Based on the exercise scenario and geographic locations involved, one or more CCMDs may participate in a

particular CEP exercise. Once the exercise linkages are agreed to, Joint Staff J-7, in coordination with the participating CCMDs, ensures that linkages are reflected in JTT. CCMD planning and participation responsibilities include:

   a. Identifying command exercise objectives.

   b. Identifying non-DoD exercise requirements in JTT, to include roles, authorities, and capabilities or functions required. Requirements should be entered into JTT as early as possible but NLT 30 days after the MPC.

   c. Developing MSEL items to set the appropriate conditions within the command's AOR and to achieve internal command objectives or support overall exercise objectives.

   d. Providing input to scenario development to ensure realism.

   e. Participating in or conduct exercise planning conferences and meetings.

   f. Coordinating with subordinate commands/components and other participating organizations to support all aspects of the exercise.

   g. Participating in exercises at the appropriate level to attain overall and command specific exercise objectives.

   h. Establishing a control cell linked to the overall Exercise Control Group to ensure coordination and synchronization during exercise execution.

   i. Providing feedback to Joint Staff exercise OPR on exercise issues in the form of observation reports for inclusion in after-action briefings and reports.

   j. Coordinating with Federal and state partners to identify and participate in non-DoD exercises that offer opportunities to examine habitual and potential DoD support roles.

4. Transregional Combatant Command Responsibilities. Planning and participation responsibilities are the same as those delineated in paragraph 3 above for the CCMDs. Additionally, transregional CCMDs are requested to provide the following exercise support, IAW their functional missions:

   a. USSOCOM. USSOCOM will provide planning, advice, and support to joint exercises that have special operations requirements based on coordination between USSOCOM and the requesting command/organization.

b. <u>USSTRATCOM, USSPACECOM, and USCYBERCOM</u>. USSTRATCOM, USSPACECOM, and USCYBERCOM will provide planning, advice, and support to all exercises that encompass the CCMDs' roles as the DoD lead for strategic deterrence, nuclear command and control, global strike operations space, integrated missile defense, and cyberspace, respectively.

c. <u>USTRANSCOM</u>. USTRANSCOM will provide planning, advice, and support to all exercises that encompass the CCMD's missions. Additionally, USTRANSCOM will perform the following actions:

(1) Assist the Joint Staff, J-7 OPR and participating commands and agencies on all matters involving the use of common-user transportation assets during exercise planning and execution.

(2) Monitor and coordinate movements and deployments in support of the exercise IAW established procedures.

(3) Provide planning and advice and support joint exercises that have joint enabling capability requirements based on coordination between USTRANSCOM and the requesting command/organization.

5. <u>Service Responsibilities</u>

a. Provide planning expertise and execution support as required.

b. Develop Service-focused TOs.

c. Coordinate HQ and subordinate organizations' participation IAW plans and procedures.

d. Provide support to the Service operational elements and the Joint Staff during exercise execution as dictated by exercise events and IAW plans and procedures.

e. Provide necessary operations, communications, and logistics support IAW established procedures during exercise execution.

f. Participate as observers or controllers as required.

g. Define and identify civilian mission partner exercise support and participation requirements in JTT to include roles, authorities, and capabilities or functions required, and thematic elements such as Humanitarian

Assistance/Disaster Relief, Stability Operations, Rule of Law, etc.
Requirements should be entered into JTT as early as possible but NLT 30 days
after the MPC.

6. <u>Combat Support Agency Responsibilities</u>. Participation in the planning and
execution of CEP exercises by DoD agencies is dependent upon the overall
concept, theme, and objectives of an individual exercise. Joint Staff J-7
exercise planners will solicit support as required from these agencies within
their assigned functions and responsibilities.

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ANNEX B TO APPENDIX C TO ENCLOSURE D

DEPARTMENT OF DEFENSE EXERCISE SUPPORT

1. <u>DoD Exercise Support Request Overview</u>. Joint Staff J-7 utilizes the DoD Exercise Support Request (DESR) process to manage Joint exercise support requests for Joint Staff, OSD, Military Service HQ, CCAs, and NGB capabilities and organizations. The DESR process involves senior leader touch points and provides coordinated senior leader decision-making on the capacity and capability to support exercise participation requests.

   a. Exercise support and participation requests will be submitted in the JTT.

   b. Joint Staff J-7 utilizes the Enterprise Task Management Software Solution (ETMS2) to coordinate requests for J-Dir and Military Service HQ exercise support.

   c. Requests for CSA, CCA, and NGB participation are coordinated directly with the organization exercising operational control of the requested capability.

2. <u>Policy</u>

   a. CEP event planners and JEP event sponsors are encouraged to coordinate directly with potential DoD supporting organizations to develop support requirements that are mutually beneficial. Formal and informal pre-coordination of CEP and JEP event support requirements with potential DoD supporting organizations may occur prior to JTT data entry.

   b. Pre-coordination of requirements with potential DoD supporting organizations should occur early in the JELC. Commitment to provide CEP or JEP event support is contingent on submission of a request in the JTT.

3. <u>CEP and JEP Event Support Requirement Workflow</u>

   a. <u>Requirement Pre-coordination</u>. CEP event planners and JEP event sponsors coordinate directly with the Joint Staff, OSD, Military Service HQ, CSAs, CCAs, and NGB to develop realistic, clear, beneficial, and supportable event support requests prior to entry in the JTT. Formal opportunities for pre-coordination of requirements include the Joint Staff J-7's Partner and Interagency Coordination Conference (PICC) and Interagency Quarterly Engagement (IQE), Joint Training Synchronization Conference, CCMD JEP

event scheduling and coordination meetings, and early JELC events (i.e., Concept Development and Initial Planning Conferences).

b. <u>Requirement Documentation and Submission</u>. CEP event planners and JEP event sponsors will enter DoD exercise support requests in the JTT (on SIPRNET). No action will be taken on requests in a "Draft" or "Submitted" status. When the sponsor's internal review of the request is complete and transmitted in the JTT to the Joint Staff J-7, its status changes to "Sent." Transmittal of DoD exercise support requests in the JTT constitutes the first step in the DESR process.

c. <u>Requirement Review</u>. Upon receipt of a new/changed CEP or JEP event support request, Joint Staff J-7 reviews for clarity and completeness. Within 5 working days of receipt, Joint Staff J-7 will either change the requirement's status to "Acknowledged" and initiate sourcing coordination or, if substantively unclear or administratively incomplete, return it to the sponsor as "Not Actionable" with an explanation and instructions for corrective action. CEP event planners and JEP event sponsors should not construe the "Acknowledged" status to imply a commitment to support a request.

d. <u>Requirement Sourcing Coordination</u>. Joint Staff J-7 begins exercise support request coordination with the Joint Staff, OSD, Military Service HQ, CSAs, CCAs, and NGB when received in the JTT. Initial coordination is intended to give potential supporting organizations situational awareness of newly received requests as early as possible. Requests for Joint Staff and Military Service HQs will be transmitted through ETMS2. Requests for OSD, CSAs, CCAs, and NGB exercise support will be coordinated directly with the respective organization, outside of ETMS2.

e. <u>Requirement Sourcing Documentation and Finalization</u>

(1) Joint Staff J-7 documents one of three possible sourcing solutions (fully, partially, or not sourced) for each request in the JTT. The JTT status for fully and partially sourced requests is "Sourced." Joint Staff J-7 will add comments in the "Remarks" field to provide an explanation for partial sourcing and specify the extent to which support will be provided. The JTT status for requirements that cannot or will not be sourced is "Not Available." Joint Staff J-7 will provide an explanation in the "Remarks" field as to why the request could not be sourced.

(2) When the status of a request in the JTT is changed to "Sourced," the CEP event planner or JEP event sponsor initiates detailed coordination

directly with the designated supporting organization to address administrative requirements and substantive preparation to support the event.

(3) If the CEP event planner or JEP Event sponsor cancels a previously sourced request and changes the JTT status to "De-assigned," Joint Staff J-7 immediately initiates coordination with the supporting organization to terminate event support. Joint Staff J-7 can also change the status of a requirement to "De-assigned" if the sourcing organization becomes unavailable. Cancelled requirements for DoD support to CEP and JEP events that have undergone the DESR process will not normally be reconsidered.

Step	Exercise Execution	Action
1	*NLT 180 Days	Joint Staff J-7 determines CCMD's initial support requirements and sends CCMD e-mail notification of pending DESR.
2	- 170 Days	CCMD refines and/or inputs exercise support requests into JTT. CCMDs must identify in JTT the GO/FO/SES who validated the request for J-Dir or Military Service HQ exercise support requests.
3	- 165 Days	Joint Staff J-7 staffs the request to the CEP event planner or JEP event sponsor for DESR validation.
4	- 140 Days	Joint Staff J-7 forwards, via ETMS2 staff action, the CCMD-validated exercise support request to applicable J-Dir or Military Service HQ for GO/FO/SES coordination. Other DoD organizations will be asked for their intent to support. If the J-Dir or Military Service HQ determines the request is supportable, coordination continues at Step 8 (below).
5	- 125 Days	If the J-Dir and the CCMD cannot come to an agreement on exercise support, the DJS will adjudicate. Joint Staff J-7, by ETMS2 staff action, forwards the CCMD request and J-Dirs' estimate of supportability with a proposed Joint Staff participation memo through the DJ-7 to the DJS for signature.
6	- 100 Days	DJS decision on Joint Staff level of support, if applicable.
7	- 90 Days	Joint Staff J-7 provides the CCMD and other applicable organizations with the final J-Dir exercise support sourcing solution and, if applicable, a participation memo.
8	- 89–0 Days	Joint Staff J-7 continues to participate in planning meetings to refine, adjust, and tailor requested support until exercise execution. CCMD requests for J-Dir exercise support submitted in the JTT within 60 days of execution must be accompanied with a Short Notice Support Request letter signed by the CCDR. Letter template is at Figure 6.

Table 8. CCMD Requests for Joint Staff Participation

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This is a guide, however, please ensure you address all the information requested. Feel free to use whatever letter or memo format that your CCMD prefers. Please use CCMD letterhead.

FOR: DIRECTOR, JOINT STAFF

FROM: Your CCDR – No downgrades

SUBJECT: Short Notice Support Request for (CCMD/exercise name)

1. (_) <u>Purpose</u>: Request exercise support that was not included in the initial Department of Defense Exercise Support Request (DESR) initiated by the Joint Staff Directorate for Joint Force Development, J-7 on [date] and falls within 60 days of exercise execution.

2. (_) <u>Justification</u>: Provide a clear statement of the requirement, focused on how the capability directly supports readiness and the CCMD's warfighting mission, theater campaign plan, etc. If there are multiple requests, list here and provide justification.

3. (_) <u>Funding Plan</u>: Detailed cost estimates should be listed in this section. In particular, temporary duty requirements, contractual services and equipment purchases must provide detailed unit costs, rates, and descriptions to include contractual vehicles and acquisition contracts to be used.

4. (_) <u>Additional Information</u>

    a. (_) Why was this request not made during the formalized DESR process timeline?

    b. (_) How much internal funding is the CCMD or Service applying to cover the cost of the training support?

    c. (_) What is the impact on the exercise if the Joint Staff does not provide this capability?

5. (U) CCMD point of contact: Name, rank, office, phone number.

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Figure 6. Short Notice Support Request Letter Template

f. CJCS GIE Joint Force Participation. Joint Staff J-7, using the JTT, will capture Joint Force support requests and create a GIE DESR. The GIE DESR will be submitted, via ETMS2 staff action, to obtain CCMD, OSD, Joint Staff, Service HQs, and NGB coordination. Refer to Table 9 for specific details.

Step	Exercise Execution	Action
1	NLT 180 Days	Joint Staff J-7 documents initial GIE support requirements for Joint Staff, CCMD, Service, NGB, and OSD participation in the JTT and briefs requirements during GIE Working Group (WG); then follows up with e-mail notification of pending GIE DESR.
2	- 170 Days	Joint Staff, CCMD, Services, NGB, and OSD review CSA; Joint Staff J-7 initiates an ETMS2 staff action for a DESR package or coordination.
3	- 170 Days	Within Joint Staff J-7, Joint Exercise Division briefs DDJTE on the proposed J-Dir exercise support request, if applicable.
4	- 165 Days	Joint Staff J-7 forwards, via ETMS2 staff action, the approved exercise support request to applicable J-Dir, CCMDs, Services, NGB, and OSD for GO/FO/SES coordination. Other DoD organizations will be asked for their intent to support.
5	- 140 Days	Joint Staff J-7 receives GO/FO/SES-validated DESR chop from Joint Staff, CCMD, Services, NGB, CCA, CSA, and OSD for review/revision.
6	- 125 Days	Joint Staff J-7 works with the Joint Staff, CCMDs, Services, NGB, and OSD to resolves any issues. Joint Staff J-7, by ETMS2 staff action, forwards the DESR results with a proposed GIE participation memorandum (via Senior Leader Approval Process) through the DJ-7 to the DJS for review/approval and signature.
7	- 100 Days	DJS decision (review and approval).
8	- 90 Days	Joint Staff J-7 updates the GIE support requests in the JTT and publishes the CJCS/DJS participation memo to the Joint Staff, CCMDs, Services, NGB, OSD, and other applicable organizations.
9	- 89-0 Days	Joint Staff J-7 will continue to convene planning meetings to refine, adjust, and tailor requested support until GIE execution.

Table 9. CJCS GIE Joint Force Participation

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ANNEX C TO APPENDIX C TO ENCLOSURE D

INTERORGANIZATIONAL ENGAGEMENT

1. <u>Interorganizational Collaboration</u>. IO collaboration promotes national-level, strategic participation in CEP and JEP exercises, training events, and other fora. Joint Staff J-7 regularly interacts and collaborates with the IO to create and enable an open dialogue concerning participation in DoD exercises and training events. Joint Staff J-7 coordinates, develops, and establishes procedures and processes for IO coordination. Joint Staff J-7 hosts several fora to coordinate IO participation in DoD exercises and events.

    a. <u>Partner and Interagency Coordination Conference</u>. The PICC is a Joint Staff J-7–hosted conference attended by DoD, IO, allies, and partner nations with an interactive agenda designed to share exercise priorities and focus. The PICC goal is to enhance collaboration and cooperation for all stakeholders to maximize exercise and training partnership opportunities. The PICC also includes senior leader forums to foster meaningful strategic discussion with senior leaders that supports synchronization of authorities, responsibilities, and resources to enable a whole-of-society approach to competition, crisis, and conflict.

    b. <u>Interagency Quarterly Engagements</u>. IQEs facilitate coordination of IO participation in DoD exercises and training events through a collaborative environment, providing visibility and awareness of exercises, wargames, experiments, and other J-7 initiatives. Each IQE iteration helps advance understanding of IO and DoD relationships by identifying parallel and intersecting efforts and works towards improving methods and opportunities for beneficial engagement. Lastly, the IQE serves to facilitate an open dialogue concerning IO participation issues, concerns, ideas, and improvements.

    c. <u>Interorganizational Global Forum</u>. The IGF is a Joint Staff J-7 and U.S. Institute of Peace collaborated event to develop relationships, mutual understanding, and cooperation across the DoD, USG, NGO, and international organizations. The IGF explores interorganizational response capabilities and capacities, operational approaches, and civilian-military interaction during a regional crisis.

2. Interorganizational Exercise Support Request Process

    a. CEP event planners and JEP event sponsors should request IO exercise support through Joint Staff J-7. Some recurring requirements for IO support to JEP events are addressed in standing memorandums of agreement.

    b. Formal and informal pre-coordination of IO exercise support requirements should be identified early in the JELC. All requests for non-DoD support or participation must be entered in the JTT.

    c. The following workflow describes the IO exercise request process for CEP and JEP events.

        (1) Requirement Pre-coordination. CEP event planners and JEP event sponsors should coordinate, if possible, with representatives of IO partners to develop event support requirements prior to entry in the JTT. Formal opportunities for pre-coordination of requirements include the Joint Staff J-7–hosted PICC and IQE, other Joint Staff J-7 interagency outreach, CCMD-hosted JEP event scheduling and coordination meetings, and early JELC events (i.e., Concept Development and Initial Planning Conferences).

        (2) Requirement Documentation and Submission. CEP event planners and JEP event sponsors will enter IO support requirements in the JTT (on SIPRNET). Joint Staff J-7 will coordinate these requirements with stakeholders upon receipt.

        (3) Requirement Review. Joint Staff J-7 reviews new/changed CEP or JEP event support requirements upon receipt for clarity and completeness. Within 5 working days of receipt, the Joint Staff J-7 will either change the requirement's status to "Acknowledged" in the JTT and initiate sourcing coordination or, if substantively unclear or administratively incomplete, return it to the requestor as "Not Actionable" with an explanation and instructions for corrective action. CEP event planners and JEP event sponsors should not construe the "Acknowledged" status to imply a commitment to support a requirement.

    d. IO Requirement Sourcing Coordination. Joint Staff J-7 initiates initial coordination for CEP and JEP event IO support requests, other than those pre-coordinated with IO in the CCMD AOR. IO requests are transmitted separately and directly via e-mail. Joint Staff J-7 initiates final coordination with the requested organization NLT 90 days prior to the first day of CEP or JEP event execution.

e. <u>Requirement Sourcing Documentation and Finalization</u>

(1) For CEP and JEP event support requests that the CCMD has pre-coordinated with IO in its AOR, Joint Staff J-7 updates the JTT status to "Fully Sourced" and documents in the "Remarks" field the extent of support to be provided.

(2) For all other CEP and JEP event support requests, Joint Staff J-7 will document one of three possible sourcing solutions (fully, partially, or not sourced) for each request in the JTT. The JTT status for fully and partially sourced requests is "Sourced." Partially sourced requests will be identified in the "Remarks" field, specifying the extent to which support will be provided.

(a) The JTT status for requests that cannot or will not be sourced is "Not Available." The JTT "Remarks" field will be used to provide an explanation of the decision not to source a requirement.

(b) When the status of a request in the JTT is changed to "Sourced," the CEP event planner or JEP event sponsor will initiate final coordination directly with the designated supporting organization.

(c) If the CEP event planner or JEP Event sponsor cancels a previously sourced request, the JTT status will be changed to "De-assigned." Joint Staff J-7 will initiate coordination with the supporting organization to terminate event support.

(d) The status of a request will also be changed to "De-assigned" if the sourcing solution becomes not viable.

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APPENDIX D TO ENCLOSURE D

JOINT EXERCISE PROGRAM

1. <u>General</u>. The JEP is a principal means for CCDRs to maintain trained and ready forces, exercise their contingency plans, and support their campaign plan engagement activities. CCDRs designate JEP events to train mission requirements described in their command's JMETL, and to support theater and global security cooperation requirements as directed in their command's plans. CCDR-designated JEP events can include CCMD, Service component, joint, and multinational training events. JNTC-accredited Service and USSOCOM training program events can be included within the JEP.

2. For detailed information on the JEP, please refer to reference (e).

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8 August 2025

APPENDIX E TO ENCLOSURE D

JOINT TRAINING EVENT PLANNING MILESTONES

1. Purpose. Table 10 is a representative timeline of typical major events, milestones, products, and services associated with joint event support. The OPR is listed to the right of the task or event. The organization scheduling the event (OSE) is the organization that sponsors, schedules, and provides validated funding for the joint training event. The organization conducting the event (OCE) is the organization responsible for developing, managing, and executing a training event (this may be a Service Component).

2. Some variations may exist in terminology and execution among the CCMDs, and the OSE and OCE may or may not be the same organization. Reference (p) describes the procedures associated with TPFDD development and deployment execution. This matrix can be used as a representative guide and tailored to meet the specific needs of an OSE or OCE.

Days Before E-Day / T-Day[3]	Event	OPR
E-220+	INITIAL PLANNING • Conduct Concept Development Conference. • Review lessons learned. • Develop concept and objectives. • Develop force list. • Review JMETLs. • Provide inputs to sponsoring CCDR on concepts, objectives, JMETLs, and forces. • Initiate TPFDD. • Develop exercise budget and update cost information in JTT. • Identify unique events that may require longer planning horizons such as special activities or deployment of a specific capability.	• OSE/OCE • All • OSE/OCE • OSE/OCE • All • Supporting CCDR • OSE • OSE • OSE/OCE
C-220	EXERCISE DEVELOPMENT • Conduct IPC. • Establish Newsgroup/exercise web site. • Determine JOPES training requirements. • Establish CCMDs training requirements. • Finalize concept and objectives. • Enter Sponsoring CCMD requirements into Exercise TPFDD. • Network Exercise TPFDD. • Update exercise cost information in JTT.	• OCE • OCE • All • OSE • OSE/OCE • OSE • OSE • OSE
E-180	• Source force requirements in TPFDD file. • Initial transportation feasibility and cost estimates. • Initial unit equipment lists for sealift. • Publish C-Day/L-Hour for exercise.	• Supporting command • USTRANSCOM • Supporting command • OSE/OCE

C-150-120	• Conduct MPC. • TPFDD adjustments to match budget, forces, and transportation availability. • Identify potential commercial airlift requirements. • Transportation mission support force requirements entered into TPFDD. • Build redeployment TPFDD.	• OCE • All • OSE • USTRANSCOM • OSE
C-130	• Final unit equipment lists to Surface Deployment and Distribution Command.	• OSE
E-100-90	• Complete redeployment TPFDD. • Ensure deployment and redeployment TPFDD files are free of fatal errors.	• OSE • OSE
C-85	• Conduct Final Planning Conference.	• OCE
C-50 – C-31	• Provide aircraft load plans to AMC cargo. Begin initial airlift planning.	• Units shipping cargo
NLT ALD-21 (Recommend ALD- 45)	• Supported command validates TPFDD common-user airlift and sealift requirements to USTRANSCOM.	• OSE
ALD-21 to ALD-14	• Refine and source transportation mission support requirements.	• USTRANSCOM
ALD-14 to ALD-7	• TRANSPORTATION SCHEDULING. Sealift and airlift schedules entered into JOPES.	• USTRANSCOM
C-Day	• Deployment of first ship or plane load.	• USTRANSCOM
E-Day	• STARTEX – Exercise starts.	• OCE

[3] E-Day is the day the exercise starts, also known as STARTEX. C-Day is the unnamed day on which a deployment operation is to commence. ALD is Available to Load Date. L-Hour is the specific hour on C-day at which a deployment operation commences or is to commence. T-Day is the training day(s).

Table 10. Major Events, Milestones, Products, and Service

APPENDIX F TO ENCLOSURE D

JOINT EXERCISE DIRECTIVE SAMPLE FORMAT

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

2. Format

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

    b. Record of Changes.

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

        (1) Purpose and scope of the exercise.

        (2) Conditions for implementation.

        (3) Operations to be conducted.

        (4) Key assumptions.

        (5) Joint exercise constraints.

        (6) Joint exercise timeline.

        (7) Command relationships.

        (8) Logistic appraisal.

        (9) Personnel appraisal.

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

    d. Security Instructions and Classification Guidance.

    e. Table of Contents and List of Effective Pages.

    f. Basic Plan

(1) <u>Situation – General</u>. Includes the OSE, training audience(s), purpose, tasked units, and exercise overview.

    (a) <u>Area of Concern</u>. Describes the event "play box."

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

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

    (d) <u>Friendly Forces</u>. Includes all units and their command relationships. Includes supporting CCMDs and relationships. Augmentee and liaison-tasked units are also identified.

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

    (f) <u>Legal Considerations</u>. Describes all considerations, both real-world and scenario-relevant to the event, scenario, and participants.

    (g) <u>Joint Exercise Objectives</u>. Separate paragraphs to discuss CCMD, task organization, and supporting command joint exercise objectives. These joint exercise objectives may or may not be directly related to TOs.

    (h) <u>TOs</u>. Separate paragraphs to state all TOs by source and UJTL (JMETL) references.

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

(3) <u>Execution</u>

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

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

(4) <u>Administration and Logistics</u>. References the logistics support annex and all other support annexes.

(5) <u>Command and Control</u>. Physical locations of the C2 and/or HQ structure. Identification of key personnel (e.g., exercise director, lead planners). Reference to the communications support annex.

g. Annexes, as required:

(1) Annex A, Task Organization.

(2) Annex B, Intelligence.

(3) Annex C, Operations.

(4) Annex D, Logistics.

(5) Annex E, Personnel.

(6) Annex F, Public Affairs.

(7) Annex G, Civil-Military Operations.

(8) Annex H, Meteorological and Oceanographic Operations.

(9) Annex J, Command Relationships.

(10) Annex K, Command, Control, and Communications.

(11) Annex L, Environmental Considerations.

(12) Annex M, AAR Collection Management Plan.

(13) Annex Q, Medical Services.

(14) Annex R, Reports.

(15) Annex S, Special Technical Operations.

(16) Annex T Joint Visitor Operations.

(17) Annex U, Notional Counterproliferation Decision Guide.

(18) Annex V, Interorganizational/Interagency Coordination.

(19) Annex X, Execution Checklist and Milestones.

(20) Annex Y, Definitions and Glossary.

(21) Annex Z, Distribution.

APPENDIX G TO ENCLOSURE D

SIGNIFICANT MILITARY EXERCISE BRIEFS

1. <u>Criteria</u>. Military exercises deemed significant due to location within a politically sensitive area, size of forces involved, scope, scenario, participants, visibility, and/or timing require a SMEB.

2. <u>Significant Military Exercise Brief Requirements</u>. See references (o) and (q) for detailed SMEB reporting criteria.

3. <u>Significant Military Exercise Submissions</u>

    a. Significant military exercises require submission of a SMEB from the CCMD to the Joint Staff for NSC concurrence. Once the SMEB has been fully coordinated at the national level, the Joint Staff J-7 will notify the CCMD of NSC concurrence.

    b. CCMDs shall use the template provided by Joint Staff J-7 to create their SMEB Executive Overview. The SMEB Executive Overview is the document used to notify and coordinate with OSD, DOS, and the NSC. Therefore, care should be taken to ensure responses are well defined, accurate, and written for an audience that may be unfamiliar with military terminology. CCMDs will submit their SMEB Executive Overview to Joint Staff J-7 NLT 50 days before the established CCD.

    c. The CCD is determined by the CCMD and is the last date on which the exercise can be canceled without a severe impact on political, financial, or force commitments. The CCD will normally be a date (other than weekends and holidays) from 7 to 30 days in advance of the employment start date. An earlier date may be necessary when a long-lead commitment is required for exercise or host-country planning.

    d. Final review and concurrence of the exercise is provided by the NSC staff on behalf of the President of the United States. Joint Staff J-7 will notify the CCMD of NSC concurrence, conditional concurrence, or nonconcurrence.

    e. CCMDs will ensure that the appropriate U.S. embassy is notified before any firm proposals are made to foreign military officials for exercises involving U.S. and foreign forces. This procedure will provide the DOS an opportunity to assess political ramifications early in the exercise planning process. This coordination should be documented in the Cross Boundary Coordination section of the SMEB.

4. <u>Amendments</u>. CCMDs will report significant changes to SMEBs without delay to the Joint Staff J-7. CCMDs will also update and save the changes in authoritative data systems accordingly. Major changes include exercise scope, dates, type of forces (Services, Active, Guard/Reserve), force levels, objectives, major combatants, and foreign participants.

5. <u>Late SMEB Submissions</u>. Late submissions of 10 days or more past the Joint Staff J-7 due date (see paragraph 3.b.) will require a GO/FO Letter of Lateness (Annex A to Appendix D to Enclosure D) forwarded to the DJ-7. The letter (addressed to the Joint Staff Director for Joint Force Development, J-7) will state a justification for the late submission and a brief outline of steps taken to preclude further late SMEB submissions.

6. <u>SMEB Policies and Procedures</u>. For further details on SMEB policies and procedures, contact Joint Staff J-7 DDJTE.

ANNEX A TO APPENDIX G TO ENCLOSURE D

SIGNIFICANT MILITARY EXERCISE BRIEFS LETTER OF LATENESS

COMMANDER, U.S. XXXCOM
(XXXCOM)

XXXXX, APO AE XXXXX-XXXX

MEMORANDUM FOR JOINT STAFF DIRECTOR FOR JOINT FORCE
DEVELOPMENT, J-7

SUBJECT: HQ COMBATANT COMMAND SIGNIFICANT MILITARY
EXERCISE BRIEF – LETTER OF LATENESS

1. (U) USXXXXCOM respectfully submits this letter of lateness for the late
submission of the attached Significant Military Exercise Brief (SMEB) for
[Exercise Name]. USXXXCOM clearly understands that the SMEB process
has received close scrutiny from the Office of the Secretary of Defense and the
National Security Council due to multiple late SMEB submissions by the
Combatant Commanders. While no exercises have been canceled or delayed
due to a late SMEB submission, last-minute notifications run counter to
Presidential Policy Document-5 and Department of Defense directives.

2. (U) Justification: [Give a justification for the late submission and briefly
outline steps taken to preclude late SMEB submissions in the future.]

3. (U) My point of contact is Lieutenant Colonel Joe Exercise; XXX,
USXXXCOM; DSN (XXX) 123-4567, JOE.EXERCISE@mail.smil.mil.

SNUFFY SMITH
MG, U.S. XXXX
Director for Operations

Attachment:
As stated

Annex A
Appendix G
Enclosure D

D-G-A-1

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ENCLOSURE E

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v. *DoD EMS Superiority Strategy*, 20 October 2020

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Part II – RELATED

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2. CJCSI 3401.02B, 17 July 2014, "Force Readiness Reporting"

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6. *Guidance for Employment of the Force FY24-FY26*, 22 September 2023

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Enclosure E

GLOSSARY

PART I – ABBREVIATIONS AND ACRONYMS
Items marked with an asterisk (*) *have definitions in PART II*

*AAR	after-action review
ALD	available load date
AOR	area of responsibility
B2C2WG	boards, bureaus, centers, cells, and working groups
C2	command and control
C2X	command and control exercise
C3OD2	Cyber & C2 Operational Development Division
C4	command, control, communications, and computers
C4I	command, control, communications, computers, and integration
CAX	computer-assisted exercise
CCA	Chairman's Controlled Activity
CCD	critical cancellation date
CCDR	Combatant Commander
CDC	Concept Development Conference
CCMD	Combatant Command
CCW	Command and Control Wing
C-Day	unnamed day on which a deployment operation begins
*CEP	Chairman's Exercise Program
CJCS	Chairman of the Joint Chiefs of Staff
CJCSI	Chairman of the Joint Chiefs of Staff Instruction
CJCSG	Chairman of the Joint Chiefs of Staff Guide
CJCSM	Chairman of the Joint Chiefs of Staff Manual
CME/T	Crisis Management Element/Team
CMX	crisis management exercise
COA	course of action
CONOPS	concept of operations
CPG	Contingency Planning Guidance
CPX	command post exercise
CRS	Chairman's Readiness System
CSA	Combat Support Agency
DCO	defense cyberspace operations
DDJTE	Deputy Directorate Joint Training and Exercises
DESR	DoD Exercise Support Request
DHS	Department of Homeland Security

DIA	Defense Intelligence Agency
DJ-7	Joint Staff Director for Joint Force Development, J-7
DJS	Director, Joint Staff
DoD	Department of Defense
DOS	Department of State
DOTMLPF-P	doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy
DRRS	Defense Readiness Reporting System
DTCA	Defense Training Capability Assessment
E&E	Exercise and Evaluation
EC	Exercise ELITE CONSTELLATION
E-Day	exercise start date
EJC	Elements of Joint Context
EMOE	electromagnetic operational environment
EMS	electromagnetic spectrum
EMSO	electromagnetic spectrum operations
ENDEX	exercise termination
ETMS2	Enterprise Task Management Software Solution
EU	European Union
FAAR	facilitated after-action reviews
FEMA	Federal Emergency Management Agency
FORMEX	forming exercise
FTX	field training exercise
FY	fiscal year
GEF	Guidance for Employment of the Force
*GFM	Global Force Management
GIE	Globally Integrated Exercise
GO/FO	general officer/flag officer
HQ	headquarters
IA	interagency
IAW	in accordance with
I-CFT	Information-Cross Functional Team
IGO	intergovernmental organization
IO	interorganizational
IPC	Initial Planning Conference
IQE	Interagency Quarterly Engagement
J-2	Joint Staff Directorate for Intelligence, J-2

J-3	Joint Staff Directorate for Operations, J-3
J-4	Joint Staff Directorate for Logistics, J-4
J-5	Joint Staff Directorate for Strategy, Plans, and Policy, J-5
J-6	Joint Staff Directorate for Command, Control, Communications, and Computers/Cyber, J-6
J-7	Joint Staff Directorate for Joint Force Development, J-7
J-Directors	Directors of the Joint Staff Directorates
J-Dirs	Joint Staff Directorates
JC4PC	Joint C4 Planners Course
JCER	Joint Center for Electromagnetic Readiness
JCIDS	Joint Capabilities Integration and Development System
*JCRM	Joint Capabilities Requirements Manager
JEC	Joint Electromagnetic Spectrum Operations Center
JECC	Joint Enabling Capabilities Command
JECG	Joint Exercise Control Group
JEL+	Joint Electronic Library +
*JELC	Joint Event Life Cycle
*JEP	Joint Exercise Program
JEWC	Joint Electromagnetic Warfare Center
*JFC	Joint Force Coordinator
JILD	Joint Individual Learning Database
JKO	Joint Knowledge Online
JLLIS	Joint Lessons Learned Information System
JLLP	Joint Lessons Learned Program
JMD	Joint Manning Document
JMEEL	Joint Mission-Essential Equipment List
*JMET	Joint Mission Essential Task
*JMETL	Joint Mission Essential Task List
JEMSO	Joint Electromagnetic Spectrum Operations
*JNTC	Joint National Training Capability
JOPES	Joint Operation Planning and Execution System
JOPP	Joint Operational Planning Process
JPES	Joint Planning and Execution Service
JPME	Joint Professional Military Education
JPOI	joint program of instruction
JSCP	Joint Strategic Campaign Plan
JTE	Joint Training Environment
JTEEP	Joint Training Exercise and Evaluation Program
JTF	joint task force
*JTP	Joint Training Plan
JTS	Joint Training System
JTT	Joint Training Tool
JWC	Joint Warfighting Concept

KSAA	knowledge, skills, abilities, and attitudes
LCMS	Learning Content Management System
LNO	liaison officer
LVC	live, virtual, constructive
M&S	modeling and simulation
MAGTF	Marine Corps Air-Ground Task Force
MAP	Mitigation Action Plan
MCTP	Mission Command Training Program
MOC-TT	Maritime Operation Center Training Team
MPC	Main Planning Conference
MRX	mission rehearsal exercise
MSEL	master scenario event list
MSTP	MAGTF Staff Training Program
MTA	Mission Training Assessment
NAC	North Atlantic Council
NATO	North Atlantic Treaty Organization
NCC	Naval Component Commands
NDS	National Defense Strategy
*NEP	National Exercise Program
NFC	Numbered Fleet Command
NGB	National Guard Bureau
NGO	non-governmental organization
NIPRNET	Non-Classified Internet Protocol Router Network
NLE	national-level exercise
NLT	not later than
NMS	National Military Strategy
NRF	National Response Framework
NSC	National Security Council
*OCE	organization conducting the event
OE	operational environment
OP	Operational Task
OPFOR	opposing force
OPLAN	operational plan
*OPR	office of primary responsibility
OPTEMPO	operational tempo
OSD	Office of the Secretary of Defense
OSE	organization scheduling the event
P	partially trained

PBR	Program Execution Plan Budget Requests
PCC	Policy Coordination Committee
PE	practical exercise
PICC	Partner and Interagency Coordination Conference
POA&M	Plan of Action and Milestones
POC	point of contact
PR	Exercise POSITIVE RESPONSE
RC	Reserve Component
RFC	request for certification
SecDef	Secretary of Defense
SHAPE	Supreme Headquarters Allied Powers Europe
SIPRNET	SECRET Internet Protocol Router Network
SITFOR	situational forces
SME	subject matter expert
SMEB	Significant Military Exercise Brief
SOE	state of emergency
SOF	special operations forces
*SPP	State Partnership Program
SOP	standing operating procedure
ST	Strategic Task
STAFFEX	staff exercise
STARTEX	start of exercise
T	trained
TAM	transregional, all-domain, and multi-functional
TO	training objective
*TOE	training objective evaluation
*TOO	training objective observation
TOW	training objective workshop
*TPA	training proficiency assessment
TPFDD	Time-Phased Force Deployment Data
TSOC	Theater Special Operations Command
TTP	tactics, techniques, and procedures
TTX	tabletop exercise
U	untrained
UCP	Unified Command Plan
UIC	Unit Identification Code
UJT	Universal Joint Task
UJTL	Universal Joint Task List
USAF	U.S. Air Force

USCYBERCOM	U.S. Cyber Command
USG	U.S. Government
USMC	U.S. Marine Corps
USSOCOM	U.S. Special Operations Command
USSPACECOM	U.S. Space Command
USSTRATCOM	U.S. Strategic Command
USTRANSCOM	U.S. Transportation Command
WFX	warfighter exercise

PART II – DEFINITIONS

Unless otherwise stated, the terms and definitions contained in this glossary are for the purposes of this manual only.

after action review
1. A process designed by a commander or director to provide commanders direct feedback on the accomplishment of selected Joint Mission Essential Tasks, conditions, and standards stated in terms of training objectives for the commander to evaluate training proficiency.
2. An analytical review of training events that enables the training audience, through a facilitated professional discussion, to examine actions and results during a training event. Also called AAR.

capability. The ability to complete a task or execute a course of action under specified conditions and level of performance.

capacity. The extent (scale, scope and duration parameters) to which a task can be performed. Capacity is the measurable aspects of a capability.

Chairman's Exercise Program. Exercises scheduled and sponsored by the Chairman of the Joint Chiefs of Staff that examine plans, policies, and procedures under a variety of crisis situations. These strategic-national-level joint exercises are intended to improve the readiness of U.S. forces to perform joint operations, and as appropriate, to integrate non-Department of Defense and interagency partners to improve overall U.S. Government readiness. Also called CEP.

command-linked tasks. Discrete activities or actions designated by a joint force commander or identified by the lead federal agency that must be performed by commands and Combat Support Agencies outside the command or directive authority of the Joint Force, if the Joint Force is to successfully perform its missions.

exercise. A military maneuver or simulated wartime operation involving planning, preparation, and execution that is carried out for the purpose of training and evaluation.

exercise objective. Specific statement of purpose, guidance, and/or direction for an exercise.

Global Force Management. A process to align directed readiness, force assignment, allocation, apportionment, and assessment methodologies to

support the *National Defense Strategy* and joint force availability requirements; present comprehensive visibility of the global availability and operational readiness (including language, regional, and cultural proficiency) of U.S. conventional military forces; globally source joint force requirements; and provide senior decision makers a vehicle to assess quickly and accurately the impact and risk of proposed allocation, assignment and apportionment changes. (GFMIG)

individual joint training. Training that prepares individuals to perform duties in joint organizations (e.g., specific staff positions or functions) or to operate uniquely joint systems. Individual staff training ensures that individuals know, are proficient in, and have the joint competencies and skills to apply joint doctrine and procedures necessary to function as staff members.

institutional learning. Instruction provided in a traditional "brick-and-mortar" school structure setting.

interagency training. Training of individuals, units, and staffs considered necessary to execute their assigned or anticipated missions in support of interagency operations.

Joint Capabilities Requirements Manager. The Department of Defense program of record and database for all Combatant Commander (CCDR) operational force requirements. It is used for registering, staffing, and recording CCDR rotational and emergent unit and capability-based force requirements. Also called JCRM.

joint event life cycle. Describes the design, planning, preparation, execution, and evaluation and reporting stages required to successfully execute a discrete training event. Also called JELC.

joint exercise. A joint military maneuver, simulated wartime operation, or other Chairman of the Joint Chiefs of Staff- or Combatant Commander-designated event involving joint planning, preparation, execution, and evaluation. (CJCSI 3500.01)

Joint Exercise Program. The Joint Exercise Program (JEP) is a principal means for Combatant Commanders (CCDRs) to maintain trained and ready forces, exercise their contingency plans, and support their campaign plan engagement activities. CCDR-designated JEP events train to both mission capability requirements described in the command Joint Mission Essential Task List, as well as support theater and/or global/worldwide security cooperation requirements as directed in a theater or campaign plan. CCDR-designated JEP

events include Combatant Command Service component, joint, and multinational training events. Joint National Training Capability-accredited Service and U.S. Special Operations Command training program events are included within the JEP. Also called JEP.

joint force. A force composed of significant elements, assigned or attached, of two or more Military Departments that operate under a single joint force commander. See also joint force commander. (JP 1, Vol 1)

Joint Force Coordinator. The Joint Staff Vice Deputy Director for Regional Operations and Force Management, J-35 is the joint force coordinator (JFC) and has the following duties:

    a. Coordinating staffing of all force requirements among the JFCs.

    b. Consolidating all execution and contingency sourcing recommendations from the JFCs.

    c. Staffing draft Global Force Management (GFM) Allocation Plan Annexes A through D with all Combatant Commanders, Secretaries of Military Departments, and affected Department of Defense (DoD) Agencies.

    d. Performing the duties of JFC, as specified in DoD GFM Implementation Guidance, for all conventional force requirements. Responsible for coordinating with the force providers and Combatant Commands to identify and recommend, from all conventional forces across the globe, the most appropriate and responsive force or capability to meet validated force and joint individual augmentee requirements. The JFC is also responsible for drafting GFM Allocation Plan Annexes A and D.

    e. Providing policy, processes, and enabling technologies for the GFM allocation process. Also called JFC.

joint force coordinators. The Combatant Commands (CCMDs) or organizations responsible for identifying and recommending globally integrated, prioritized, and risk-informed sourcing solutions for validated CCMD allocation requirements to the Chairman of the Joint Chiefs of Staff in coordination with the Services, CCMDs, and other force providers. Joint force coordinators (JFCs) also supervise the implementation of sourcing decisions. The Joint Staff Directorate for Operations, J-3 is the conventional forces JFC. Reference the respective UCP designating U.S. Special Operations Command, U.S. Transportation Command, and U.S. Cyber Command (USCYBERCOM) as the JFCs for special operations forces, mobility, and cyberspace forces, respectively

(FY 2026–28 GFMIG). As part of their JFC roles, U.S. Space command and USCYBERCOM are the joint force trainers for their respective domains.

joint force headquarters. A staff organization operating under a flag officer with a joint command and control element to conduct military operations or support a specific situation.

joint learning continuum. A coordinated progression of integrated and disciplined processes and events that qualifies Department of Defense personnel to defined performance standards through education, training, self-development, and experience to inculcate habits of mind, skills, abilities, and values.

joint mission-essential task. A mission task selected by a joint force commander deemed essential to mission accomplishment and defined using the common language of the Universal Joint Task List in terms of task, condition, and standard. Also called JMET.

joint mission-essential task list. A list of joint mission-essential tasks selected by a commander to accomplish an assigned or anticipated mission that includes associated tasks, conditions, and standards and requires the identification of command-linked and supporting tasks. Also called JMETL.

Joint National Training Capability Accreditation. A determination that a Service/U.S. Special Operations Command training program has the capability to provide the training audience with a realistic joint environment that includes the elements of joint context required to meet standards for the joint tasks being trained.

Joint National Training Capability Certification. A determination that a Service/U.S. Special Operations Command training site and systems are supportable and compliant with specified Department of Defense and Joint National Training Capability architectures, configurations, and standards required to create and sustain a realistic and relevant joint training environment.

joint readiness. The ability of the joint force to fight and meet the demands of assigned missions.

joint training. Training, including mission rehearsals, of individuals, units, and staffs, using joint doctrine and tactics, techniques, and procedures, to prepare Joint Forces or joint staffs to respond to strategic, operational, or

tactical requirements considered necessary by the Combatant Commanders to execute their assigned or anticipated missions.

joint training audience. An individual, staff element, staff or joint command that performs a particular joint task or set of joint tasks.

joint training objective. A statement that describes the desired outcome of a joint training activity in terms of performance, training situation, and level of performance for a specified training audience. Training objectives are derived from Joint Mission Essential Tasks, conditions, and standards and based on joint doctrine, commander's guidance, and organizational standing operating procedures.

joint training plan. A plan developed and updated annually by each joint commander that documents the execution level implementation of the joint training strategy for training assigned forces (training audience) in joint doctrine to accomplish the mission requirements over the selected training period. Also called JTP.

joint training system. The Joint Training System is a four-phased, plans-based methodology for developing and maintaining joint training programs to produce a trained and ready Joint Force. Also called JTS.

military training
1. The instruction of personnel to enhance their capacity to perform specific military functions and tasks.
2. The exercise of one or more military units conducted to enhance their combat readiness.

mission training assessment. A commander's subjective assessment of the organization's demonstrated proficiency for each mission based on Training Proficiency Assessments and subordinate and supporting organizations' Mission Training Assessments for the Joint Mission Essential Tasks comprising that mission. Also called MTA.

multinational exercise. An exercise containing one or more non-U.S. participating force(s). See also exercise.

multinational training. Training of individuals, units, and staffs considered necessary to execute their assigned or anticipated missions in support of multinational operations, including coalition operations.

National Exercise Program. The National Exercise Program is a top-down driven exercise framework under the leadership of the White House that is the basis for coordination of federal exercises across all departments and agencies of the federal government. Also called NEP.

office of collateral responsibility. Includes all the organizations, usually staff elements, that should be kept informed or in coordination on a Joint Mission Essential Task. Also called OCR.

office of primary responsibility. The single staff element with overall staff responsibility for managing a Joint Mission Essential Task on behalf of the commander. Also called OPR.

organization conducting the event. The organization responsible for developing, managing, and executing a training event (this may be a Service Component). Also called OCE.

organization scheduling the event. The organization that sponsors, schedules, and provides validated funding for the joint training event. Also called OSE.

Service training. Military training based on Service policy and doctrine to prepare individuals and interoperable units. Service training includes basic, technical, and operational training in response to operational requirements deemed necessary by the Combatant Commands to execute assigned missions.

staff task. Staff tasks are performed by the organization's internal staff elements. These tasks should strongly connect to the mission—they should not be routine activities, such as keeping the facility clean, maintaining computers, conducting training (unless one of these is the organization's mission).

State Partnership Program. The National Guard supports the security cooperation objectives of the United States and Combatant Commands by developing enduring relationships with partner countries and carrying out activities to build partner capacity, improve interoperability, and enhance U.S. relations, while increasing the readiness of the U.S. and partner forces to meet emerging challenges. Also called SPP.

subordinate unit task. Subordinate unit tasks are performed by organizations in the Joint Mission Essential Task List owner's chain of command. For ongoing operations, these will be assigned forces, such as in place forces or existing joint task forces or components. For planned or assigned named operations, these will be a mix of assigned or allocated, organizations and

units, joint and/or Service. These subordinate unit tasks, along with a complete and clear higher mission statement and command guidance, provide direction and focus for subordinate mission preparations.

supporting task. Specific activities that contribute to accomplishment of a Joint Mission Essential Task. See also staff tasks, subordinate unit tasks, command-linked tasks.

training. Instruction and applied exercises for acquiring and retaining skills, knowledge, and attitudes required to complete specific tasks.

training assessment. An analytical process used by commanders to determine an organization's current levels of training proficiency on Mission Essential Tasks that also supports cumulative assessments of overall joint readiness.

Training Audience Leader. A training audience leader is a specifically designated organizational representative responsible to prepare and train personnel to execute staff operations to meet Joint Mission Essential Task List capability requirements. A training audience leader can be a director, but is typically O-6 level (e.g., division chief), and is the primary trainer for a training audience. Also called TAL.

training event. Training events are distinguished from exercises. A training event focuses primarily on improving individual or collective ability to perform. An exercise focuses primarily on evaluating capability, or an element of capability (e.g., a plan or policy).

training objective evaluation. An objective evaluation of the training audience's observed performance in the training event against the objective standards of performance specified in the training objective(s) level of performance description. Also called TOE

training objective observation. A listing of a training audience, training objectives, observer reports, and an executive summary for the commander to review and make a training proficiency evaluation. Also called TOO.

training proficiency assessment. An assessment of the organization's training status for each Joint Mission Essential Task (JMET) relative to the task standards and associated conditions. Derived from the primary trainer's subjective assessment of an organization by comparing collective Training Proficiency Evaluations and other training inputs over time against JMETs, conditions, and standards. Also called TPA.

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