

**CJCSM 3500.03E  
20 April 2015**

**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

J-7

DISTRIBUTION: A, B, C, JEL

CJCSM 3500.03E

20 April 2015

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

Reference(s): See Enclosure I for References

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. Applicable organizations will use this manual when implementing the Joint Training System (JTS) as specified in references a and b.
2. Superseded/Cancellation. This CJCSM supersedes CJCSM 3500.03D, 15 August 2012, "Joint Training Manual for the Armed Forces of the United States."
3. Applicability. This CJCSM applies to the Combatant Commands (CCMD), Services, Reserve Component (RC), the National Guard Bureau (NGB), combat support agencies (CSA), the Joint Staff, and other joint organizations. The required actions for those organizations participating in joint training events are contained in reference a.
4. Procedures. See Enclosures A through H.
5. Summary of Changes. This manual has been revised to:
  - a. Document policy changes, such as the new definition of the Joint Exercise Program (JEP), described in reference a.
  - b. Remove most joint training resource information that is consolidated into a joint training resources document (reference c).

- c. Modify the joint training approach to describe two types of joint training – individual and collective. Staff training is included as a type of collective training.
- d. Describe the Joint Task Force Headquarters (JTF HQ) training program.
- e. Add details on the Chairman’s Exercise Program (CEP).
- f. Remove Event Training Assessments and Task Field Observations from JTS lexicon and process.
- g. Remove some Joint Training Information Management System (JTIMS) specific information and screen shots that will be codified in a separate document.

6. Releasability. UNRESTRICTED. This directive is approved for public release; distribution is unlimited on Non-secure Internet Protocol Router Network (NIPRNET). Department of Defense (DoD) Components (to include the CCMDs), other Federal Agencies, and the public may obtain copies of this directive through the Internet from the CJCS Directives Electronic Library at [http://www.dtic.mil/cjcs\\_directives](http://www.dtic.mil/cjcs_directives). Joint Staff activities may also obtain access via the SIPR directives Electronic Library Web sites.

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

For the Chairman of the Joint Chiefs of Staff:



JACQUELINE D. VAN OVOST, Maj Gen, USAF  
Vice Director, Joint Staff

Enclosures:

- A – Introduction
- B – Joint Training System (JTS) Overview
- C – Phase I (Requirements)
- D – Phase II (Plans)
- E – Phase III (Execution)
- F – Phase IV (Assessment)
- G – Individual and Collective Joint Training
- H – Exercises
- I – References
- GL – Glossary

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## ENCLOSURE A

### INTRODUCTION

1. Purpose. This manual, in combination with the processes for management of joint training resources found in reference c, describes procedures for CCMDs, Services, RC, NGB, CSAs, Joint Staff, and other joint organizations to conduct joint training in accordance with (IAW) JTS policy and guidance promulgated in references a and b. This manual provides detailed guidance on developing and executing a mission-focused joint training program.

Commanders/directors at each successive level interpret mission focus across their span of control to prepare their forces and generate required capabilities to meet mission standards specified by supported Combatant Commanders (CCDR). The training management practices detailed in this manual apply to any joint force commander or CSA director, and their subordinate organizations.

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

a. Joint Training is training, including mission rehearsals, of individuals, units, and staffs using joint doctrine and tactics, techniques, and procedures (TTP) 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 (reference b). DoD Components use the processes of the JTS to develop joint training programs; plan, execute, and assess training based on mission-essential tasks (METs); and provide training assessments to the Defense Readiness Reporting System-Strategic (DRRS-S) as training proficiency assessment (TPA) input for readiness reporting (reference d).

b. The Department of Defense will use the JTS in supporting the President's National Exercise Program (NEP). The NEP consists of operations-based exercises involving department and agency principals and Presidential participation. These exercises address U.S. Government (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 JEP is a principal means for 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 (JMETL), as well as support theater and/or global/world-wide security cooperation requirements as directed in campaign plans. CCDR designated JEP events include CCMD Service component, joint, and multinational training events. Joint National Training Capability (JNTC)-accredited Service and U.S. Special Operations Command (USSOCOM) training program events are included within the JEP.

e. Service programs conduct joint training to prepare Service forces to operate as a member of a joint force under command and control (C2) (mission command) of a CCDR. JNTC supports joint training in Service training programs.

f. The Joint Training Environment (JTE) replicates the Operational Environment necessary and sufficient 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, as well as 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, multinational partners, non-governmental organizations (NGO), and intergovernmental organizations (IGO).

3. Training Responsibility. The CCDRs are responsible for joint training of assigned forces. The JTS is key to joint force preparation and readiness within a common 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.

## ENCLOSURE B

### JOINT TRAINING SYSTEM (JTS)

1. Introduction. Training is a key element of readiness. Joint readiness is the CCDRs' ability to integrate and synchronize ready combat and support forces to execute assigned missions (reference e). DoD components supporting CCMD missions use the processes of the JTS to develop joint training programs; plan, execute, and assess joint training based on METs and campaign plan requirements; and document training status in JTIMS per reference a, for input to readiness reporting in the DRRS-S. Joint training programs should be based on each command or agency's required capabilities as specified in its mission-essential task list (METL).

a. The supported CCMD's JMETL establishes the most critical mission capability requirements. It is the result of mission analysis of tasks assigned through Presidential directives, the Guidance for Employment of the Force (GEF), the Unified Command Plan (UCP), the Joint Strategic Capabilities Plan (JSCP), and other authoritative documents and is communicated using approved universal joint tasks (UJT). 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 Geographic Combatant Commands (GCC) and Functional Combatant Commands (FCC), and Campaign Support Plans (CSP) 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 regional or functional priorities.

2. The Joint Training System (JTS) Methodology. The JTS is an integrated, requirements-based, four-phased methodology for aligning joint training programs with assigned missions, consistent with command priorities and available resources to produce trained and ready individuals, staffs, and units. Although the process is deliberate in concept, it is flexible in execution (Figure 1). The procedures described in this manual are designed to assist commanders at all echelons in defining the required level of individual and collective performance, determining the current level(s) of performance, executing training programs to improve performance, and assessing the

training performance relative to the required standards. The JTS assessment process considers training outcomes as they relate to doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy (DOTMLPF-P), and provides the training inputs to readiness reporting in DRRS-S.

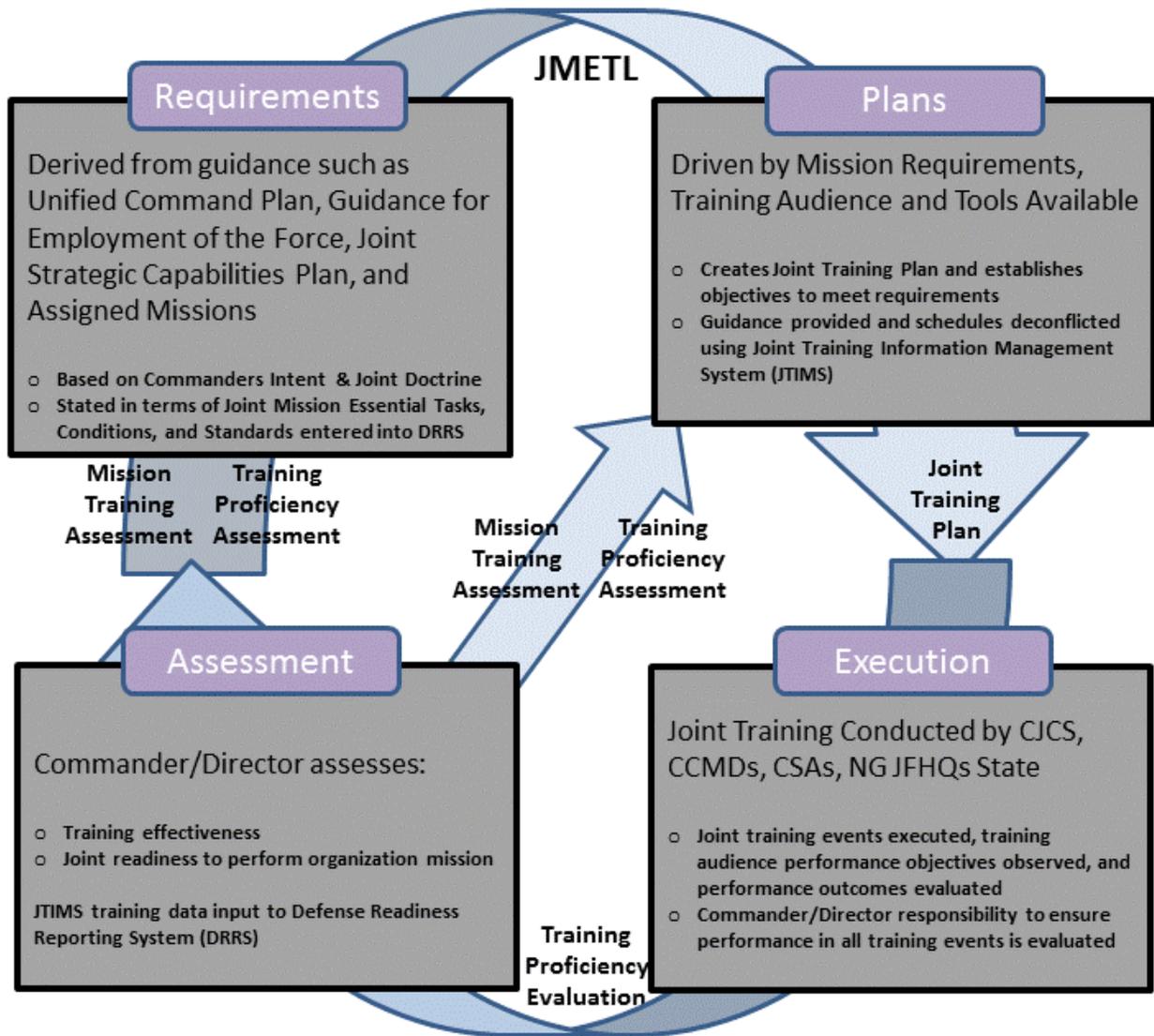


Figure 1. JTS Four-Phase Process

a. The JTS methodology also provides a systematic approach to identify, plan, facilitate development of, and integrate and transition 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. This best uses training 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 align more efficiently their training with missions assigned to the CCDRs, consistent with priorities and resources. 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. Joint training programs are repetitive and enduring processes to improve joint readiness that use the JTS to identify training requirements (mission capability gaps expressed as training objectives (TOs)); develop, resource, schedule, and execute training events that train the correct audiences to established standards; and assess that training to determine how well it achieved the designated TOs. JTPs provide commander's guidance and a comprehensive plan of action to link training requirements with training events to accomplish training audience objectives. JTPs may be published within the campaign plan framework.

c. The Joint Lessons Learned Program (JLLP), through the Joint Lessons Learned Information System (JLLIS), enhances the development and execution of joint training programs by recording and assessing observations submitted throughout the application of JTS processes and phases. JLLIS is the DoD lessons learned system of record and enables the collection, management, resolution, and dissemination of lessons learned data as described in detail in references f and g. JLLIS facilitates the collection of observations, issues, and best practices from joint activities including engagement, planning, training, exercises, operations, and real world events. Once identified, analyzed and validated, relevant issues, best practices, and lessons learned should subsequently influence and inform decisions during the application of JTS Phases I, II, and III processes concerning the analysis, planning, development, resource allocation, generation, and execution of required training that changes behavior and improves performance.

d. JTIMS is designed to assist CCDRs and Services in managing their joint training programs. JTIMS is the Chairman's authoritative information management system supporting planning and execution of the JTS. JTIMS software automates management of data elements that support application of the four phases of the JTS, including training inputs to DRRS-S readiness reporting. JTIMS and DRRS-S wholly incorporate the authoritative database of approved joint tasks defined in the Universal Joint Task List (UJTL), which resides in the UJTL Task Development Tool (UTDT) on the Joint Electronic Library+ (JEL+). It is available to all government users via Secret Internet Protocol Router Network (SIPRNET), and on the NIPRNET.

(1) Phase I (Requirements): CCMD, Service Component, RC, CSA, NGB, and subordinate joint command joint and/or agency mission-essential tasks (J/AMET) are selected in DRRS-S from approved UJTs. Joint and/or agency mission-essential task list (J/AMETL) information in DRRS-S is transferred to JTIMS to support phases I through IV of the JTS.

(2) Phase II (Plans): JTIMS and JLLIS support the development of an integrated JTP between a joint force command, supporting commands, CSAs, and applicable members of the joint, interagency, and multinational community. JTIMS supports the collaborative development/production of global and local joint training schedules to include an online scheduling and deconfliction capability.

(3) Phase III (Execution): JTIMS supports training event planning, coordination, execution, review, and analysis, and supports the coordination of this information across subordinate and supporting organizations for refinements needed within the Joint Event Life Cycle (JELC). Observations of training audience performance are collected during and following execution of the training event within both JTIMS and JLLIS. Synthesis and analysis of observations begins to identify issues that are validated during hot washes and facilitated after-action reviews (FAARs). Validated observations enter the JLLP issue resolution processes, and may be formally recommended for inclusion in command corrective action processes.

(4) Phase IV (Assessment): JTIMS supports assessment of joint training events by automating the ability to produce TPAs, derived from the training proficiency evaluations (TPE) from the execution phase. Once approved by the task office of primary responsibility (OPR), JTIMS publishes the approved training assessment data (TPA) making it available for the Commander to assess in DRRS-S. Concurrently, JLLIS observations are analyzed, validated, and submitted through the JLLP issue resolution process.

3. The Joint Training System (JTS): Input, Process, and Output (IPO) Progression. The JTS uses an IPO progression in which the output, or product, from one phase provides input to the next phase in the system. Table 1 depicts the inputs, processes, and outputs typically associated with each JTS phase.

	Requirements	Plans	Execution	Assessment
<b>I N P U T S</b>	<ul style="list-style-type: none"> <li>National Military Strategy (NMS)</li> <li>Defense Planning Guidance (DPG)</li> <li>GEF</li> <li>JSCP</li> <li>Presidential and SecDef Directives</li> <li>Treaty Obligations</li> <li>UCP</li> <li>DoD Directives</li> <li>Command Plans (OPLANs/CONPLANs)</li> <li>Higher HQ JMETL*</li> <li>Joint Doctrine</li> <li>Commander's Guidance</li> <li>Integrated Priority List</li> <li>UJTL*</li> <li>Service Task Lists</li> <li>Lessons learned, observations, issues, and best practices</li> <li>After Action Reviews (AARs)</li> <li>Issue resolution outcomes</li> <li>Mature Joint Concepts</li> </ul>	<ul style="list-style-type: none"> <li>J/AMETL (T/C/S/O)*</li> <li>CJCS Joint Training Guidance/High Interest Training Issues (HITI)</li> <li>CCMD High Interest Training Requirements (HITRs)*</li> <li>Joint Doctrine</li> <li>Standard Operating Procedures (SOPs)</li> <li>Training Guides</li> <li>JLLIS observations, issues, best practices, and lessons learned</li> <li>Commander/ Director Training Guidance*</li> <li>DRRS-S Assessments</li> <li>TPA/MTA*</li> <li>campaign plan</li> </ul>	<ul style="list-style-type: none"> <li>Command, Component, and Agency JTPs*</li> <li>Relevant LL</li> <li>JLLIS Observations</li> <li>Campaign Plan</li> </ul>	<ul style="list-style-type: none"> <li>JTP*</li> <li>TPO/TPEs *</li> <li>Informal Results</li> <li>Actual Operations</li> <li>Relevant LL</li> <li>External Inputs</li> <li>Other Feedback</li> <li>Hot washes</li> <li>FAAR</li> <li>AAR</li> <li>JLLIS observations, issues, best practices, and lessons learned</li> </ul>
<b>P R O C E S S E S</b>	<ul style="list-style-type: none"> <li>Conduct Mission Analysis to Identify Tasks</li> <li>Select Approved Joint Tasks from UJTL*</li> <li>Select/Apply Essentiality Criteria</li> <li>Select J/AMETs*</li> <li>Select Responsible Organization for each MET*</li> <li>Determine and select* relevant Conditions (Operational Environment) and Standards (Measure and Criterion)</li> <li>Identify Supporting Tasks*</li> <li>Commander/ Director Approves J/AMETL</li> <li>Review issues, themes, trends and threads, and AARs identified in Phase IV Assessments</li> <li>Review lessons learned, observations, issues, and best practices</li> </ul>	<ul style="list-style-type: none"> <li>Revise Training Guidance*</li> <li>Analyze J/AMETs</li> <li>Review TPA of joint mission-essential task (JMET) - Organizations*</li> <li>Refine Training Audience based on TPA*</li> <li>Develop TO*TOs</li> <li>Determine Training Methods*</li> <li>Design Training Event/Schedule Resources*</li> <li>Publish JTP *</li> <li>Review JLLIS observations, issues, best practices, and lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>Execute JELC for Academic Training Events and Exercises</li> <li>Develop/Capture* Task Performance Observations (TPO)*</li> <li>Review TPO*</li> <li>Determine/ Document* TPE level</li> <li>Develop/forward AAR*</li> <li>Validate observations and approve for JLLIS export</li> <li>Training and Exercise Input to the campaign plan</li> </ul>	<p>At each command echelon, and within each subordinate organization, Commanders/Directors:</p> <ul style="list-style-type: none"> <li>Analyze TPEs* from Phase III</li> <li>Review relevant lessons learned</li> <li>Review lessons learned, observations, issues, and best practices</li> <li>Prepare J/AMETL and supporting tasks assessment</li> <li>Develop TPAs*</li> <li>Develop MTAs*</li> <li>Obtain Commander's approval of TPAs and MTAs</li> <li>Document audience TPAs and mission MTAs in JTIMS</li> <li>Determine/forward lessons</li> <li>Identify/forward Issues</li> </ul>
<b>O U T P U T S</b>	<ul style="list-style-type: none"> <li>J/AMETL (T/C/S/O)*</li> <li>Training and exercise issues</li> <li>campaign plan</li> </ul>	<ul style="list-style-type: none"> <li>Command/Agency JTP</li> <li>Component Training Plans*</li> <li>Training and Exercise Input to campaign plan</li> </ul>	<ul style="list-style-type: none"> <li>TPO*/TPEs*</li> <li>AAR</li> <li>Commander's Summary Report (CSR)</li> <li>Export validated observations to JLLIS</li> </ul>	<ul style="list-style-type: none"> <li>Training Guidance*</li> <li>TPAs*, MTAs*</li> <li>Validated lessons learned</li> <li>Refined Issues</li> <li>(HITI)</li> </ul>
<p>* Supported by JTIMS      <i>Note: Acronyms and definitions are listed in Glossary.</i></p>				

Table 1. JTS Inputs, Processes, and Outputs Progression

4. Phase I: Requirements. Phase I (Figure 2) of the JTS is a commander-led staff process that relies on mission analysis (reference h) to identify mission tasks and refine them into the most essential mission capability requirements that become the command METs. These METs, selected from the UJTL, make up the command JMETL and are entered into the DRRS-S enterprise (references d and i) and made available to JTIMS to support the development, management, and execution of JTS Phase I processes and products. CSA Directors and other supporting organizations should consider strategic policy and guidance, supported command mission guidance, plans and METs to focus their guidance to staffs and supporting elements in following the same mission analysis process to derive AMET and supporting tasks. AMETs must also be selected from the UJTL. J/AMETLs provide the foundation for deriving joint training requirements used to develop JTPs and training and exercise inputs to campaign plans.

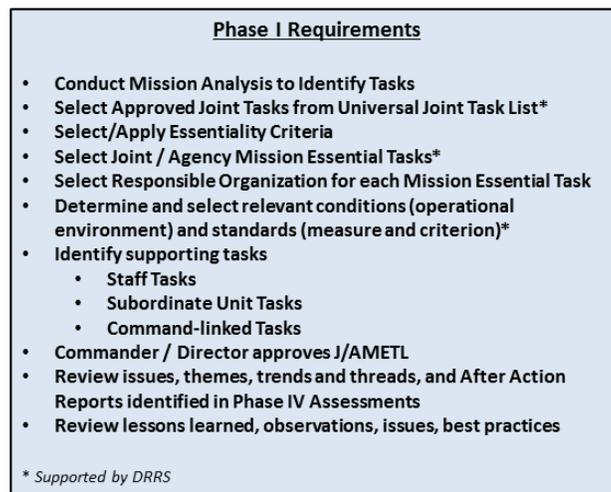


Figure 2. Phase I Requirements Overview

a. The J/AMETL developed in the Phase I Requirements process establishes a direct connection between the National Military Strategy (NMS) and the CCDR's strategy, assigned missions, operational plans, tasks inherent in those plans, and joint training responsibilities. The CCMD's JMETL provides the foundation, through assessment of current capability, for deriving joint TOs to be incorporated in Phase II Plans. DRRS-S and JTIMS support the documentation of J/AMETLs, including tasks selected from the UJTL, conditions, standards, and organizations. DRRS-S, JTIMS, and JLLIS retain consistency between systems and processes through the selection from and incorporation of approved UJTs. The UJTL is the common joint standardization or denominator between joint systems and processes. The outputs of Phase I are CCMD JMETL, approved by the CCDR, and CSA AMETL, approved by the CSA Director. The approved J/AMETLs are entered into DRRS-S and transferred to JTIMS to support the development, management,

and execution of other JTS products. Only approved UJTL task titles translate to other joint systems. Edited titles revert to the approved UJTL title.

b. CCMD joint force development considerations are also identified during the requirements phase with the identification of valid joint solutions and capabilities for integration into designated joint training events. These are reflected as part of deliberate planning in the CCMD's JTP.

5. Phase II: Plans. The purpose of Phase II (Plans) (Figure 3) is to produce a JTP. Commander's/Director's Training Guidance and the command J/AMETL assessment (including overall current capability assessment) drive the development of the JTP and Individual Learning Plans which provide a comprehensive plan of action to link assessment derived training requirements with training events to accomplish training audience objectives. Inclusive in the JTP are the Commander's Training Guidance, TOs, Training Events/Exercises, Milestones, Expenses, and valid joint solutions and capabilities designated for integration into joint training events. The plans phase is initiated by conducting an assessment of current capability against mission capability requirements (JMETL) and relevant lessons learned. The resulting capability gaps are joint training requirements and determine who must be trained to perform what task. A large portion of the assessment that should lead to training requirements identification is derived from TPAs and mission training assessments (MTAs) (Phase IV, Assessment). JTPs and training and exercise inputs to campaign plans are developed, coordinated, and published in JTIMS. This is in order to identify the commander's training guidance, individuals and organizations who need training (training audiences), the training required (TOs), the training events needed to satisfy those objectives, the estimated resources required to conduct the training events, and coordination needed to attain the required levels of training proficiency.

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

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

c. Joint training events are categorized within four tiers based upon their intended training audience. The tiers do not characterize the relative importance of a training event, but help to clarify the training efforts required to execute joint training programs. Tier 1 events are national level and CCMD strategic and operational training events; tier 2 are JTF training; tier 3 are functional and Service Component training; and tier 4 is individual organizational training. See references a and j for additional details.

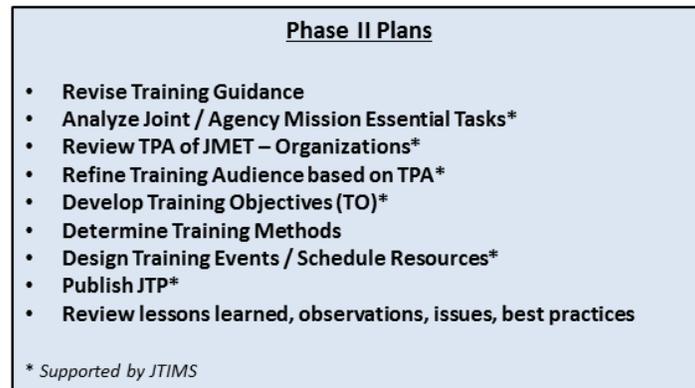


Figure 3. Phase II Plans Overview

6. Phase III: Execution. The purpose of Phase III (Execution) (Figure 4), is to conduct the events planned in the JTPs, to evaluate the training audience performance in the events relative to specified TOs, and to assess the value of approved joint solutions and capabilities that are integrated into designated joint training events. In Phase III, the event planning started in Phase II is finalized with detailed and specific resources allocated to each event. The focus of the execution phase is preparing, executing, and evaluating each discrete joint training event in the CCMD's JTP. CSA JTPs may require stand-alone events, within the agency, or may be incorporated into the events conducted by the CCMDs.

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

b. Potential DOTMLPF-P issues and observations are also identified and captured in JTIMS. Once approved, validated observations can be exported to JLLIS for subsequent action and resolution. The outputs of Phase III are TPOs, TPEs, CSR, and validated observations, which provide event results that facilitate AARs and highlight potential issues or best practices to support the assessments in Phase IV.

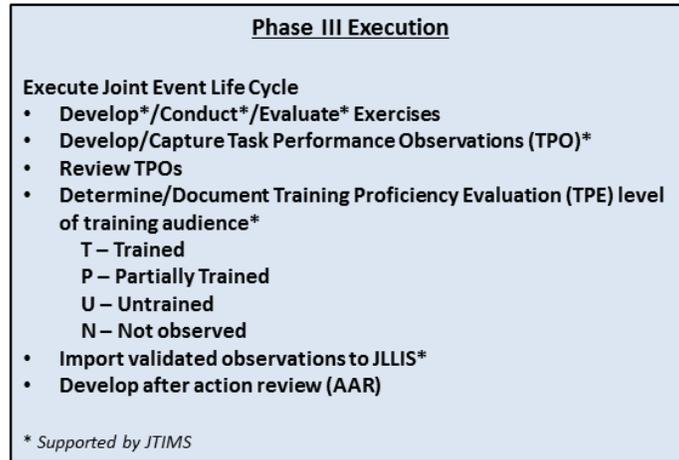


Figure 4. Phase III Execution Overview

7. Phase IV: Assessment. The fundamental purpose of Phase IV (Assessment) (Figure 5), is to determine which organizations within the command are able to perform at the level required to meet the task standard(s), and which missions the command is trained to accomplish. Assessments also identify which integrated joint solutions and capabilities demonstrated joint force development value. Assessment is a commander/director responsibility, and the monthly training assessments published from JTIMS to DRRS-S on training audience performance directly support the determination of overall command readiness to perform its missions. During Phase IV, the commander/director assesses the organization's training proficiency each month using the outputs from multiple training events, real-world operations, and engagement activities. The assessments seek to answer the questions, "Is the organization capable of accomplishing specific tasks?" and, "Is the command capable of meeting the required performance standards for its assigned missions?"

a. TPAs. Within the CCMD, staff directors, subordinate joint force commanders, and Service Component Commanders conduct an assessment of their respective organization. The same process is done in CSAs and other supporting organizations by staff directorate leads. The commander/director considers TPEs, lessons, and personal observations in determining the assessment. Assessments of less than fully trained proficiency on existing J/AMETs, combined with any new J/AMETs and commander/director guidance, form the primary training requirements for the next training cycle.

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

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

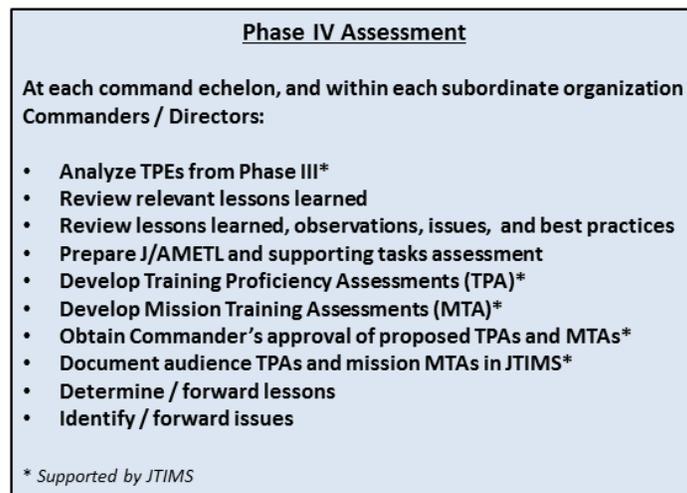


Figure 5. Phase IV Assessment Overview

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

8. The Joint Training Planning Cycle

a. The JMETL review is a Commander-led staff process that is completed annually (Figure 6). This review should be continuous throughout the year, based on known changes to assigned missions, new commanders being assigned, or lessons learned being applied to improve operational plans. Within supported CCMDs, change recommendation inputs should be scheduled far enough in advance (1-2 months) to allow adequate staffing for CCDR JMETL approval by 30 September. Supporting commands/CSAs may take until December, if necessary, to complete their J/AMETL review due to the need to consider the supported command's final JMETL.

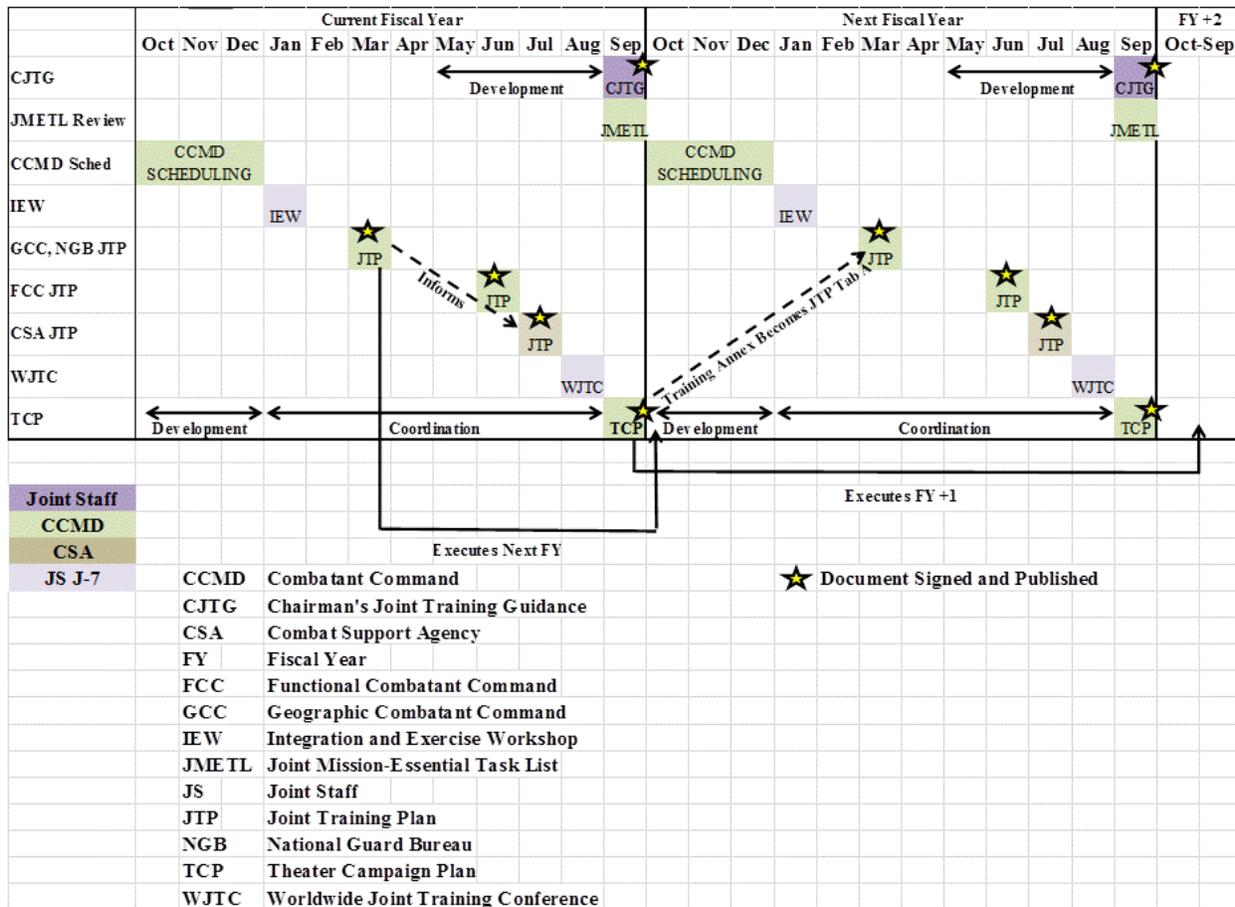


Figure 6. Joint Training Planning Cycle

b. The Integration and Exercise Workshop (IEW) normally occurs in the winter (January/February) and addresses civilian partner needs and interests and DoD-wide training and exercise opportunities; collaboration with the intent to identify and agree upon participation in each other's major preparedness activities; and exercise scheduling and deconfliction. Concurrently, an exercise

force sourcing session confirms force availability for the upcoming fiscal year (FY).

c. JTPs detail CCMD/CSA training resource requirements. The staggered publication of JTPs facilitates the synchronization of resources to support joint training events. JTPs are published annually in March by the GCCs and NGB, May by the FCCs, and July by the CSAs, or, in consonance with the CCMD campaign plan development cycle.

d. Following submission of the JTPs and until the Worldwide Joint Training Conference (WJTC), which meets in August/September, the CCMDs, CSAs, Services, and Joint Staff attempt to align resources with their JTP submissions. At the WJTC, the available resources are reviewed by the Joint Staff, CCMDs, and Services, thus providing the CCMDs the latest resource information for their fall theater scheduling conferences.

e. At the completion of the fall CCMD theater scheduling conferences, the commands enter their final resource-informed schedules into JTIMS. Exercise data must be published by the data owner to provide full visibility across the joint training community. Data owners are able to coordinate and manage their draft data within their organizational user community in JTIMS prior to publication. Once all CCMDs and CSAs have published their events, JTIMS provides a comprehensive event calendar to support scheduling and deconfliction of employment and milestone dates.

9. Joint Training System (JTS) Summary. The JTS embodies a systematic approach to assist commanders in ensuring readiness levels required in their command are met through effective joint training. The purpose of the JTS is to enable CCDRs, Services, RC, CSAs, and the NGB to define their mission capability requirements, mitigate risk, make decisions, prioritize resources, and effectively serve as advocates to their HQ and subordinate and supporting organizations while developing and conducting their Joint Training Programs under joint training policy and procedures established by the Chairman. Commanders at all echelons are responsible for their organization's training, and ultimately the readiness of the staffs and forces assigned to their command. JTIMS supports the documentation, facilitation, and execution of processes within all four JTS phases. JTIMS is the joint system of record to support management of joint training programs.

a. Phase I (Requirements) results in CCMD JMETL and CSA AMETL.

b. Phase II (Plans) results in CCMD and CSA JTPs.

c. Phase III (Execution) results in the execution of training events, and identification of TPOs, TPEs, and validated observations.

d. Phase IV (Assessments) results in development of TPAs and MTAs, lessons learned, themes, trends and threads, after action reports, and issues requiring resolution outside of the command or CSA.

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## ENCLOSURE C

### PHASE I (REQUIREMENTS)

1. Introduction. Phase I begins when a new organization initiates METL development, when an existing organization conducts its annual METL review, or as required by the commander or director. Phase I ends when the commander or director approves the J/AMETL. Phase I identifies the capabilities required to accomplish each assigned mission and documents those capabilities in the form of JMETs. This process establishes the linkage between the NMS and CCMD missions, operational plans, and tasks inherent in those plans and joint training. The J/AMETL reflects and consolidates mission capability requirements into a single list of tasks required for the commander/director to accomplish assigned missions; i.e., in order to accomplish (this mission), these organizations must accomplish (these tasks), under (these conditions), to meet (these standards). While the development of the command J/AMETL is NOT a training function, the J/AMETL is fundamental to the joint training processes and provides the basis for deriving the command joint training requirements necessary for the development of JTPs in Phase II (Plans). The J/AMETL development process must be a commander-led, command-wide endeavor with all staff elements represented and contributing to a command process. The JMETL is the foundation for all joint training.

2. Purpose. This enclosure describes the process for developing a J/AMETL comprised of UJTs, conditions, standards, and responsible organizations. The J/AMETL helps answer the fundamental readiness question: "Ready to do what?"

3. Phase I: Inputs, Processes, and Outputs. Phase I inputs include strategic guidance documents, higher HQ orders, plans, assessment information, and reference material. The processes identify the method for taking the inputs and producing the J/AMETL. These will be described in the detailed steps of J/AMETL development in paragraph 4 of this enclosure. The outputs of Phase I are the J/AMETLs (including staff, subordinate, and command-linked tasks), their associated conditions and standards, and the organizations responsible for the accomplishment of each task. The Build METL module in the DRRS-S and similar mission management tools in Service DRRS-S systems support these processes. It allows users to create and enter their J/AMETL, selecting UJTs from the UJTL and/or Service Task Lists database, and associate that J/AMETL with multiple missions. The J/AMETL developed in DRRS-S is transmitted via Web services to JTIMS to implement joint training processes that support the development of JMETL-based TOs, the execution of joint

training events, and the assessment of demonstrated capabilities. The Phase I (Requirements) inputs, processes, and outputs are depicted in Figure 7.

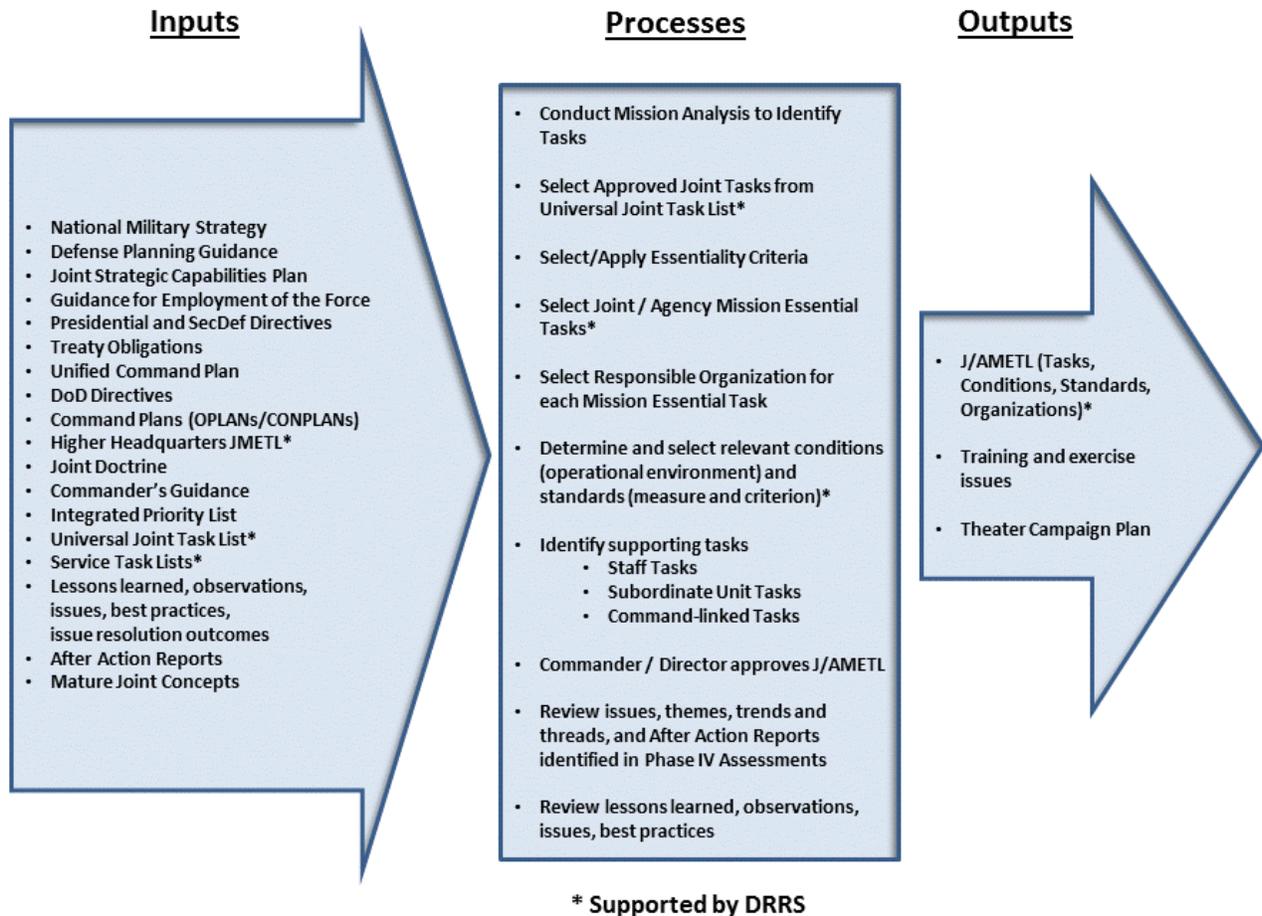


Figure 7. Phase I, Requirements: Inputs, Processes, and Outputs

4. Joint and/or Agency Mission-Essential Task List (J/AMETL) Development. This process establishes the linkage between national level strategy, operational plans and orders, and the essential tasks joint organizations must successfully execute. The final products are J/AMETL, with supporting tasks that reflect and consolidate mission capability requirements. The effective development of J/AMETL are dependent upon command involvement at every level. Command guidance – to include the commander's intent and estimate – early in the mission analysis and development process is crucial to the selection of what is essential to the mission, and identifying the critical elements that define mission success. The supported CCDR must articulate his mission and his JMETL to his subordinate component commands, CSAs, and supporting commands, who, in turn, develop their own supporting JMETLs, AMETLs, or Service METLs which provide the basis for determining joint training requirements in Phase II (Plans). The J/AMETL development process is an orderly and sequential series of inputs and outputs. The process steps (Figure 8) should be used if the joint organization has not identified its

J/AMETL, if there has been a change in missions or strategy since the last training cycle, or if the organization wishes to revalidate its J/AMETL.

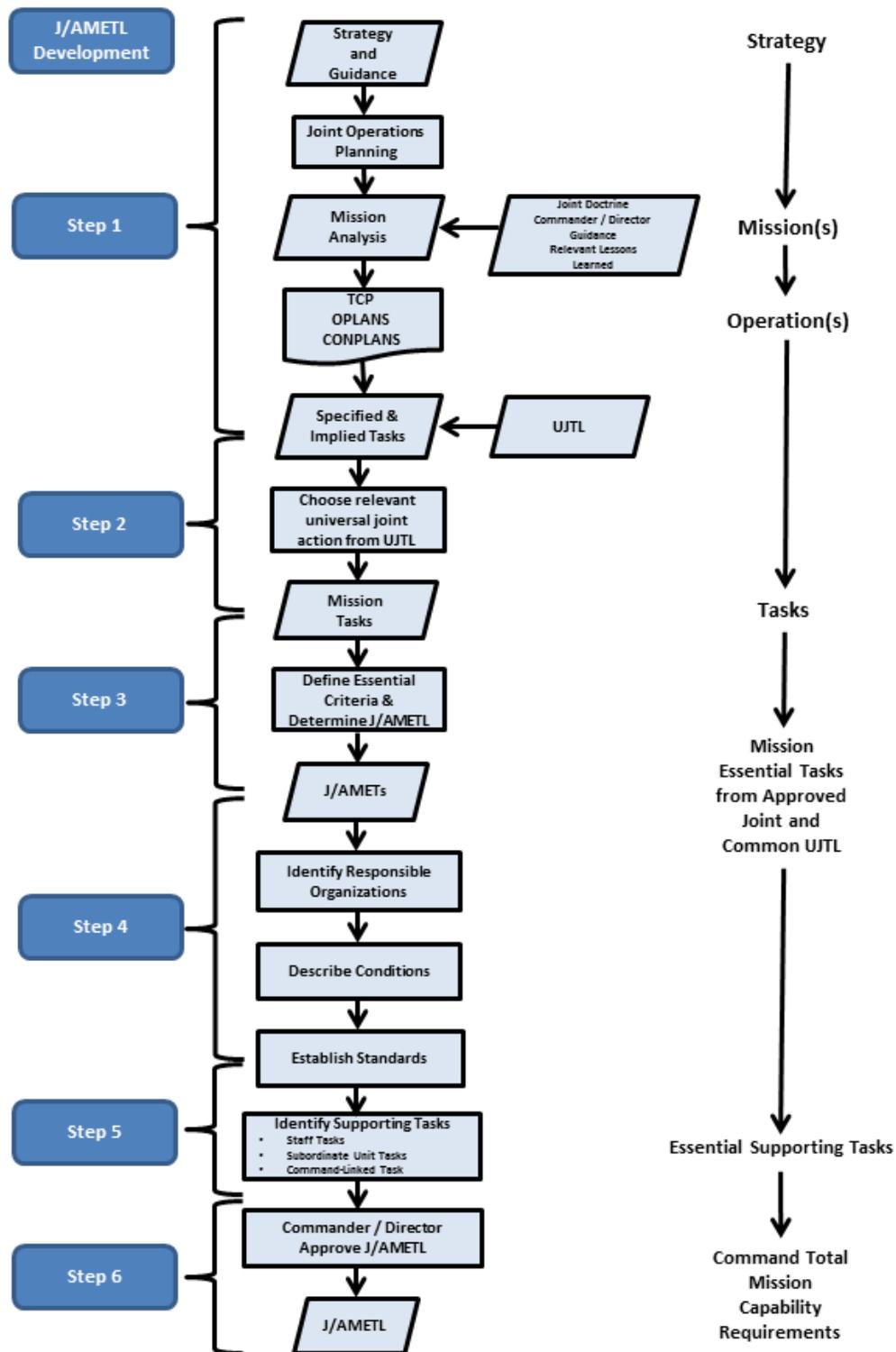


Figure 8. J/AMETL Development Process

a. Step 1. Conduct mission analysis to determine specified and implied tasks. The mission is the task or set of tasks, together with the purpose, that clearly indicates the action to be taken and the reason for doing so. Commanders and their staffs use operational planning procedures to conduct mission analysis of their assigned mission to determine specified and implied tasks (Figure 9), and develop a concise mission statement. Mission statements contain those tasks that are essential for the successful accomplishment of the assigned mission. In a CSA, the mission analysis is performed on all assignments and considers mission support required by supported CCDRs. For the CCMD planner, mission tasks more typically can be selected after the joint operational planning process (JOPP) is complete using operation plans (OPLANs), concept plans (CONPLANS), or the campaign plan as reference documents. Operational planning processes are described in detail in reference h and k. The output of Step 1 is a concise mission statement, expressed in terms of who, what, when, where (task parameters) and why (purpose). The mission statement should frame a clear, concise statement of the mission objectives to be accomplished and the purpose to be achieved, and should provide planning guidance for the staff and subordinate commanders.

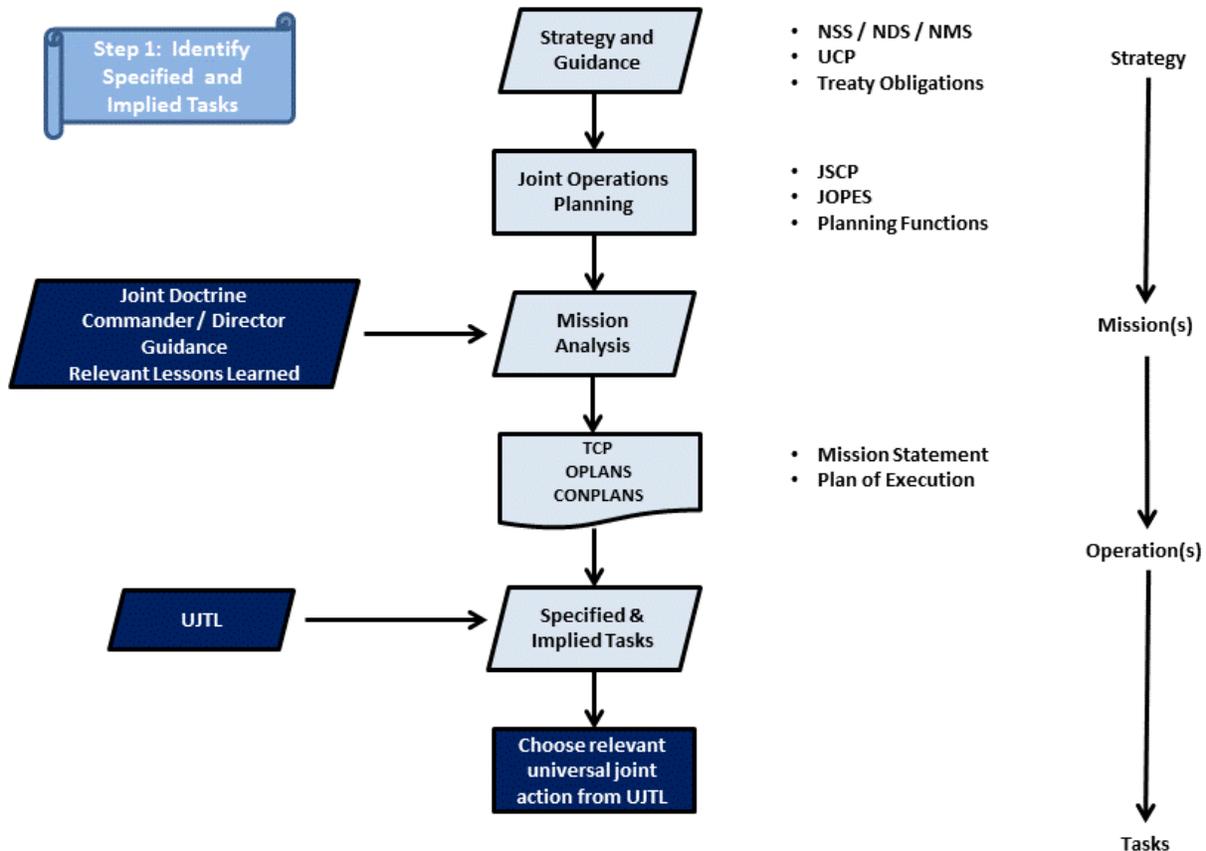


Figure 9. Step 1: Identify Specified and Implied Tasks

b. Step 2. Select Mission Tasks from UJTL. Once essential tasks are identified from the mission analysis process, appropriate UJTs are selected as METs in DRRS-S. Selecting UJTs that contain the specified and implied task actions provides a common language to document required capabilities and identify required resources. The UJTs are customized for the METL through the application of standards and conditions. The resultant list of mission tasks are capabilities associated with each assigned mission (Figure 10). UJT titles may not be edited within the J/AMETL. If relevant tasks cannot be found in the UJTL, a candidate or urgent UJTL task may need to be established and approved using the procedures described in references l and m.

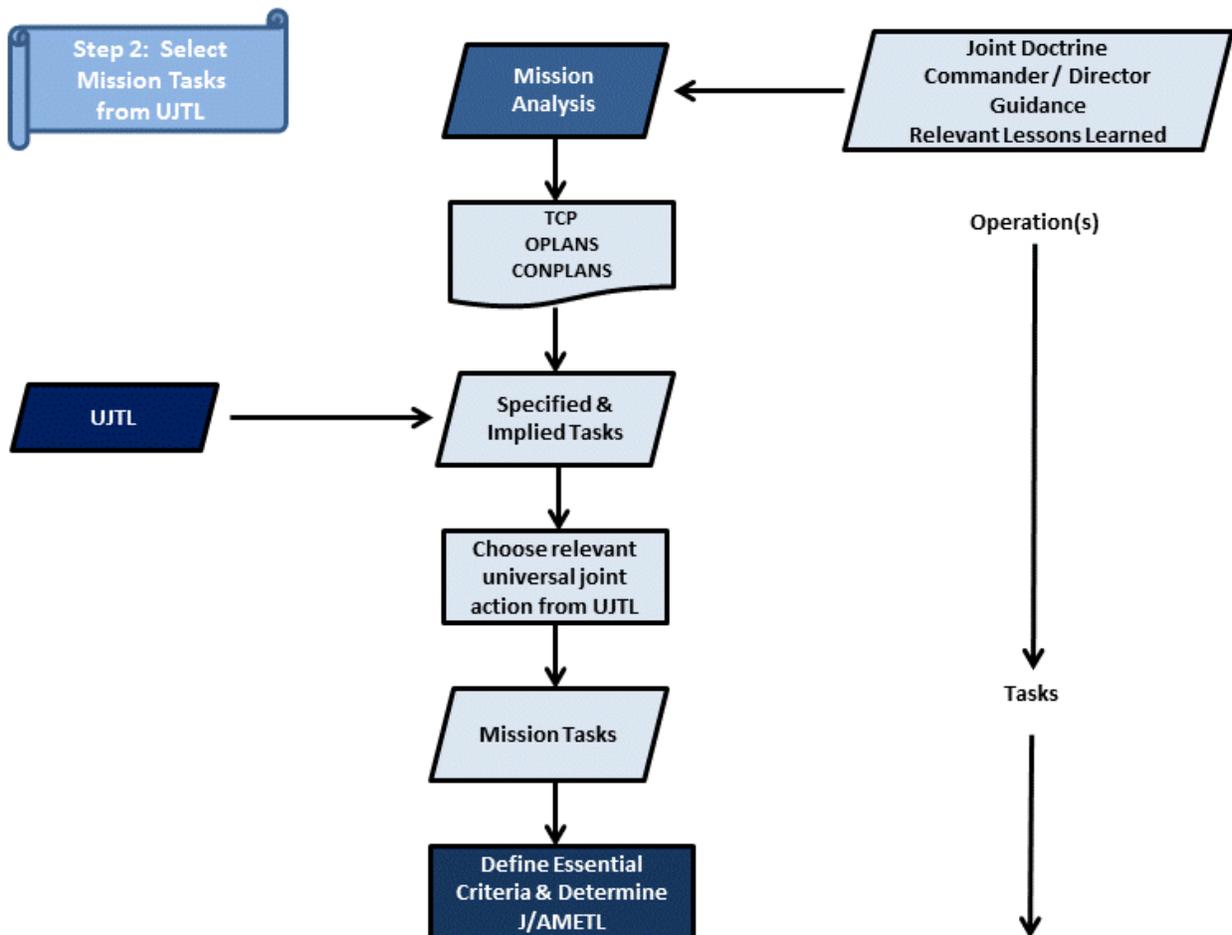


Figure 10. Step 2: Select Mission Tasks from UJTL

(1) The UJTL serves as a library of approved joint mission tasks and suggested measures that are used to describe the functional capabilities that CCMDs, Service Components, CSAs, or other joint organizations require in executing potential missions. The UJTL is augmented with the Joint Conditions list.

(2) The output of Step 2 is the mission task list. The end state of Step 2 is to capture the required functions, documented in mission tasks, of all subordinate joint force commands, Service Components, and supporting organizations involved with accomplishing the mission: identify what must be done at each echelon of command, and in each functional area at each echelon of command, in order to accomplish the mission.

c. Step 3. Determine Essential Tasks from Mission Tasks. This step determines which tasks are essential by applying the commander-/director-approved definition of essentiality for each mission (Figure 11). This definition is then applied to each mission task identified during mission analysis.

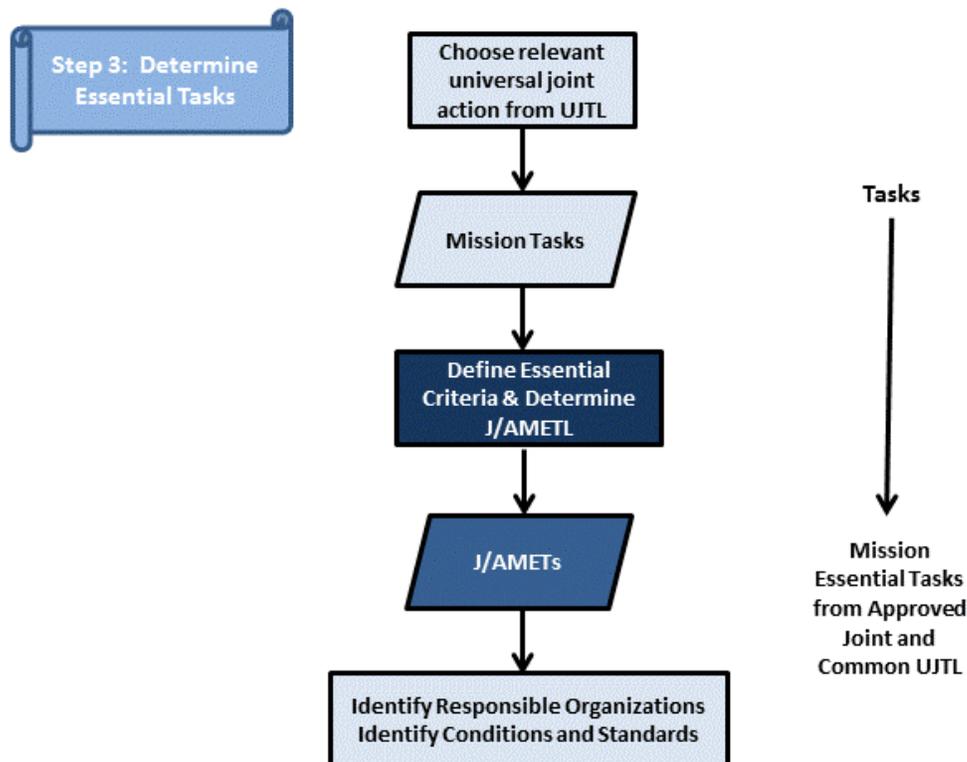


Figure 11. Step 3: Determine Essential Tasks

(1) The definition, or criteria, of what makes a task essential is specific to each mission. The core criteria of essentiality are whether or not the objective can be attained and the mission accomplished without the task being performed to the standard.

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

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

d. Step 4. Identify responsible organizations (OPRs), describe conditions, and establish standards. Once the J/AMETL tasks have been identified, OPRs are responsible for developing task performance, the conditions (physical, military, and civil) affecting the performance for each task, and the standards (measures and criteria) of task performance that will constitute successful mission accomplishment (Figures 12-14). Once determined for all assigned missions, the list of JMETs with organization, conditions, and standards, plus supporting tasks, constitutes a command’s J/AMETL. A detailed discussion of selecting conditions and developing standards is found in references l and m.

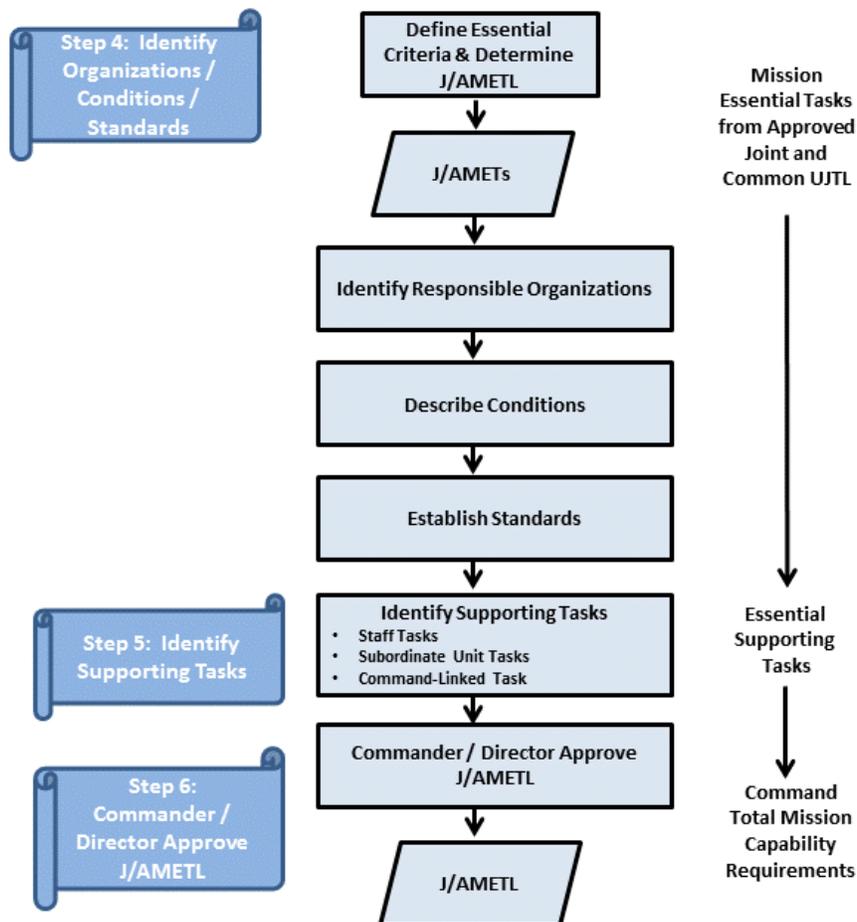


Figure 12. Steps 4-6: Identify Organizations, Conditions, Standards, and Supporting Tasks

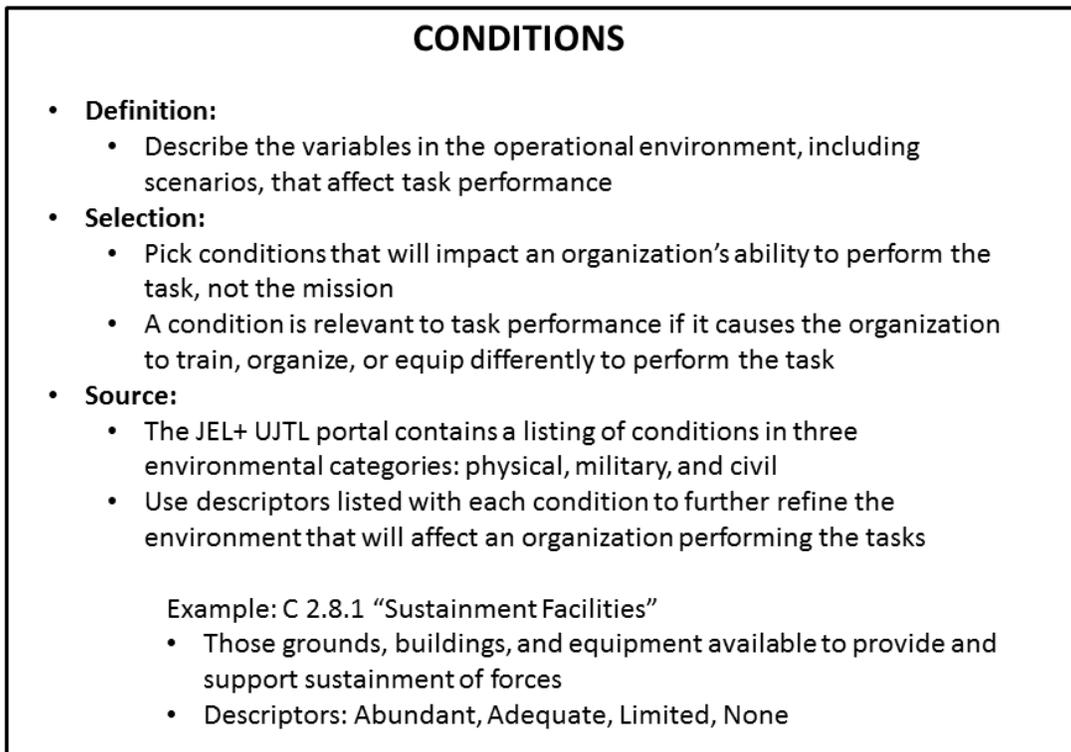


Figure 13. Conditions

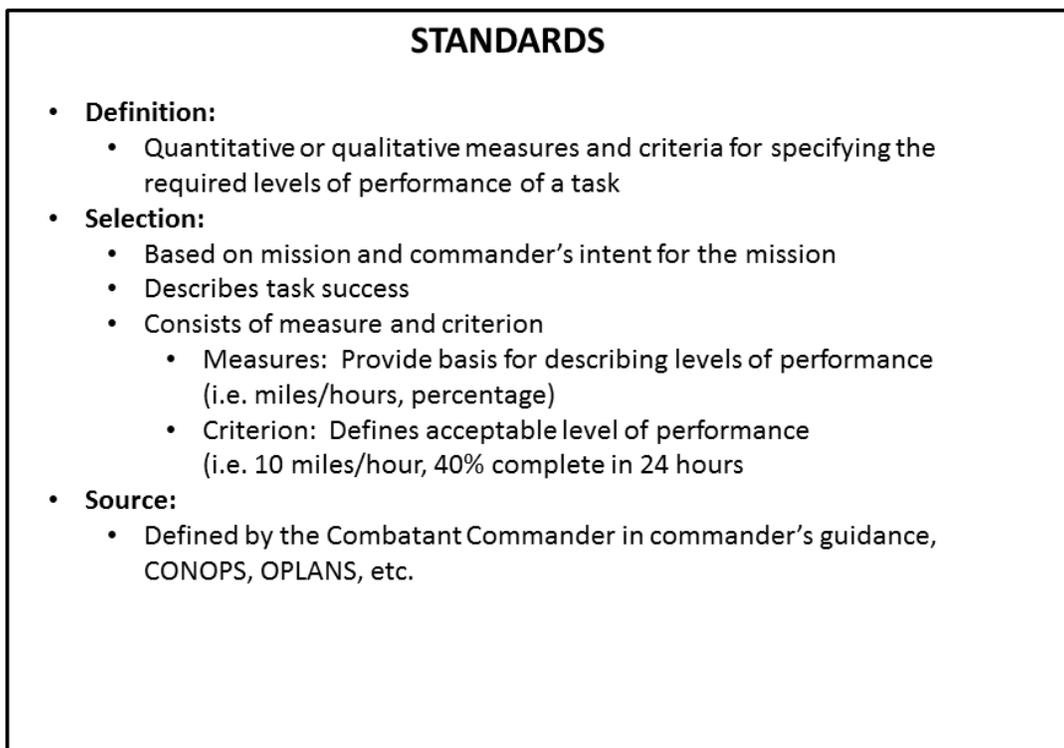


Figure 14. Standards

e. Step 5. Identify staff task, subordinate unit task, and command-linked task linkages. The determination of which subordinate joint forces, Service Components, or other supporting organizations contribute to accomplishment of a MET establishes the staff task, subordinate unit task, and command-linked task relationships. The key question in making these linkages is, “To determine the readiness of this MET, what other task’s readiness must be known, and who does that task for this organization?” JMETs and/or METs required for accomplishment of the CCMD mission are identified by each subordinate Joint Force, Service Component, and other supporting commanders/directors, both internal and external to the command. Staff tasks, subordinate unit tasks, and command-linked tasks are characterized in both DRRS-S and JTIMS as “supporting” tasks. Selection from the UJTL allows subordinate and supported commanders to find easily the joint task and the best capability to accomplish “supporting” tasks. These “supporting” tasks are identified as essential to the accomplishment of a command JMET.

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

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

(a) Commanders and their staffs in higher organizations assign missions to subordinate organizations based on their own mission analysis. However, a subordinate unit or HQ may not have a METL or its METL may not offer the capabilities needed for that particular mission. In that case, a subordinate task may need to be developed in coordination with the subordinate organization or unit. These subordinate unit tasks, along with a complete and clear higher mission statement and command guidance, provide direction and focus for subordinate mission preparations.

(b) Each subordinate joint organization creates its own J/AMETL in the same manner as the higher command. That is, it does its own mission analysis of the higher organization’s mission statement, guidance, and the subordinate unit’s assigned tasks. It then derives its J/AMETL in support of the higher command mission based on the mission tasks assigned by the

higher command. The subordinate organization's own identified essential tasks, and associated conditions and standards, must correlate with and support the J/AMETL of the higher HQ responsible for the overall mission execution.

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

f. Step 6. Commander/director approves J/AMETL. The final step of Phase I is the approval of the J/AMETL by the commander/director. The approved J/AMETL consists of the collective METs, with conditions, standards, responsible organizations, and supporting tasks, required for the organization to execute successfully its assigned mission. The desired end state of Phase I (Requirements) is a single, integrated J/AMETL that documents the required capabilities of the entire command, including supporting commands when tasks are linked.

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

(2) Once the JMETs are entered in DRRS-S, the CCMD JMETL is published and ready for Mission and Task Assessment in DRRS-S. Concurrently, the JMETL is provided to JTIMS making it available to the Command for JTP management and the other members of the joint community for review. This JMETL serves as the foundation for development of the CCMD JTP. JMETL assessment is the next critical element in identifying joint training requirements that might be satisfied in the command JTP.

5. Products and Milestones. The output created in Phase I (Requirements) is the J/AMETL, which becomes the input to Phase II (Plans) used to develop JTPs. The following joint training milestones should be met IAW reference a, Enclosure C, Key Suspense List:

a. Supported command JMETL reviewed not later than (NLT) 30 September, with planning guidance issued to supporting commands and CSAs. The 30 September deadline allows October through February to develop a command JTP.

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

6. Summary. The purpose of Phase I (Requirements) in the JTS is to identify the capabilities required to accomplish assigned missions and to document those capabilities in the form of J/AMETs. Figure 15 depicts the steps used to develop J/AMETLs. Determining the capability requirements is accomplished by conducting mission analysis and identifying the essential tasks that form the J/AMETL. The J/AMETL defines the organization's mission capability requirements in terms of UJTs, conditions, standards, and responsible organizations. The J/AMETL is the basis for deriving joint training requirements in Phase II (Plans). The methodology for developing the J/AMETL ensures that joint training is requirements-based, trains the force the way it is intended to operate, and is focused on the essential tasks required to successfully accomplish assigned missions. The output of Phase I (Requirements) is the commander/director approved J/AMETL. The approval of the J/AMETL provides the transition from Phase I (Requirements) to Phase II (Plans).

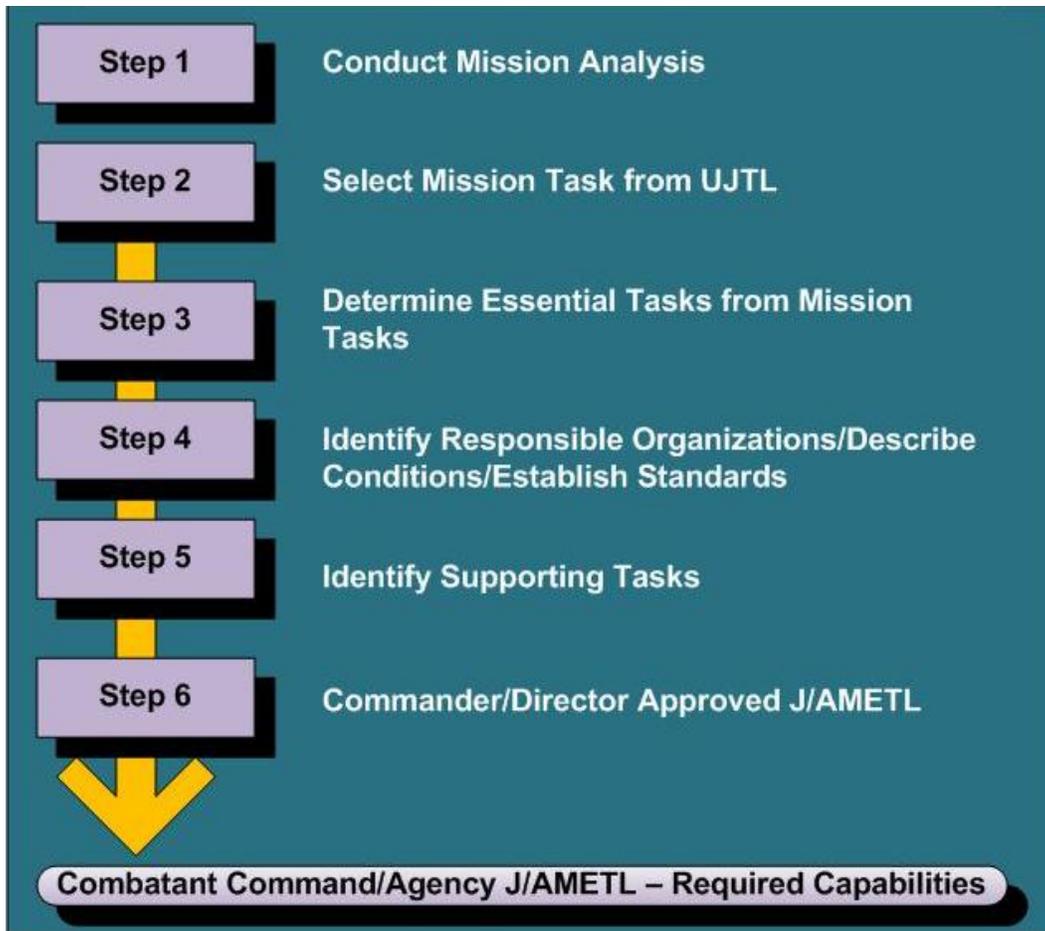


Figure 15. J/AMETL List Development

## ENCLOSURE D

### PHASE II (PLANS)

1. Introduction. Phase II (Plans) begins when the commander or director approves the organization J/AMETL and ends when the organizations JTP or training and exercise inputs to the campaign plan are published. The purpose of the phase is to develop the JTPs and training and exercise input to the campaign plan describing the events and resources needed to train individuals and organizations responsible for accomplishing the command's or agency's J/AMETLs. Supporting organizations develop JTPs to support their command or organization JMETL. The purpose of the supporting organization JTPs is to improve readiness within that organization and be prepared to provide support to the higher HQ mission.

2. Purpose. This enclosure describes the methodology for developing the JTP or training and exercise inputs to the campaign plan. JTIMS facilitates JTP development. J/AMETL are entered in DRRS-S and provided to JTIMS as the foundation for the JTP. Together, the J/AMETL and output from the assessment phase provide the basis for the JTP.

a. Training requirements are based on an assessment of current capability reported in DRRS-S to support the tasks documented in the J/AMETL; joint TOs are derived from JMETs, conditions, and standards and based on joint doctrine, commanders'/directors' guidance, and organizational standard operating procedures (SOPs). Training methods, modes, and media are determined based on the assessed level of performance, which determines the type of training events required. Finally, the initial design of training events, identification of required training resources, and preliminary schedules are done in Phase II. Joint training events, once developed, consolidated, and prioritized in JTIMS, are deconflicted with respect to time, personnel, financial, and transportation resources.

b. CCMD JTPs require supporting JTPs from inside the command for assigned and apportioned forces and are linked through command-linked tasks for supporting plans from outside the command. The outputs of Phase II (Plans) are the JTPs that define the training audiences, the joint TOs, the training events and required resources, and the preliminary schedule of events. The JTIMS JTP format is suitable for all supporting commands including CSAs and NGB; however, some JTP tabs may not be relevant to CSAs or NGB. These organizations will use applicable JTP tabs; but at a minimum, they will include the training guidance, J/AMETL, training objectives, and training events.

3. Phase II: Inputs, Processes, and Outputs. Phase II inputs include J/AMETLs, campaign plans, Chairman’s HITIs, and other relevant training guidance. The processes include an analysis of the J/AMETLs, a determination of training requirements and audiences, development of TOs and joint training event schedules, and concludes with the publishing of JTPs. The outputs of Phase II are the JTPs. Inputs, processes, and outputs associated with Phase II (Plans) are depicted in Figure 16.

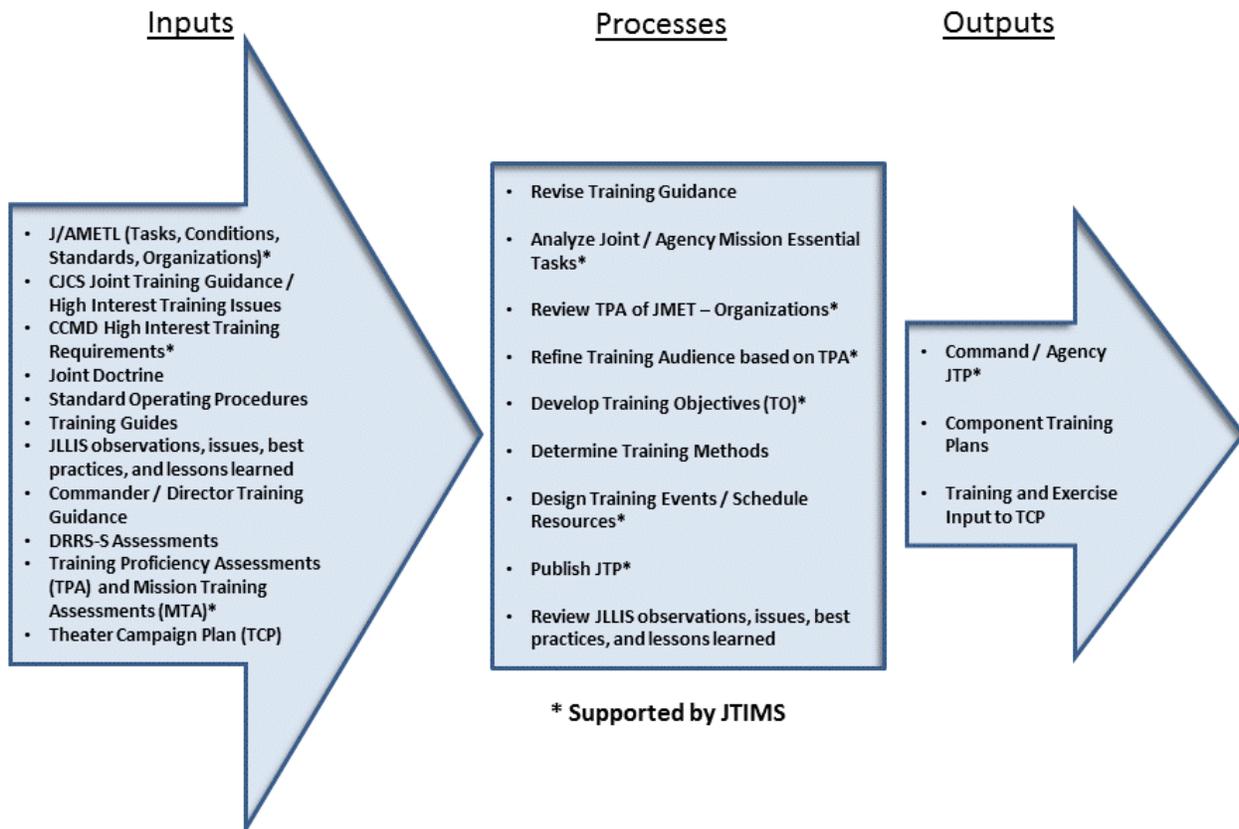


Figure 16. Phase II, Plans: Inputs, Processes, and Outputs

4. Joint Training Plan (JTP) and Campaign Plans Training and Exercise Development. The JTP and campaign plan training and exercise input development process (Figure 27) establishes the linkages between an organization’s J/AMETLs and campaign planning efforts with their associated assessment narratives from DRRS-S. The resulting capability gaps become training requirements and determine which individuals and/or organizations must be trained to perform what tasks. The final products of this phase are JTPs and training and exercise input to campaign plans. These products identify the commander’s training guidance, training audiences, TOs, training events, training support resources, and coordination needed to attain the required levels of proficiency. The development flowchart (Figure 17) depicts the inputs, process steps, and output activities in a sequential format.

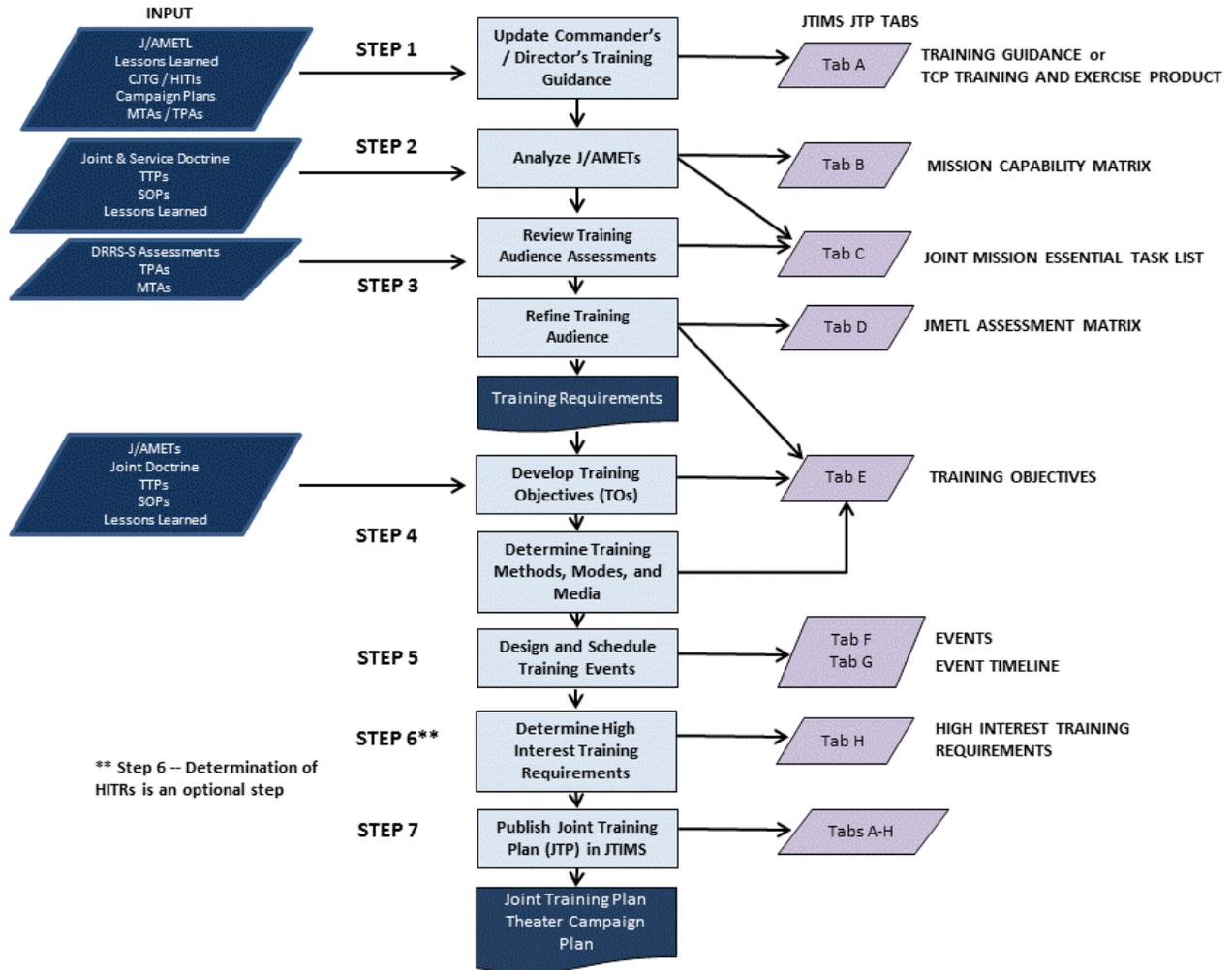


Figure 17. JTP and Campaign Plan Training and Exercise Development Flowchart

a. Guidance on the formatting of the JTP as it is generated in JTIMS is found in Appendix A, “Joint Training Plan (JTP) Format.” The JTIMS JTP page provides the training plan analyst the capability to add and edit JTPs, and, with the commander’s approval, to approve and add a new JTP. The training and exercise input to the campaign plan can be included in the JTIMS JTP as Tab A, Commander’s Guidance. The JTIMS JTP Home page is organized into three sections:

In Staffing - The In Staffing JTP table displays the command/organization’s working JTP (unapproved). This document is usually for a 4-year period.

Last Approved - The Last Approved JTP table displays the command/organization’s approved JTP, which covers the current execution year plus 3

years. The approved JTP includes the Tab A and Tab H attachments and a snapshot of the METL with assessments and TOs.

Archived - The Archived JTP table displays the command/organization's archived JTPs for historical purposes, to include the Tab A and Tab H attachments and METL snapshot with assessments and TOs.

b. At the conclusion of input in the plans phase, JTIMS will display a fully developed JTP, with supporting Tabs A-H, reflecting the training requirements for missions designated in the commander's/director's guidance. Training requirements not identified within the JTP will not be Combatant Commanders Exercise Engagement (CE2) funded. The JTP lists required forces in detail for at least the first year of the planning cycle and events for all years covered by the last approved Combatant Commanders Exercise Engagement and Training Transformation (CE2T2) Program Objective Memorandum (POM). Adjustments on a case-by-case basis are addressed through change requests by the supported command (reference c).

c. Step 1: Update Commander's/Director's Training Guidance. The JTP is a planning document. It is the commander's/director's plan for how staff and forces will be trained to conduct and support joint operations. The existing training guidance must be revised and updated based on operational and training events conducted over the previous year, current TPAs, MTAs, lessons learned, commander/director guidance or directives, and how training resources should be used to reach the desired end state. The J/AMETL, selected lessons learned, and the annual Chairman's Joint Training Guidance (CJTG) and updates to assigned missions or campaign plans should be reviewed, along with other inputs at the commander's/director's discretion, to help shape the guidance and command/agency TOs for the upcoming training cycle. The end result of Step 1 is the current commander/director training guidance that will be used to develop the commander's/director's JTP: a document posted in JTIMS that identifies commander's/director's intent, desired end state, area(s) of focus, desired assessments, and the contribution the training plan should make to the command's overall readiness. Alternatively, the JTIMS Tab A may be the campaign plan exercise and training product. A recommended template of the Tab A training guidance is found in Appendix A to this enclosure. Figure 18 depicts data inputs, process steps, and data output of Step 1.

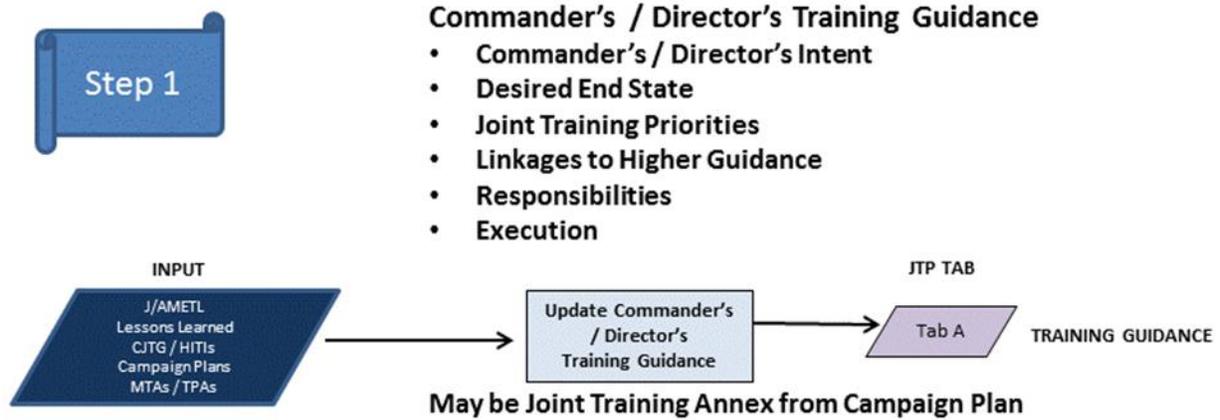


Figure 18. Step 1: Update Commander's/Director's Training Guidance

d. Step 2: Analyze J/AMETs. In Phase I (Requirements), J/AMETs were identified based on the analysis of assigned missions and the commander's intent for accomplishing those missions. In Step 2, each J/AMET is analyzed to determine the processes and/or procedures derived from appropriate documents (JMETL, joint doctrine, SOPs, Service doctrine, relevant lessons learned, TTP, etc.), that must be used to successfully accomplish each J/AMET. These processes and procedures form the basis of what must be trained. Figure 19 depicts data inputs, process steps, and data output of Step 2.

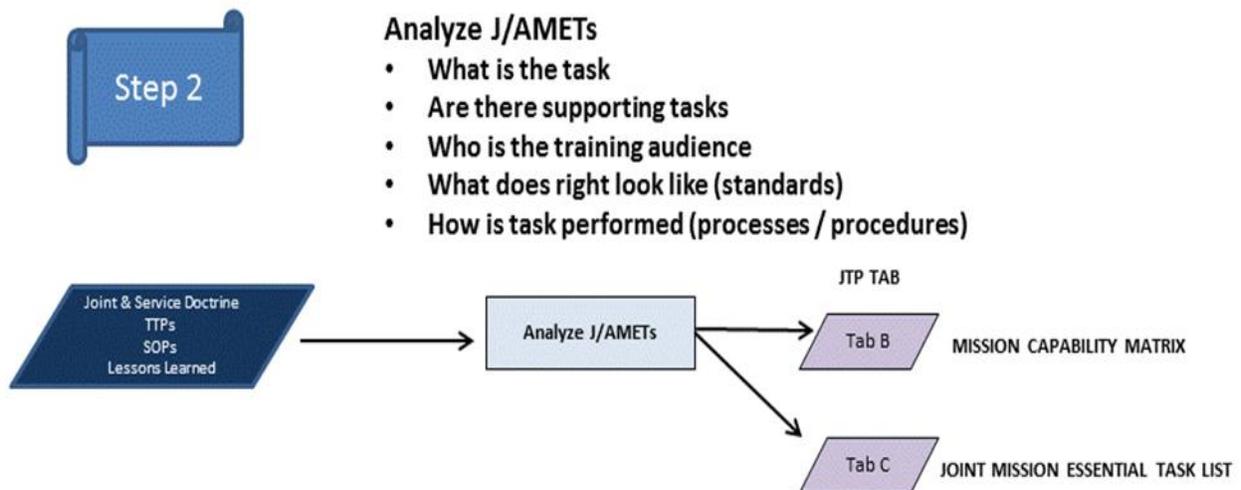


Figure 19. Step 2: Analyze J/AMETs

e. Step 3: Develop Training Requirements. Training requirements are based on an assessment of the training audience's current capability individually, as a staff element, or as a joint staff team to execute command missions and the commander's training guidance. This step involves a review

of training and overall mission assessments from DRRS-S, and the training audience TPAs for each J/AMET and MTAs for each J/AMETL. 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 J/AMETL may also become training requirements that can be mitigated through training events in the next JTP. Figure 20 depicts data inputs, process steps, and data output of Step 3.

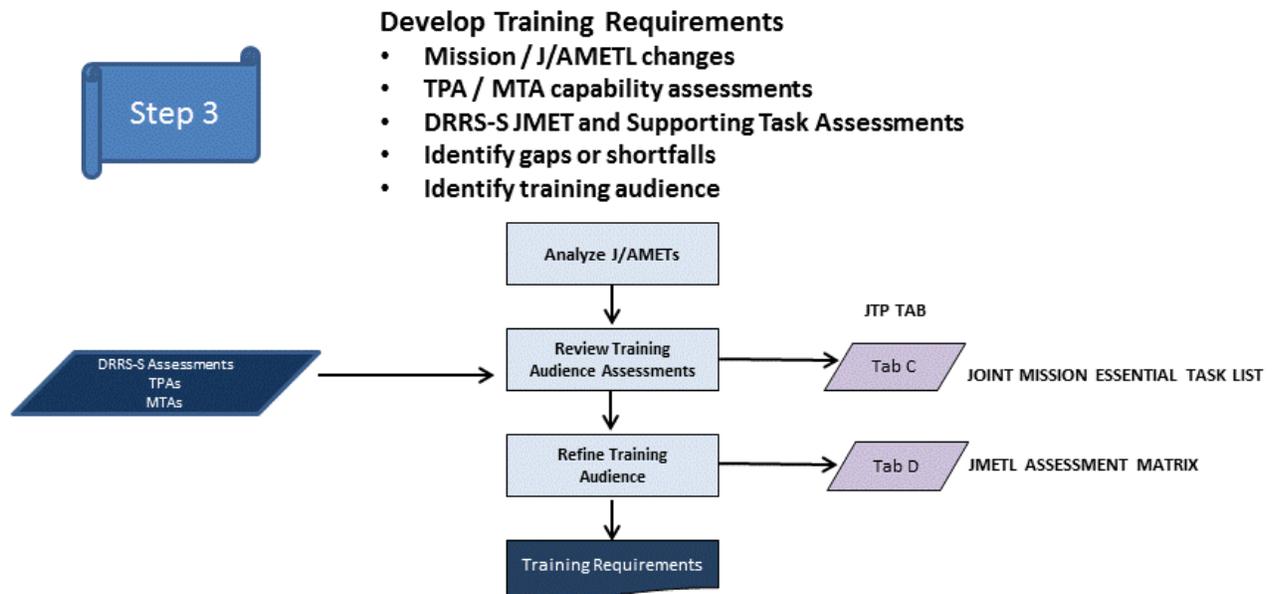


Figure 20. Step 3: Develop Training Requirements

(1) 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. A TPA is an assessment of the command's/agency's training status for each J/AMET relative to the task standards and associated conditions. A more cumulative assessment, an MTA is the commander/director assessment of the organization's demonstrated capability for each mission based on TPAs and subordinate and supporting organizations' MTAs for the J/AMETs comprising that mission.

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

(3) Training requirements are identified by comparing the current proficiency levels with the required levels defined in the J/AMET standard, or

as stated in the commander's training guidance. Other training requirements may be identified in the commander's training guidance as well.

f. Step 4: Develop Joint TOs for the Training Audience and Determine Training Methods, Modes, and Media. The joint training requirements (joint training audience or supporting organization assessed as requiring training on specific J/AMETs) are translated and consolidated into TOs. A TO is a statement that describes the desired outcome of a joint training activity in terms of performance, audience, training situation, and level of performance. TOs are derived from JMETS, conditions, and standards and based on joint doctrine, commander's guidance, and organizational standing operating procedures. Subordinate and supporting organizations establish their own organizational TOs as directed by their commander/director to be prepared for the supported commander's required level of performance in the joint training activity. Focused TO workshops related to specific joint training events are often conducted to develop additional specific organizational TOs if those in the JTP do not provide enough fidelity. Figure 21 depicts data inputs, process steps, and data output of Step 4.

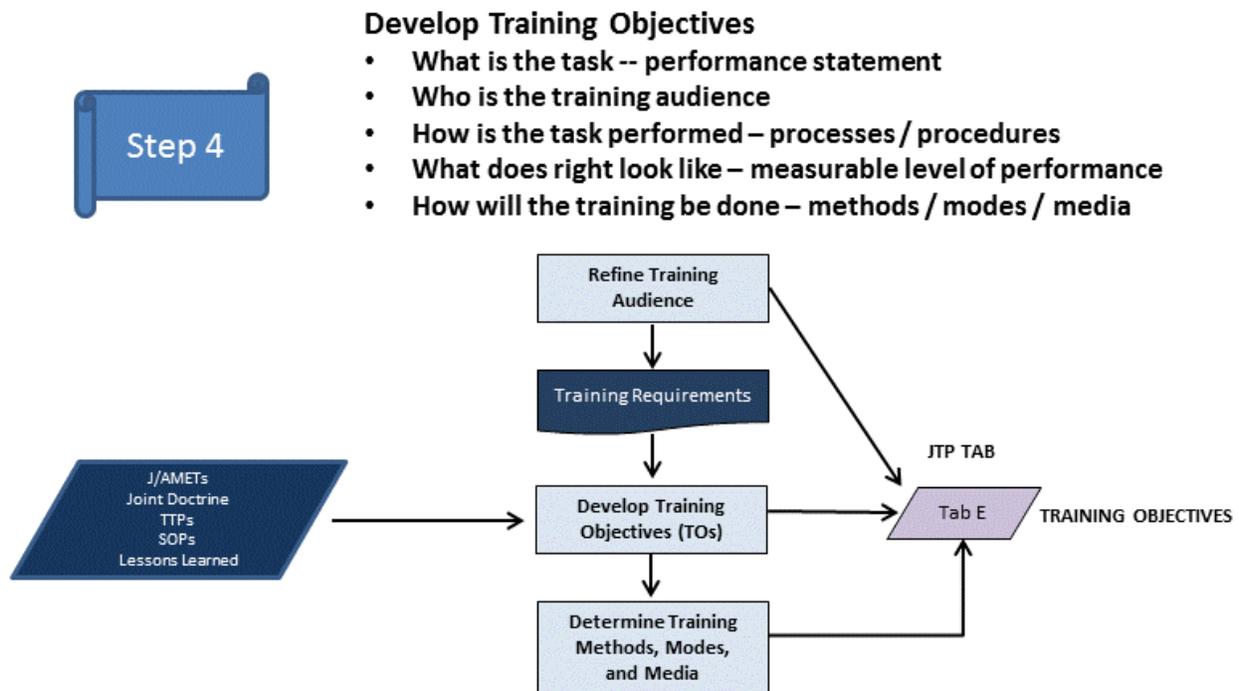


Figure 21. Step 4: Develop Joint TOs

(1) Joint TO properties (Figure 22). A joint TO is based on a specific J/AMET, or set of J/AMETs, and built around a template that consists of:

(a) A specific *performance objective* requirement (describes the processes and procedures the specific audience needs to accomplish to support

the J/AMET IAW approved joint doctrine, such as supporting and enabling tasks).

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

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

(d) The training audience identifies the specific individual(s), section, board, center, cell, staff, or unit who require the training.

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

Audience
JTF Targeting Boards, Centers, and Cells; USPACOM JOC

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

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

Figure 22: Sample TO: Joint Mission Essential Tasks Strategic Task 3.1 “Perform the Joint Targeting Cycle/Operational” Task 3.1 “Conduct Targeting”

(2) Determining Training Methods, Modes, and Media. 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 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 Appendix B. Figure 23 depicts the relationship between training audience and methods, modes and media.



Figure 23. Joint Training Methods, Modes, and Media

g. Step 5: Design and Schedule Training Events. In Step 5, specific training events are identified and initial design begins, to include funding, personnel, strategic lift, 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 JTIMS. During event creation in JTIMS, exercise planners will also be prompted to determine whether the event will require a Significant Military Exercise Brief (SMEB). Figure 24 depicts data inputs, process steps, and data output of Step 5.



### Event Design and Scheduling

- **How will the training be done – methods / modes / media**
- **Resources (time, personnel, funding)**
- **External support requirements (transportation, forces)**
- **Host nation coordination**

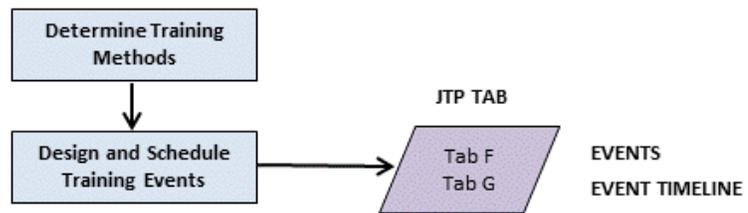


Figure 24. Step 5: Design and Schedule Training Events

(1) Force Requests: JTIMS provides the ability to identify U.S. DoD Force Requirements and USG interagency, coalition, and NGO/IGO exercise participants. Joint Staff J-7 will assist exercise planners by posting force provider force sourcing and exercise participation business rules on the JTIMS Information Center to provide guidance and business rules for requesting, sourcing, and tracking exercise force or non-DoD USG exercise participants in JTIMS. References k and n contain additional guidance and have precedence over guidance in this manual.

(a) U.S. DoD Force Requirements: JTIMS provides the capability to request forces in support of U.S. DoD exercise force requirements, as well as to request individual exercise subject matter experts (SME). An exercise force request is a request for units or capabilities to address 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. Exercise force requirements are entered in JTIMS and sent to the identified Joint Force Coordinator (JFC)/or joint force provider (JFP) for sourcing. The JFC/JFP will review force requests for accuracy, clarity and appropriateness (i.e. legal or statutory limitations). Subsequent to the JFC/JFP review, requests will be forwarded to Service HQ/components to determine feasibility of support. Force providers will exhaust all sourcing options before returning the requirement as not available in JTIMS. (NOTE: Request For Forces are not used to request forces for exercises or individual requirements.)

(b) Assigned Force Requirements: JTIMS provides the capability to identify U.S. DoD force requirements that are assigned to the requesting command. Organizations should select their CCMD/organization from the force provider drop down list to identify and source organic force requirements. All organic force requirements (with the exception of those in a draft status) will

be published to the Joint Capabilities Requirements Manager (JCRM), when the event is published, to support visibility of assigned forces.

(c) Allocate Force Requirements: JTIMS provides the capability to identify DoD force requirements that are allocated to requesting commands by the Secretary of Defense (SecDef). JCRM is used for registering, staffing, and recording CCMD rotational and emergent unit and capability-based force requirements and shall be used for the administration, planning, and management of the allocation process. These allocated forces will be listed in JTIMS using the same process as “assigned force requirements.”

(d) USG Participation Requirements: JTIMS 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 non-DoD USG federal department and agency HQ in the Washington, D.C., area (example: 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 Module-Force/Participation Tab. Once the event is published, the event team lead can send the USG Participation Request to the Joint Staff J-7, via JTIMS, to begin the coordination process. In addition, JTIMS is used to document USG participation requirements that are coordinated directly by the command with organizations internal to their area of responsibility (AOR) (for example U.S. Embassy).

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

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

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

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

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

1 Concur: Means to concur with the recommended GEF category and publish the event, allowing further coordination of forces, etc.

2 Edit: Either modify the category with comments and publish, or remove the category with comments and publish.

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

h. Step 6: Determine HITRs. Joint force commanders require interoperable forces. The Services and USSOCOM organize, train, and equip these interoperable forces and staffs to be employed by the supported commander. Force providers play a major role in preparing staffs for joint operations and overseeing the preparation of tactical units and formations prior to employment. HITRs are a means of addressing tasks required of Service Component forces, as well as forces not assigned to the CCMD, but assigned upon plan execution. HITRs normally reference applicable joint or Service tasks that support the CCDR's JMETL, and should provide the detail necessary to develop actionable training plans and guidance. The JTP Tab H is an optional capability to assist CCDRs in communicating joint capability requirements guidance to assigned Service Components and JFPs in order to ensure that the forces provided to the CCMD attain and maintain the desired readiness to execute CCMD mission capability requirements. Figure 25 depicts data inputs, process steps, and data output of Step 6.

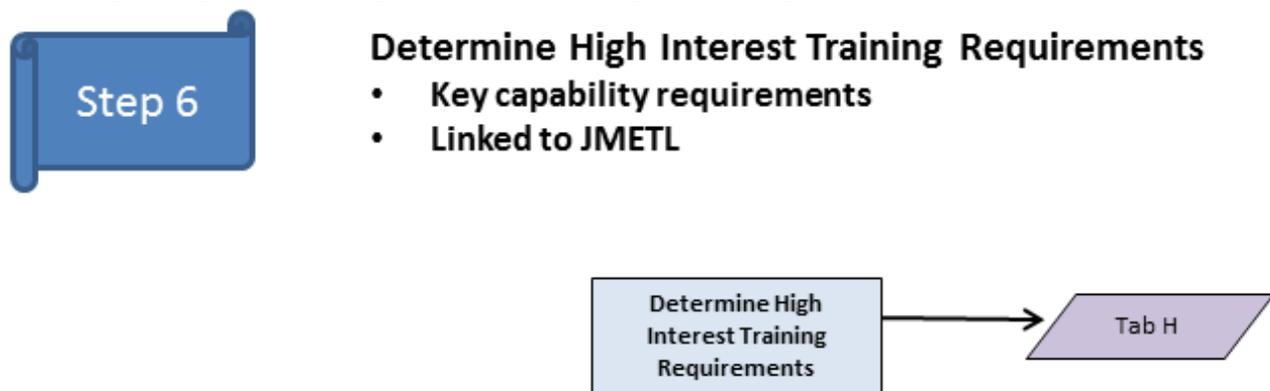


Figure 25. Step 6: Determine HITRs

i. Step 7: Publish JTP. The final step of Phase II (Plans) is to publish the organization's JTP and/or training and exercise input to the campaign plan in JTIMS. Publishing these products in JTIMS makes them available to the joint training enterprise. Service Components, RC, CSAs, NGB, and other supporting organizations can then synchronize their own training plans. JFPs can also review CCMD JTPs for HITRs linked to key capabilities needed to support missions in each respective AOR. 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 J/AMETs. Figure 26 depicts data inputs, process steps, and data output of Step 7.

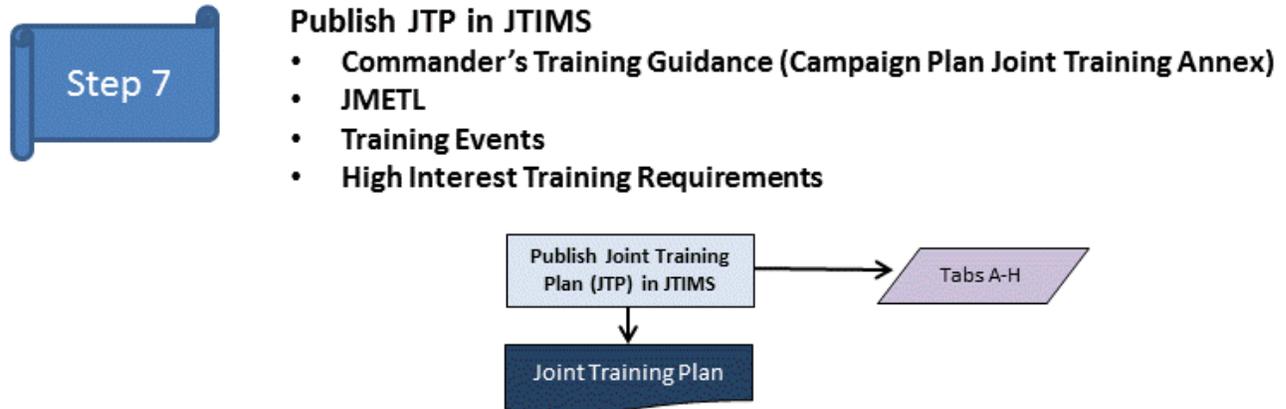


Figure 26. Step 7: Publish JTP

## 5. Products and Milestones

a. Some CCMDs conduct training and exercise scheduling conferences or workshops during the October to December timeframe. Representatives from the component commands, supporting CCMDs, the Joint Staff, Services, and other agencies participate in these conferences. Topics include the overall direction of training programs, Service force requirements, scheduling and deconfliction, and resource planning. Other CCMDs conduct campaign planning in the October to April timeframe. After the CCMD exercise and training scheduling conferences, the current JTP is updated in JTIMS as the foundation for deconfliction across the CCMDs.

b. The annual IEW normally occurs in the winter (January/February) and includes the participation of all joint training stakeholders as well as the interagency. The conference is intended to address civilian partner needs and interests and DoD-wide training and exercise opportunities; collaborate with the intent to identify and agree upon participation in each other's major preparedness activities; and facilitate exercise scheduling and deconfliction. The Joint Staff J-35 JFC conducts a JTIMS Sourcing Workgroup as part of the IEW to review the standard force requests for exercises (reference n). After this conference, CCMDs and Services once again update their event schedules in JTIMS. These schedules form the basis for the events tab of the JTP.

c. GCCs are required to publish their JTPs in JTIMS by 15 March annually, or in consonance with their CCMD campaign plan development schedule. The NGB will publish their JTP by 31 March. FCCs will publish by 15 May annually and CSAs will publish by 15 July annually. GCCs will share

appropriate information contained in their JTPs with their components and functional commands via JTIMS and IAW their distribution policy. Once JTPs are published in JTIMS, they are accessible to the joint training community and may be reviewed via the JTIMS home page.

d. The annual WJTC normally occurs in August/September, and includes representatives from the Joint Staff, CCMDs, Service Components, Services, NGB, and CSAs, and sets the stage for planning joint training for the follow-on FY (13 months hence). The Joint Staff J-7 sponsors the conference to present, discuss and resolve CCMD, Service component and CSA joint training and exercise issues, update training guidance, provide resource allocation information, identify potential scheduling problems, and synchronize joint training efforts across the joint training enterprise.

e. The CJTG Notice with updated HITIs is published annually NLT 30 September to ensure availability to the CCMDs, NGB, and CSAs for consideration in developing their JTPs and campaign plans during the following FY.

f. NLT 30 Sep, GCCs will publish their training and exercise input to their campaign plan in JTIMS for FCC, Service component command, CSA, and other joint organization review.

6. Joint Training Plan (JTP) and Training and Exercise Input to the Campaign Plan Cycle. A JTP addresses the joint training requirements within a four-year cycle. For example, a JTP published in JTIMS in March 2016 will address execution in FY 2017 (October 2016 through September 2017), programming for FY 2018 and joint training requirements for two planning years, FY 2019 and FY 2020. Training and exercise inputs to a campaign plan only address the execution of a single FY and are published 12 to 18 months out in order to inform POM decision making. For example, training and exercise inputs to a campaign plan published in September of 2015 will address the execution of training and exercises that will occur in FY 2017.

7. Summary. The outputs of Phase II (Plans) are the JTPs and/or training and exercise inputs to a campaign plan published in JTIMS. The planning phase of the JTS includes an update of commander's or director's guidance, a review of training assessments, the identification of training audiences and their training requirements, the development of TOs, the selection of training methods, modes, and media, and the design and scheduling of the training events. TOs are determined based on specific training audience needs. Training methods are selected based on the TOs, and specific training events are designed and documented in the JTP. Publishing JTPs or campaign plans provides the transition from Phase II (Plans) to Phase III (Execution).

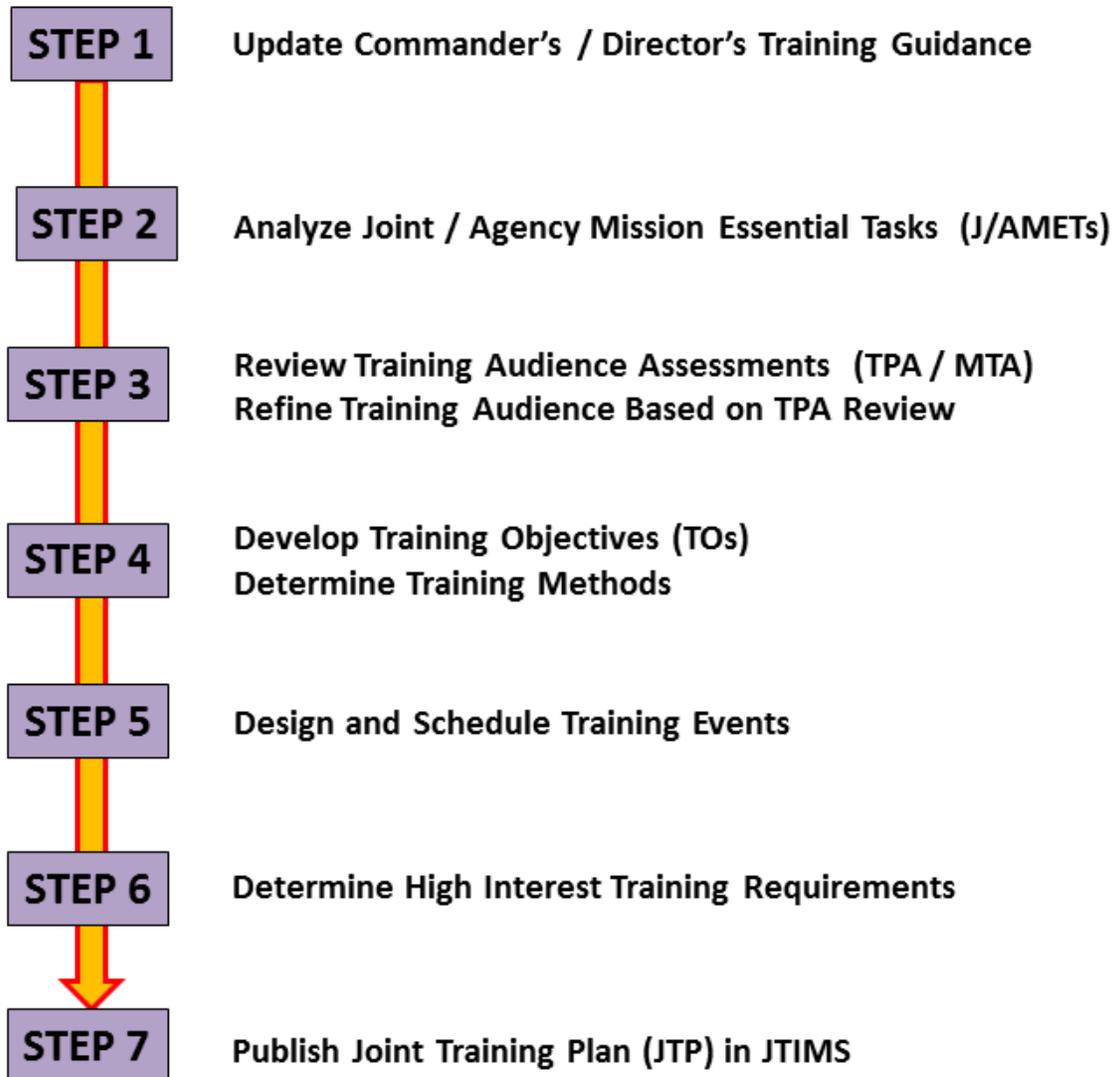


Figure 27. JTP Development Process

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## APPENDIX A TO ENCLOSURE D

### JOINT TRAINING PLAN (JTP) FORMAT

1. Purpose. During Phase II of the JTS, joint organizations identify the training requirements for assigned forces and staffs, the command training goals, and the plans for achieving those goals. This information is incorporated into the JTP. This appendix describes the format and contents that are typically included in JTP development by the JTIMS User Group Lead using the process described in Enclosure D. Other than the written Commander's Training Guidance, all other products of the JTP are data entry input into JTIMS.

2. Format. JTP products include:

Tab A, the CDR's/director's training guidance,

Tab B, C, and D, a matrix of the refined JMETL associated with missions (or mission-capability matrix), with an approved training assessment,

Tab E, a TO report,

Tab F, a summary of events required to support the training,

Tab G, a timeline of these events by training audience, and

Tab H, HITRs.

3. Joint Training Information Management System (JTIMS). The JTIMS public view of the published JTP displays the JTP tabs as described above. The annexes of this appendix describes the "what and why" for the development of the content of each of these individual tabs in the JTP. The JTP public view modifies the tabs to present the information to the general user once the JTP has been published. Most of the JTP information is found under the Last Approved JTP display of the public view of an organization's JTIMS home page. Figure 28 is an example of a portion of an organization's JTIMS home page.

Event		Source	EIL	MSEL_Mgr	Employment Dates		
Class	Name				Class	Start	End
No published events were found for the selected date range							

JTP	Source	Snapshot	CDR's Training Guidance	Attachments	Approved Date	Approved By
(U) CJCS_JTP_FY14-FY17	(SIPR)				01-Nov-2013	Zook, David H

Figure 28. JTIMS Home Page

a. Tab A (Commander's Training Guidance) is found as an attachment under the Commander's (CDRs) Training Guidance. In CCMDs that have integrated their JTP development with the campaign planning process, the CDR's Training Guidance should contain the appropriate portion of the campaign plan that describes joint training.

b. Tabs B (Mission Capability Matrix), C (JMETL), D (JMETL Matrix), and E (TOs) are found as an attachment under the Snapshot. This Snapshot collates the JTP Tabs B,C, and D into a single table, followed by the TOs in Tab E.

c. Tab F (Events) is displayed in the Event Summary display. The Event Summary will display all events published by the organization, and can be sorted to display multiple FYs.

d. Tab G (Timeline) is displayed by selecting the View Event Calendar hyperlink in the top right corner of the Event Summary display.

e. Tab H (HITRs) is found as an attachment under the Attachments Tab.

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

ANNEX A TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN (JTP) TAB A (COMMANDER'S TRAINING GUIDANCE)

The commander's/director's training guidance is a concise narrative describing the focus and objectives of the plan. It can be prepared as a memorandum, guide, or campaign plan annex. It outlines the CCMD/CSA plan for training the individuals, staffs, and components to execute assigned missions and assessing the results in order to attain and maintain a high state of joint readiness. An example outline is depicted below. Other topics may be included as deemed appropriate by the commander/director. The training guidance may be an annex of a CCMD Campaign Plan, and will be formatted to include the key joint training information necessary for the campaign plan. In either case, the Commander's Training Guidance, Tab A to the JTP, is attached in JTIMS as a word document or PDF file.

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

(2) Support to Security Cooperation Plans (SCP).

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

(4) Chairman's HITIs: Assess the prescribed HITIs in relation to theater conditions as a key joint training readiness indicator and input to joint training requirements. Describe the relationship of specific HITIs to TOs and training events.

5. Training Philosophy

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

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

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

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

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

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

g. Provides theater guidance to JFPs for training supporting staff and forces.

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

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

a. Subordinate commanders.

b. Principal staff responsibilities.

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

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

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

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ANNEX B TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN (JTP) TABS B/C/D  
(MISSION ESSENTIAL TASK LIST)

1. Purpose. These tabs identify the list of UJTs the CDR/director consider essential to accomplish assigned missions and provides a correlation between each mission and the tasks (task description of capability requirements) that will lead to mission success. The JMETL provides users an immediate source for data required to understand the command JTP. It also reinforces the philosophy that training is capability-based. The JMETL is the foundation upon which the JTP is built. After the commander/director determines the mission-essential capability requirement expressed in the J/AMETL, a current assessment is conducted to determine current mission capability. Gaps and shortfalls are identified and those that can be reduced or eliminated through training will be the training requirements the JTP is built to satisfy. Supporting organizations build their AMETL/METL and training plans based on the CDR's JMETL, commander's intent and mission guidance. It identifies relationships with subordinate commands and other commands/agencies through the identification of supporting and command-linked tasks. This correlation provides a direct relationship upon which to assess training.

2. Description. The J/AMETL is the list of UJTs the commander/director consider essential in accomplishing assigned missions using assigned forces. This list identifies the CCMD/CSA mission capability requirements and forms the basis for the joint training program (requirements-based training). This matrix lists all CCMD/CSA J/AMETs and responsible organizations. All supporting tasks, conditions, and standards are listed under the appropriate J/AMET. The list also includes staff, subordinate, and command-linked tasks required to accomplish each of the MET owner's assigned missions. Enclosure C provides additional detail on the four types of tasks that may be listed in the matrix:

a. J/AMETS: A mission task selected by the commander/director that is essential to mission accomplishment.

b. Staff tasks: Tasks performed by an organization's internal staff elements that are strongly connected to the accomplishment of the MET owner's mission tasks.

c. Subordinate unit tasks: Tasks performed by organizations in the MET owner's chain of command that are essential to the accomplishment of the MET owner's mission tasks.

d. Command-linked tasks: Tasks performed by organizations external to the MET owner's chain of command that are essential to the accomplishment of the MET owner's mission tasks. Command-linking is intended for information exchange and for assessment feedback, and can be used both by the supporting command to link to the supported command or by the supported command to link to the supporting command.

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

a. During the JTS Phase III, the commander/director evaluates a specific training audience's performance in relation to a specific task, under specified training conditions, and a designated level of performance during a particular event. This evaluation is the basis for developing the TPAs in Phase IV, which are an assessment of the command's/agency's training status for each JMET relative to the task standards and associated conditions.

b. During the JTS Phase IV assessment phase, the commander/director assesses the command's/agency's ability to accomplish its J/AMETL and perform its missions based on the totality of numerous TPEs, informal results, actual operations, assessment of J/AMET standards, and any other pertinent feedback available. This assessment is recorded as a TPA for each JMET that is being assessed.

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

ANNEX C TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN (JTP) TAB E  
(TRAINING OBJECTIVES)

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

2. Description. Training requirements for the upcoming cycles are based on known deficiencies identified in the last training cycle and anticipated or identified skill perishability. Specific joint TOs, derived from the JMET, are identified for each training audience. A joint TO is a statement that describes the desired outcome of a joint training activity in terms of performance, training situation, and level of performance. Joint TOs are derived from JMETs, conditions, and standards and based on joint doctrine, commander's guidance, and organizational SOPs. The complete list of joint TOs, training audience, and method compiled in this matrix defines the CCMD's training requirements.

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

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ANNEX D TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN (JTP) TAB F (EVENTS)

1. Purpose. This tab provides the user the ability to view an event calendar, event summary, or event details; create, edit, or delete an event; view event attachments; and publish/delete, reinstate, or cancel an event. (NOTE: JTIMS provides two options for event information – an event summary report and an event details report.)

2. Description. The CCMD's joint training event schedule and the individual events are refined and updated each year during the CCMD exercise and training scheduling conference. The refined, updated schedule is published in JTIMS. The event summaries include key data for each exercise and training event, organized by FY.

a. Detailed instructions for creating, editing, or deleting an event are found in the JTIMS Quick Reference Guide found in the JTIMS Information Center.

b. JTIMS event information should be as detailed as possible to allow planners, supporting organizations, and higher HQ to use JTIMS event summaries as the authoritative source on current information about organizational exercise programs. Exercise descriptions in JTIMS may be used for CE2T2 programmatic decision-making. It may also be used in reports to Congress; therefore, the exercise descriptions should be accurate and up-to-date. The importance of accurate event information in JTIMS cannot be overstated. Event leads must be especially attentive to ensuring event details have been changed when using the Copy Event function in JTIMS to create a new event from an existing event.

c. While required fields in the event tab are highlighted in JTIMS with an asterisk, the what and why are not necessarily explicit. The following guidance is not all inclusive for the development of event information, but highlights some areas of interest and concern.

(1) Short Description. This paragraph should concisely capture the who, what, where, and why. Example: HITTITE HAWK 2016 is a U.S. Air Force Europe led bi-lateral air exercise over the Mediterranean and Turkish coastal regions with the Turkish Air Force. Exercise is designed to strengthen military-to-military relationships, enhance coalition interoperability, validate C2 systems and processes, and improve combat readiness of U.S. and Turkish Air Forces.

(2) Purpose/Goal of Exercise. This paragraph should show relationship between the event and either U.S. Force readiness, or campaign plan strategy/objectives. Example: 1. Primary Purpose: Sustain and facilitate U.S. operational access and global freedom of action. Improve U.S./Coalition partner operational capacity, capability, and interoperability to include conducting multinational training with a North Atlantic Treaty Organization (NATO) ally. 2. Secondary Purpose: Posture U.S. European Command forces to support NATO; sustain trust, relationships and interoperability forged over the past decade; foster allied/partner interoperability; and nurture strategic relationships.

(3) Outline the benefits of conducting the event. This paragraph should tie back to GEF Theater Objectives, campaign plan strategy/objectives/lines of activity, JMETL, and command OPLANs.

(4) What is the impact or effect if this event is canceled? This paragraph will detail political, readiness, or resource impacts that will or potentially will result from event cancellation.

(5) Ensure that the event type includes CE2 JEP Event if the event will be funded through CE2T2 resources, or Joint Staff J-7 Supported Event if applicable. All relevant event types should be selected.

(6) Expenses Tab. Identify funding sources that will be used to pay for the event and the projected costs expressed in rough order of magnitude (ROM). For example, Developing Country Combined Exercise Program ROM should correspond to the amount requested in the event's section 2010 request for authority submitted to the Joint Staff/Office of the Secretary of Defense (OSD).

(7) Attachments. Many documents supporting event planning and execution are useful as background information for an event. SMEBs, messages, background papers, planning conference announcements and conference results are all examples of useful documents that should be included in the attachment tab as they become available.

3. Event Summaries Format. This is the format for displaying academic/exercise key data for each training event in the CCDR/CSA director JTP. Initially, data is gathered and entered into the format during the supported CCMD exercise and training scheduling conference.

a. JTIMS provides two options for event information – an event summary report and an event details report.

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

c. The key data elements include:

(1) ID Number: CCMD code JTP + FY + sequential number (e.g., USPACOM JTP FY 2009 – FY 2011).

(2) Training Audience: The training audience is described to the level of detail known, i.e., CJTF (Sixth Fleet), CDR staff, J-5.

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

(4) Resources Required: Funding, Transportation Requirements, Personnel, Equipment, Facilities, Transportation Duration, Modeling and Simulation Support, and Supporting Organizations.

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

(6) TOs: List the TOs associated with the event derived from the appropriate UJTs.

(7) Anticipated Scheduling: Desired timing (Ex. 2d Qtr/FY 2011).

(8) CJCS HITs: List relevant HITs that will be incorporated in the training event derived from the appropriate UJTs.

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

d. The event summaries describe the events required to train the CCMD's targeted joint training audience. This is the CCMD's initial, unconstrained

request that gives providers and supporting components/agencies their first look at resource requirements for each command.

ANNEX E TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN (JTP) TAB G  
(TIMELINE)

1. Purpose. The timeline tab can be used as a deconfliction tool within the command and at annual planning conferences.
2. Description. This can be used to show the chronological building of training events, to include individual and staff joint training events that may support preparations for larger scale training events and exercises. It can also show which staff chiefs, functional chiefs, and JTF commanders are involved in training events and show OPTEMPO/PERSTEMPO conflicts with training.

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ANNEX F TO APPENDIX A TO ENCLOSURE D

JOINT TRAINING PLAN (JTP) TAB H  
(HIGH INTEREST TRAINING REQUIREMENTS)

1. Purpose. This tab provides a listing of CCMD HITRs, linked to key mission capability requirements or JMETs that require joint training focus. CCDRs can nominate HITRs to JFPs to ensure provided forces attain and maintain the desired readiness to support CCMD mission requirements. Service component commanders can also use these HITRs to ensure component and unit training programs support CCMD mission requirements. HITRs are not a required portion of the JTP, but an optional capability to support CCMD identification of joint training requirements to their component commands and the force providers.

2. Description. CCMD HITRs documented in Tab H of the JTP help supporting elements and JFPs identify and perform necessary training of supporting forces prior to employment with the CCMD. These HITRs should be linked to key capability requirements needed to support command METs. CCMDs with minimal assigned forces or lacking operational assigned component staffs in their AOR can nominate HITRs to JFPs to assist in the development of training programs that build CCMD required capabilities.

a. CCMDs should limit submissions to those training requirements having the greatest joint and Service training significance. Once populated in JTIMS, commands nominate HITRs to Joint Staff J-7 or the applicable JFPs using JTIMS.

b. Joint Staff J-7 will merge CCMD HITRs into a single list for the use of the Services in determining joint training requirements.

c. Joint Staff J-7 will publish the single Tab H for Service use under the CJCS user group in JTIMS. CCMD key capabilities required and identified in the CJCS JTP Tab H should serve as guidance to major Service force providers to help them further develop Service training programs that meet current CCMD mission capability requirements.

d. HITR submissions require sufficient detail to ensure that force providers clearly understand the capabilities that are required in order for the CCMDs to accomplish successfully their required missions. Submitters should pay particular attention to the following areas in filling out the HITR template in JTIMS:

(1) Substantive and complete input for each HISTR that provides enough fidelity for development of training requirements as TOs. Submissions must straddle the line between too broad operational-level training requirements and too narrow specific tactical requirements. The objective is to describe the operational/tactical joint training gap that can be translated into tactical TOs by the force providers.

(2) Training requirement prioritization. CCMDs with multiple HISTRs should sequentially prioritize their HISTR list (1 to n) to reflect the most important training requirement first followed in descending order to the least important.

(3) Chairman's HITI. The linkage shown between a CCMD HISTR to a relevant mission-specific Chairman's HITI assists Joint Staff J-7 in determining the level of effort being applied within the CCMDs to address HITIs.

(4) Mission. Identification of the mission is particularly important to enable force providers to focus and develop training programs that target the correct audience to the correct capabilities. Mission selection is only available when tied to a JMET. When using capability requirement, include the mission in the free text field.

(5) UJTL Supporting Tasks. Identification of supporting (staff, command-linked, or subordinate unit) tasks with specified conditions and standards that describe operational and tactical level training requirements. The conditions selection capability in JTIMS does not allow users to specify the desired condition descriptor. Users can use the general comments free text field to specify condition descriptors.

(6) Training Objective. This is the most critical portion of the HISTR. All of the TO information is entered in free text fields and must include complete TOs, especially the level of performance with specific measurable criteria.

(a) Performance statement. Good performance statements define the required training action. The intent is to describe the training requirement with sufficient fidelity that Service trainers can create actionable TOs at the tactical level.

(b) Audience. Identification of the correct and appropriate training audience. HISTRs should not list the CCMD staff as the training audience. HISTRs are not intended to focus on CCMD internal training requirements.

(c) Training situation. The TO training situation should describe the environment in which the HISTR will be trained and should be based on the

environment associated with the performance and the designated training audience.

(d) Level of performance. The TO level of performance should reflect the level of knowledge needed by the target audience to perform to standard.

(e) General comments. Additional amplifying information that will assist the force provider in correctly developing and executing the right training for the right audience to the right standards. JTIMS also supports the inclusion of supporting attachments.

e. This example (Figure 29) of a HTR submission is included to indicate the appropriate level of fidelity needed in an actionable HTR. It shows a HTR based on selection of a task from the command JMETL.

**High Interest Training Requirement**

Class	HITR Title	Submitting Command/ Activity	Submitting POC	Sequential Prioritization #	Training Requirement #	Chairman's HITI	Provider	Training FY
(U)	Cyberspace Operations	US Global Command	Smith, Joseph	2	13	Cyberspace Operations	Provider Status Date JS Sent 15 Nov 13	FY 15

**JMET Details**

(U) ST 5.1 Operate and Manage Theater Command, Control, Communications, Computers, and Intelligence (C4I) Environment: To operate and manage the theater C4I systems to receive and relay strategic direction or orders from national levels. These systems are used to obtain information for the combatant commander or staff, maintain that information, and communicate it to those who need it to accomplish combatant commander objectives. Such information can include national security strategy and national military strategy; theater missions and military objectives; enemy theater forces and centers of gravity; friendly forces and vulnerabilities, in-transit visibility of forces and supply; and terrain and weather. This task includes informing and advising the Secretary of Defense, Chairman of the Joint Chiefs of Staff, multinational heads of state, defense ministers, and multinational chiefs of staff, and developing an understanding of strategic guidance or an understanding of national and multinational policies, objectives, strategic aims, and other elements of national and multinational power (political, economic, informational). In addition, this task should ensure interoperability, anticipate information requirements, and program future command, control, communications, and computers (C4) designs/architecture to best support information requirements. This activity includes interfacing with friendly and enemy (in occupied territory) civilian government authorities in the theater. It includes the translation, retention, and dissemination of all types of information. (JP 1, JP 2-0, JP 3-0, JP 6-0, CJCSI 3110.10)

Mission: Core

OPR: CC/J-3

Lead POC: Smith, Joseph

**Supporting Tasks**

Supporting Tasks							
OP 5.5	Command and Control Joint Force Headquarters						
	<table border="1"> <thead> <tr> <th>Conditions</th> <th>Descriptors</th> </tr> </thead> <tbody> <tr> <td>C 2.3.1.6 Communications Connectivity</td> <td>Continuous (operates with almost no interruptions) Intermittent (some interruptions will occur) Periodic (only operates periodically) Comm Out</td> </tr> <tr> <td>C 3.3.7.4 Information Management</td> <td>Extensive (fully integrated and networked) Good (partially integrated and networked) Fair (poorly integrated, but with access to Internet) Poor (limited distributed-computer network))</td> </tr> </tbody> </table>	Conditions	Descriptors	C 2.3.1.6 Communications Connectivity	Continuous (operates with almost no interruptions) Intermittent (some interruptions will occur) Periodic (only operates periodically) Comm Out	C 3.3.7.4 Information Management	Extensive (fully integrated and networked) Good (partially integrated and networked) Fair (poorly integrated, but with access to Internet) Poor (limited distributed-computer network))
Conditions	Descriptors						
C 2.3.1.6 Communications Connectivity	Continuous (operates with almost no interruptions) Intermittent (some interruptions will occur) Periodic (only operates periodically) Comm Out						
C 3.3.7.4 Information Management	Extensive (fully integrated and networked) Good (partially integrated and networked) Fair (poorly integrated, but with access to Internet) Poor (limited distributed-computer network))						
	<b>Standards</b>						
	M1: (U) System availability for communication connectivity is maintained at 95%						
	M2: (U) Replacing or bypassing of critical communications infrastructure completed within 12 hours of Cyber incident						

**Training Objective**

Performance Statement
(U) Joint Force staff(s)/personnel execute assigned missions in a denied, degraded, and /or compromised cyberspace environment; provide C2 , assess operational situation, prepare plans and orders
Audience
Functional Component (Tier 3) / Individual Organizational (Tier 4)
Training Situation
<ul style="list-style-type: none"> <li>– Cyber incidents (e.g., loss of confidentiality, availability, integrity) impact DoD mission systems and critical communication infrastructure.</li> <li>– Realistic adversarial capabilities/activity threaten/impact command freedom of navigation in the cyberspace domain.</li> <li>– Command SOP / COOP guidance exists; staffs/personnel understand procedures to implement alternate communications /mission systems.</li> </ul>
Level of Performance
<p>The joint force staff minimizes operational impact of a denied, degraded, and/or compromised cyberspace environment, and maintains command and control of assigned forces, operational situational awareness, and continues to prepare and disseminate plans and orders via the following methods:</p> <ol style="list-style-type: none"> <li>1. Identifies critical C2 systems and components, and acceptable alternate C2 capabilities</li> <li>2. Identifies critical communications systems and networks, and acceptable alternate communications capabilities</li> <li>3. Develops and rehearses Continuity of Operations Plans (COOPs) in simulated denied and degraded environment</li> <li>4. Establishes Alternate Business Practices (ABPs) for continuing to conduct day-to-day staff functions such as planning and orders generation, in a degraded environment</li> <li>5. Develops and verifies alternate means to maintain situational awareness in the operational environment in a denied and degraded environment</li> </ol>
General Comments
<p>Note: This task includes coordination with USCYBERCOM, other commands, US Government agencies, and other partners. Cyberspace operations can include providing commanders enemy focused situational awareness, indications of cyberspace attack, integrated operational cyberspace planning, and timely and accurate assessment of the cyberspace domain.</p>

Figure 29. HITR (JMETL – Based)

f. This additional example (Figure 30) of a HITR submission shows a HITR based on a capability requirement. Most of the elements of the HITR would be the same as a task-based HITR, the only difference being the capability description.

Class	HITR Title	Submitting Command/Activity	Submitting POC	Sequential Prioritization #	Training Requirement #	Chairman's HITI	Provider			Training FY
(U)	Cyberspace Operations	US Global Command	Smith, Joseph	2	13	Cyberspace Operations	Provider	Status	Date	FY 15
							JS	Sent	15 Nov 13	

**Combatant Command Capability Requirement**

**Maintain freedom of maneuver in Cyberspace:** Minimize the operational impact in cyberspace through development of adaptive TTPs and dynamic defense of DoD networks and systems. Critical missions include: Defensive Cyberspace Operations (DCO) and DoD Information Network Operations (DODIN Ops):

**DCO Operations** are passive and active cyberspace defense operations to preserve the ability to use friendly cyberspace capabilities and protect data, networks, net-centric capabilities, and other designated systems. DCO responds to unauthorized activity or alerts/threat information against the DODIN, and leverages intelligence, counterintelligence (CI), and other military capabilities as required.

**DODIN Operations** are actions taken to design, build, configure, secure, operate, maintain, and sustain DOD communications systems and networks in a way that creates and preserves data availability, integrity, confidentiality, as well as user/entry authentication and non-repudiation. These include proactive actions which address the entire DODIN, including configuration control and patching. Information Assurance (IA) measures and user training, physical security and secure architecture design, operation of host-based security systems and firewalls, and encryption of data.

OPR: CC/J-3

Lead POC: Smith, Joseph

Figure 30. HITR (Capability – Based)

The Supporting Tasks and TO are identical to the task based HITR shown above in paragraph e.

APPENDIX B TO ENCLOSURE D

METHODS, MODES, AND MEDIA

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

2. General. The selection of the most appropriate training method is important to the entire requirements-based JTS. The JTS promotes two primary training methods – academic and exercise. Additionally, a combination of the two methods often is used to satisfy the 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 (Figure 31).

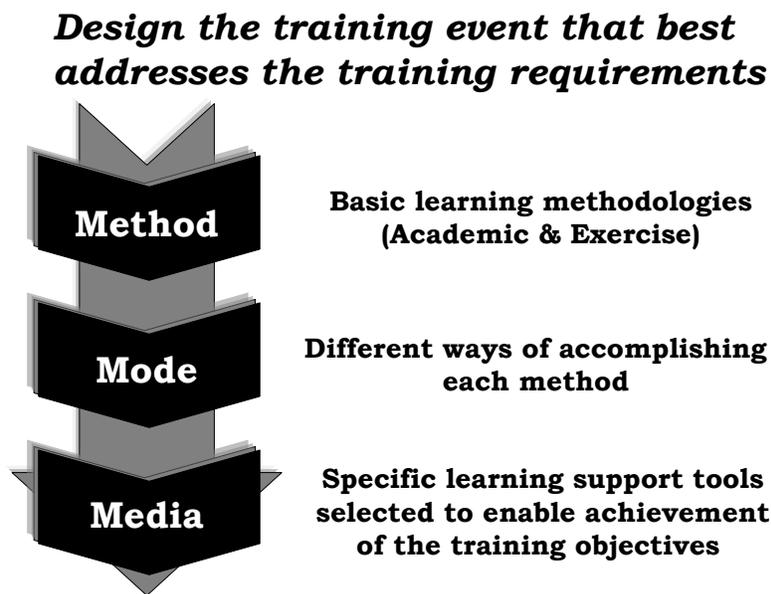


Figure 31. Hierarchy of Joint Training Considerations

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

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

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

(a) The Joint 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 (reference p). Students can key-word search and be provided a link to a course enrollment page in the Learning Content Management System. 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 (JPOI), interactive courseware, computer-based training, and non-JPOI materials such as videotapes, stand-alone handbooks, and other joint validated items.

(c) A JPOI is a detailed list of courseware required to support development of the level and breadth of knowledge, skills, abilities, and attitudes (KSAA) required to enable individuals and groups to perform tasks. The JPOI identifies courseware that is already in existence as well as any required changes and new courseware to be developed. The joint training curriculum-working group will prioritize and identify a lead development agent 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), command field exercise (CFX), mission rehearsal exercise (MRX), and field training exercise (FTX). 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 need to determine the primary training audience and required training outcome. Once the exercise mode is selected, the appropriate media to support accomplishment of the TOs must be determined. Joint trainers manage the combination of selected training mode(s) and media and use injects within the training scenario to guide the training audience toward the accomplishment of the 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. Simplistically, training requirements can be characterized as who must be trained to do what. Joint training requirement identification begins with an assessment of the command's most critical mission capability requirements documented in the command JMETL. Simplistically, in this assessment the commander is asking, "if these are my most essential mission capability requirements, how well can we meet those requirements now?" The results of this assessment can identify shortfalls in overall capability related to any number of elements of capability or readiness construct such as materiel, organization, doctrine, facilities, leadership, personnel and training, etc. Those identified deficiencies in capability that can be obviated or eliminated through training of the personnel, staff elements and/or organizations responsible for providing the capability may become joint training requirements.

a. Training requirements, then, are based on an assessment of the training audience's current capability individually, as a staff element, or as a joint staff team to execute command missions and the commander's training guidance. Training requirements consist of those individuals, staffs, and organizations assessed as requiring training on specific tasks and training specified in the commander's training guidance. The appropriate training methodology can be selected from an analysis of the training requirements, the refined training audience, and TOs. The process for selecting a training methodology is depicted in Figure 32. It provides a flow diagram of the method(s), mode(s), and media selection process. Once a method (academic or exercise) or combination of both methods is selected, further decision trees will assist in defining the specific mode(s) and media to support that selection.

## Methods, Modes & Media Selection

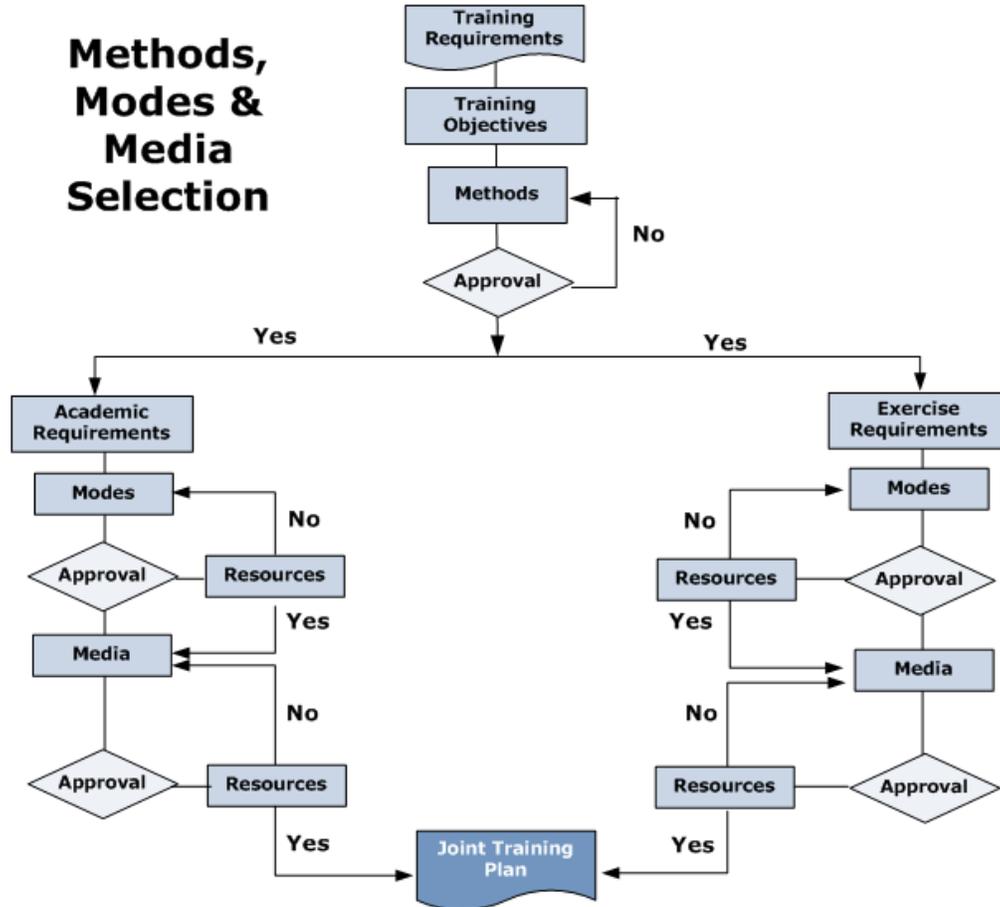


Figure 32. Methods, Modes, and Media Selection

b. The selection of the training method begins with determining the purpose of the training event. In other words, who is the training audience and what is the training intent, derived from analysis of the training requirements and commander's training guidance? Selection of the appropriate methodology starts with identification of the TO(s). Identification of the TO(s) will lead to determination of whether the training method should be an academic or exercise training event or a combination of both methodologies.

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

d. Exercises are often characterized as collective task training designed to develop proficiency and teamwork in performing tasks to specified standards.

Exercises also enable practice and development of proficiency in supporting individual skills and tasks. Thus, exercises are best suited for practice, assessment, and validation of specific skills. Figure 33 lists the expected outcome of the training event.

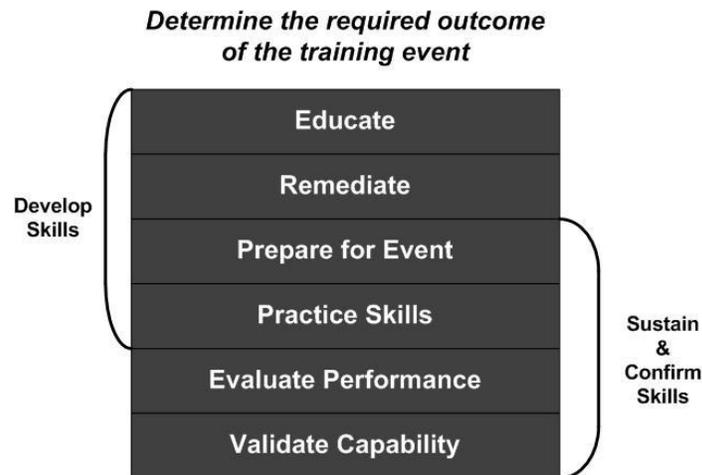


Figure 33. Required Outcomes of Training Events

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

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

(1) Educate: The movement from a current level of knowledge and understanding to a higher level.

(2) Remediate: Filling identified gaps in knowledge and understanding.

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

(4) Practice: Application of skills acquired in training.

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

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

g. Depending on the analysis of the above training outcomes, the best method for training for a specific training requirement will become apparent. Figure 34 depicts this concept and demonstrates the best methodology for training is either through the academic or exercise method, or a combination of both methods in a single training event or series of related events.

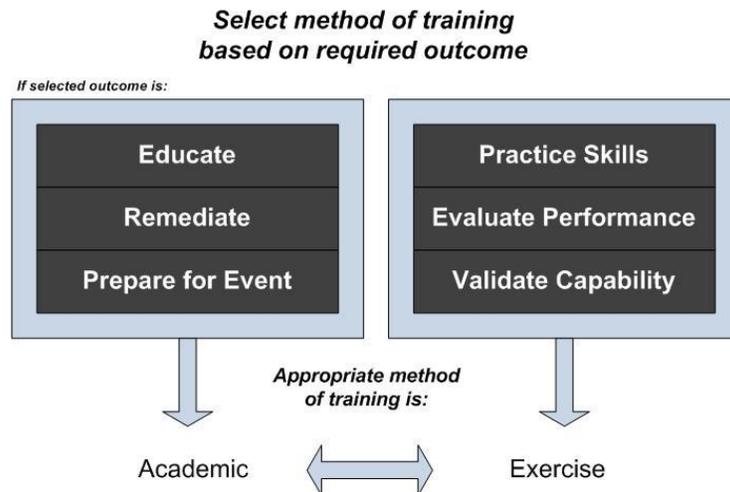


Figure 34. Selection Criteria

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

NOTE: A menu and description of training modes and their attributes are in Annex A.

5. **Modes (Academic).** Once the method (academic or exercise) is selected, the next step is to determine the mode(s) of training, then the media to be used to



**Match the training audience and training objectives with the most effective / efficient mode(s) of training within available resources**

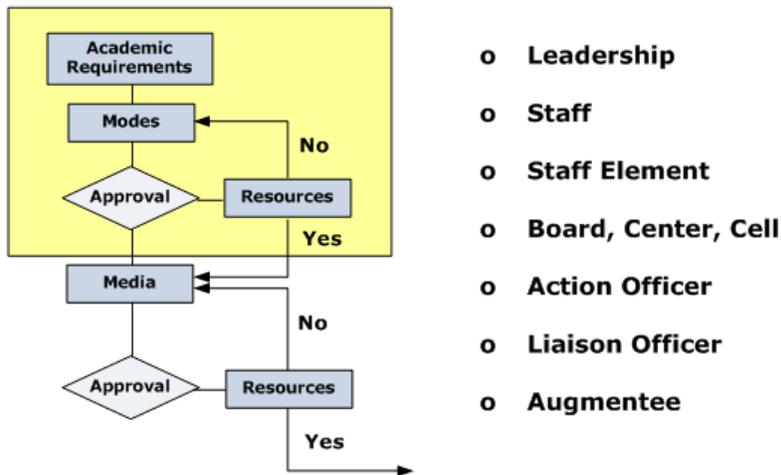


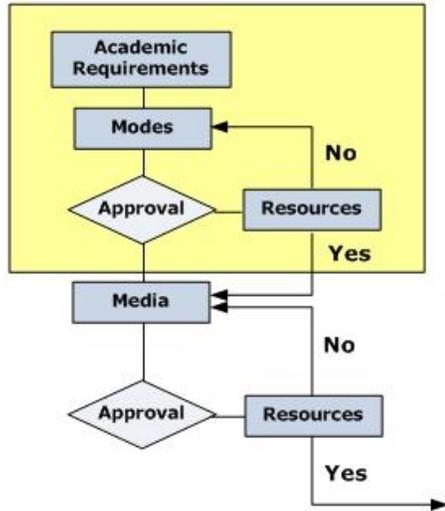
Figure 36. Academic Training Audience

b. Academic training events can be effectively executed using a variety of training modes. Some of the more commonly used modes to train joint training audiences are depicted in Figure 37. 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. The matrix in Figure 38 shows an example of how to analyze different training modes given the training audience as well as the advantages and disadvantages for each mode. The analysis of this information should assist in determining which mode is most appropriate in conducting academic training within available resource constraints.

## Academic Mode Selection

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



- o Platform Instruction
- o Facilitated Instruction
- o Programmed Instruction
- o Distributed Learning
- o Computer-based Instruction

Figure 37. Academic Mode Selection

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

Figure 38. Academic Mode Selection Matrix

6. Media (Academic). Once the appropriate academic mode is selected, one or more of several media options to support the utilization of that mode is then

selected. Before considering the media options, a determination should be made as to whether the training can be accomplished internally with available resources or if external assistance is required.

a. The designated joint trainer has many available academic media options to support the selected mode(s) of training in an academic event. The medium is the physical means by which the training/instructional message is communicated to the training audience. The following media are offered for consideration in designing the academic event: audio, printed text (handouts, lesson plans, outlines, procedural guides, templates, checklists, etc.), video or film, computer software, compact disk – read only memory (CD-ROM)/Digital Video Disc (DVD), and the World Wide Web (WWW) (Figure 39). Additionally, many pre-packaged solutions (content, mode, and media) to certain academic training requirements are available through joint training support sources such as JKO. A menu and description of potential training media and their attributes can be found in Annex B.

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

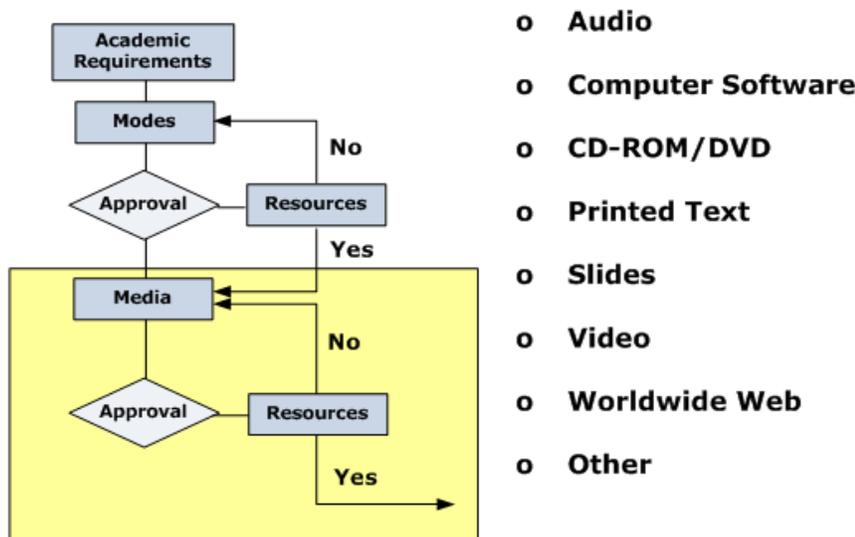


Figure 39. Academic Media Selection

b. If the training cannot be supported internally, there are other agencies that may provide support. Options include training provided or supported by 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 p) for training resources, interactive courseware, and the Joint Individual Learning Database (JILD).

7. Modes (Exercise). Training has been characterized as “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. 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 run the gamut and come from individual self-assessment or evaluations from peers, trainers, instructors, supervisors, observer/trainers, 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 after-action review at the end of a major training event.

c. The shaded area in Figure 40 outlines the process steps necessary to select the appropriate exercise mode(s) and media.

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

(1) Who is the primary joint training audience?

(2) What are the required outcomes of the joint training event? These questions are further amplified in Figure 41.

## Methods, Modes & Media Selection

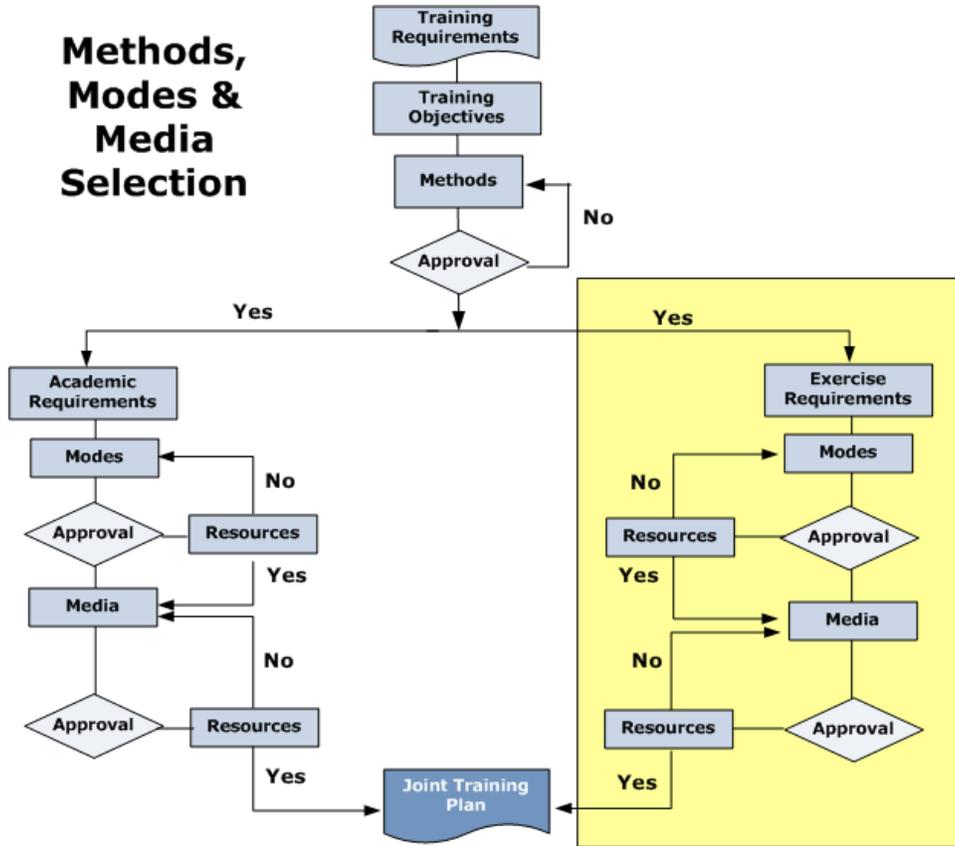


Figure 40. Exercise Method Decision Tree

## Exercise Mode Selection

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

- Who is the training audience?
- Combatant Command staff
  - Joint Task Force HQ staff
  - Component command HQ staff
- What training outcomes are required?
- Practice skills
  - Evaluate performance
  - Validate capability

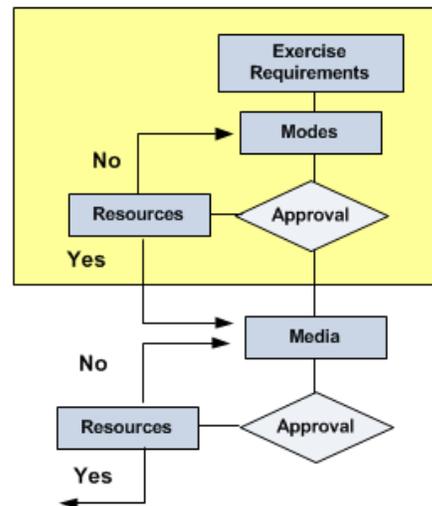


Figure 41. Questions to Aid Exercise Mode Selection

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

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

(2) 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) A CAX is a synthetic exercise where electronic means are used to simulate scenarios, operational environments, processes, and procedures of all kinds and levels of operations, in complex environments.

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

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

(6) A CFX lies on a scale between the CPX and the FTX. Available resources determine how the CFX will be structured. The CFX is an FTX with reduced unit and equipment density, frequently employing representative elements from the training audience.

(7) An MRX is normally accomplished as part of a unit's train-up for deployment in support of a named operation.

(8) 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.

NOTE: Each of these modes of exercise has specific attributes that can best facilitate joint training of differing joint training audiences and TOs (See Figures 42, 43, and 44). Legal and regulatory constraints and requirements over military training of non-U.S. personnel, and expending U.S. appropriated funds for such training, must be considered during training method development. Use caution to ensure no Federal laws or regulations are violated. Consult appropriate legal counsel.

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

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

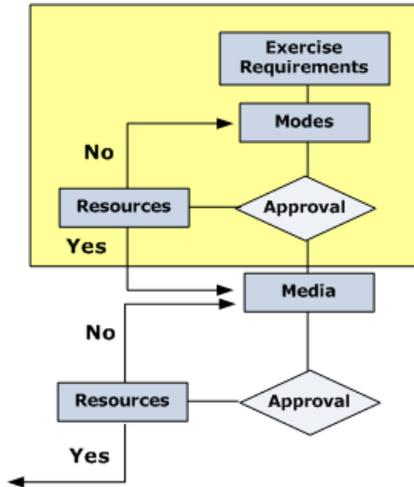


Figure 42. Exercise Mode Selection

Exercise Mode	Training Audience	Advantages	Disadvantages
Practical Exercise (PE)	Individual joint staff members	<ul style="list-style-type: none"> <li>• Skill development through application and practice</li> <li>• Ideal for accelerating and reinforcing learning</li> <li>• Very low resource requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Oriented to individual and small group training</li> <li>• Generally used as a precursor to follow-on training events</li> <li>• Covers limited tasks/processes</li> </ul>
Tabletop Exercise (TTX)	Joint Force Commanders and staffs	<ul style="list-style-type: none"> <li>• Facilitates understanding of complex problems</li> <li>• Encourages in depth discussions and developing decisions through slow-paced problem solving</li> <li>• Facilitated group analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Does not exercise operational capability</li> <li>• Often time constrained or limited engagement by senior leadership</li> </ul>
Computer Assisted Exercise (CAX)	Joint Force Commanders and staffs	<ul style="list-style-type: none"> <li>• Replicates operationally realistic environment</li> <li>• Provides realistic training through simulation models that respond to training audience input</li> </ul>	<ul style="list-style-type: none"> <li>• Resource intensive</li> <li>• Requires extensive pre-event preparation</li> </ul>
Staff Exercise (Staffex)	Joint Force Commanders and staffs	<ul style="list-style-type: none"> <li>• Primary focus on staff coordination and training</li> <li>• Ideal for practicing command processes and task execution under varying conditions</li> <li>• Low resource requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Limited scenario and task set coverage</li> <li>• Often used as precursor to follow-on training events</li> </ul>
Command Post Exercise (CPX)	Joint Force Commanders and staffs	<ul style="list-style-type: none"> <li>• Primary focus on staff coordination and training</li> <li>• Ideal for exercising interagency tasks and issues</li> <li>• Low resource requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Limited training for units below component HQ level</li> <li>• TTP exercised at higher echelons only</li> <li>• Requires establishment of command post – greater commitment in time and resources</li> </ul>
Command Field Exercise (CFX)	Joint Force Commands and forces	<ul style="list-style-type: none"> <li>• Less expensive while exercising linkages and distances</li> <li>• Excellent vehicle for training leaders and staff with full C4</li> </ul>	<ul style="list-style-type: none"> <li>• Limits personnel participating and trained</li> <li>• Covers limited tasks and processes</li> <li>• Often used as precursor to follow-on training events</li> </ul>
Mission Rehearsal Exercise (MRX)	Joint Force Commands and forces	<ul style="list-style-type: none"> <li>• Facilitates application of staff battle drills, establishment and refinement of staff activities</li> </ul>	<ul style="list-style-type: none"> <li>• Resource intensive</li> <li>• Movement/logistics consume training time</li> </ul>
Field Training Exercise (FTX)	Joint Force Commands and forces	<ul style="list-style-type: none"> <li>• Enables hands-on equipment training</li> <li>• High application of TTP</li> <li>• Accommodates multi-echelon training</li> </ul>	<ul style="list-style-type: none"> <li>• Resource intensive</li> <li>• Movement/logistics consume training time</li> <li>• Safety considerations/constraints</li> </ul>

Figure 43. Exercise Mode Selection Matrix

NOTE: Given the training audience, the required training outcome, available resources, and the advantages and disadvantages of each mode, the matrix in Figure 44 assists in selecting the appropriate exercise mode alternative.

Required Outcome	Combatant Commander and Staff	Joint Task Force Commander and Staff	Component Commander and Staff
Practice Skills	Staffex TTX CPX CAX CFX	Staffex TTX CPX FTX CAX CFX	Staffex TTX CPX FTX CAX CFX
Evaluate Performance	Staffex CPX CAX CFX	Staffex CPX FTX CAX MRX CFX	Staffex CPX FTX CAX CFX
Validate Capability	CPX CAX	CPX FTX CAX MRX	CPX FTX CAX

Figure 44. Exercise Mode Selection Alternatives

8. Media (Exercise): Once the exercise mode is selected, the next step is to determine the appropriate media to support accomplishment of the training (Figure 45). As with an academic joint training event, before considering the media options for an exercise training event, a determination of whether the training can be accomplished internally with available resources or if assistance is required should be made. 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 knowledge, skills, attitudes, and abilities 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 (VTC), models, printed text, operational systems and equipment, simulation, and computer software.

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

- o Audio / Video/Multimedia/Hypermedia
- o Models
- o Operational systems and equipment
- o Printed Text
- o Computer software
- o VTC
- o Other

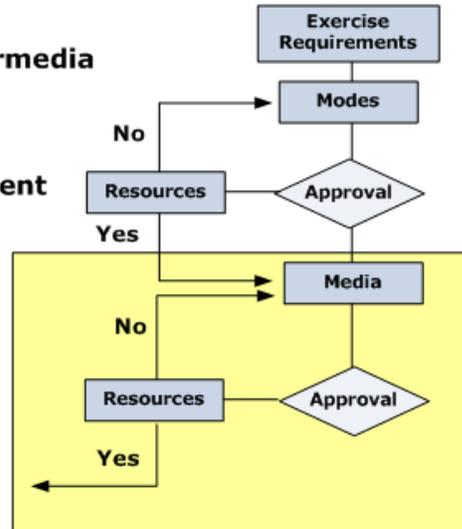


Figure 45. Exercise Media Selection

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

ANNEX A TO APPENDIX B TO ENCLOSURE D

MENU OF TRAINING MODES<sup>1</sup>

MODE	DESCRIPTION	USES
Brainstorming	<p>Individuals are presented with a problem and develop unconstrained solutions.</p> <p>Instructor/trainer facilitated exercise that fosters creative thinking and problem solving.</p> <p>Particularly suited for mature training audiences.</p> <p>Most effective in relatively small training audiences (not more than 12-15 individuals).</p>	<p>Provides a means for individuals to develop solutions to unpredictable situations or problems.</p> <ul style="list-style-type: none"> <li>• Draws on training audience knowledge and experience.</li> <li>• Encourages creativity and inter-group stimulation.</li> <li>• Encourages full participation and spirit of cooperation.</li> </ul>
Case Study	<p>The individuals are presented a description of a situation and are required to solve problems or identify actions related to the situation.</p> <p>Case study promotes critical thinking and discussion on complex situations with wide-ranging variables where there may be no one clear-cut solution but many alternatives.</p>	<p>Provides an excellent means for an individual to solve problems either by themselves or as a member of a group.</p> <p>Develops analytical and problem solving skills.</p> <p>Allows exploration of complex issues.</p> <p>Enables training audience to apply new knowledge and skills.</p>
CBI	<p>CBI is essentially individualized self-paced or group-paced interactive instruction combined with multimedia presentations. Interactive instruction is individual/group centered performance oriented training that requires individuals/groups to practice what they learn, receive immediate feedback, and take tests.</p> <p>The priority for interaction is between the individual and the equipment/subject matter.</p> <p>In CBI, the computer courseware controls the training content, delivery pace, and learning sequence based on individual input.</p> <p>The courseware is designed using a variety of modes of instruction/training to lead the individual/group (training audience) through the learning process.</p>	<p>CBI is of value for presenting learning material in any situation that will maximize individual or group learning by full use of multiple learning methods. It provides an effective means of practicing activities. Additionally, each member of the group/training audience may have a different role to play. In CBI:</p> <ul style="list-style-type: none"> <li>• Information to be learned is presented in small bits.</li> <li>• Individuals/Learners are provided rapid feedback.</li> <li>• Individuals/Learners proceed at their own pace within certain limits.</li> <li>• Material presentations take advantage of media benefits.</li> <li>• Exercises/simulations can be repeated many times using/developing different solutions to problems, e.g., "what if" drills.</li> <li>• Individuals can be exposed to unpredictable situations to maximize learning.</li> </ul>

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

MODE	DESCRIPTION	USES
Conference (Discussion)	<p>Individual-centered instruction in which the instructor leads a discussion of the learning objective. Individual participation is elicited. The three general types of discussion are as follows:</p> <ul style="list-style-type: none"> <li>• <b>Directed discussion</b></li> </ul> <p>The instructor guides the training audience discussion so the facts, principles, concepts, or procedures are clearly articulated and applied.</p> <ul style="list-style-type: none"> <li>• <b>Developmental discussion</b></li> </ul> <p>The instructor guides the discussion to pool training audience knowledge and past experience to improve the performance of all individuals.</p> <ul style="list-style-type: none"> <li>• <b>Problem solving conference</b></li> </ul> <p>The instructor uses the conference to find an acceptable answer or solution to a problem. The instructor defines the problem and encourages free and full training audience participation.</p>	<p>Prepares individuals for:</p> <ul style="list-style-type: none"> <li>• Follow-on training.</li> <li>• The application of theory and procedures to specific situations.</li> </ul> <p>Stimulates interest and thinking. Develops imaginative solutions to problems. Pools ideas and experiences from the training audience. Summarizes, clarifies, and reviews the learning objective material. Requires careful planning by instructor to guide discussion within training/learning objective(s).</p>
Demonstration	<p>The instructor and/or support personnel show and explain operation or action to the training audience via simultaneous use of lecture and a model or actual system/equipment.</p> <p>The individual is expected to be able to perform the operation or action after the demonstration.</p> <p>Demonstrations can be very valuable in training and critiquing many skills and examining attitudes and values.</p>	<p>This mode of instruction shows how something is done. Some of its more important uses are to:</p> <p>Instruct - -</p> <ul style="list-style-type: none"> <li>• Manipulative operations and/or procedures, e.g., how something is done.</li> <li>• Equipment operations or functions, e.g., how something works.</li> <li>• Safety procedures.</li> <li>• Teamwork, e.g., how people work together to do something as a team.</li> </ul> <p>Illustrate principles, e.g., why something works. Set workmanship standards.</p>
Distributed Learning (DL)	<p>DL is an instructional mode that allows instructors, individuals, and training content to be located in different locations. This allows instruction and learning to occur independent of time and place.</p> <p>DL is based on the concept of distributed resources.</p> <p>DL is reliant on technology to meet training/learning objectives.</p> <p>Distance learning is a sub-set of DL.</p>	<p>DL is used to reach a broader training audience or elements of a training audience that cannot be routinely reached with other modes.</p> <p>Through the use of DL:</p> <ul style="list-style-type: none"> <li>• Enterprise systems gain greater ability to allocate and leverage resources for training/learning opportunities.</li> <li>• Individuals gain greater control of how, when, and where their learning occurs.</li> </ul> <p>DL can be used in conjunction with and often augments other modes of training/instruction.</p>

MODE	DESCRIPTION	USES
Gaming	<p>Applies the concepts of a game, i.e., rules, turn taking, winning, and losing to a learning situation. The individuals “play” the game by obtaining information, making decisions, and taking actions required to accomplish the game objective. Games may be on a board, but with current technology, they will probably be played on a computer.</p> <p>The individual may tend to “play” in terms of winning and losing instead of thinking in terms of training/learning objectives.</p>	<p>Gaming provides:</p> <ul style="list-style-type: none"> <li>• A means for individuals to make decisions, take actions, and see the results of those actions to accomplish the game objective without killing people or destroying materiel.</li> <li>• Immediate feedback for increased learning.</li> <li>• A means for individuals to be exposed to determining solutions to unpredictable situations to increase learning.</li> <li>• A means for motivating the training audience.</li> </ul>
Guest Speaker	<p>An individual, other than a member of the normal Staff, presents information to support a specific training event.</p> <p>Guest speakers personalize the training topic and help to break down stereotypes.</p> <p><b>NOTE:</b> Avoid having the speaker present a “Lecture” instead of a discussion-type training event.</p>	<p>Experts provide information directly supportive of the training/learning objectives. The most important uses of the guest speaker is to provide:</p> <ul style="list-style-type: none"> <li>• Expertise not available within the staff.</li> <li>• Information based on extensive experience.</li> <li>• Current information.</li> <li>• Motivation.</li> </ul>
Lecture	<p>Lecture is a careful presentation of facts with organized thoughts and ideas by a qualified individual. Factual material is presented to the training audience in a direct, logical manner.</p> <p>Lectures can be used to introduce effectively or overview a topic and transfer background familiarity as opposed to working knowledge.</p> <p>Lectures are less effective at changing attitudes, developing other learning skills (e.g., analysis, evaluation, teamwork, etc.) or helping individuals/learners apply knowledge to working situations.</p> <p><b>NOTE:</b> Dissemination of information in written format is usually more efficient and effective.</p>	<p>Lecture is a means to tell the training audience information they need to know. Some of its more important uses are to:</p> <ul style="list-style-type: none"> <li>• Disseminate information that is not yet available in print.</li> <li>• Present critical information in a very short time.</li> <li>• Motivate, e.g., set the stage for a training demonstration, discussion, or task performance.</li> <li>• Orient.</li> </ul> <p>Lecture can be combined with other modes (e.g. Discussion, Demonstration, etc.) for increased training benefit.</p>
Panel/Facilitated Discussion	<p>A panel, consisting of instructors, guest speakers, facilitators or a combination, discusses material pertinent to the event training/learning objective(s). The panel discussion facilitator presents information and responds to training audience questions.</p>	<p>Panel/Facilitated Discussion provides a variety of views and opinions concerning a challenge or problem for which there is no one correct solution. Experts present different perspectives and experiences.</p>
Practical Exercise	<p>Training audience is required to perform the action required by the training/learning objectives under specified conditions to the established standard.</p>	<p>The most efficient way to learn to do something is to actually do it and develop skill through application and practice. This method of instruction/training is the best way for an individual to learn to perform the required actions (task) to the established standard. Examples: performance of procedures and processes; planning tasks completion. Also, see “CBI.”</p>

MODE	DESCRIPTION	USES
Hardware oriented	Performance is on actual equipment, to include simulators and training devices.	Used when actual hardware is available and the risk to individuals, equipment, and operations is kept to an acceptable level.
Non-Hardware oriented	Performance not involving actual equipment, e.g., a paper-based exercise.	Used when hardware is not required to perform the required actions, e.g., "Develop Commander's Estimate."
Research/Study	Individuals research/study material in preparation for subsequent training requirements and training events. It is associated directly to specific, identified TOs.	Research/Study is used to provide the individuals the opportunity to locate, analyze, and determine facts, procedures, and concepts on their own.
Role playing	<p>Similar to the case study method. Selected members of the training audience act out a simulated situation. The individuals may assume the duties of a staff member in an organization and perform the work of that position.</p> <p>Particularly effective in training and practicing communication skills.</p> <p>Role-play should always be followed with opportunity for self-assessment and feedback.</p>	<p>Role playing provides:</p> <ul style="list-style-type: none"> <li>• Simulated experience in the task(s) and situation being acted out.</li> <li>• A means to assess decision making in a specific role.</li> <li>• Opportunities for the individual to develop solutions to unpredictable situations and conditions.</li> </ul>
Seminar	<p>A group (training audience), usually guided by an instructor, seeks solutions to problems.</p> <p>A seminar can be effectively combined with a practical exercise or series of practical exercises to achieve the TOs.</p>	<p>The Seminar mode is primarily used by a group working on advanced studies or a research project to:</p> <ul style="list-style-type: none"> <li>• Provide general guidance to the group.</li> <li>• Provide information on techniques and approaches being explored.</li> <li>• Develop imaginative solutions to problems under study.</li> </ul>
Trainee Panel	Training audience participates as members of a panel. The panel discusses material directly related to the training/learning objective(s).	<p>Trainee panels are used to obtain:</p> <ul style="list-style-type: none"> <li>• Full training audience participation in a discussion.</li> <li>• A variety of individual views, especially on material directly associated with subject matter expertise.</li> </ul> <p>Also, see "Peer Instruction"</p>
Study Assignment	Assignments are provided to the training audience that they must complete as either independent or supervised study.	<p>Use of Study Assignment provides a means to:</p> <ul style="list-style-type: none"> <li>• Capitalize on individual differences, thereby improving learning.</li> <li>• Provide enrichment material.</li> <li>• Reduce instruction/training time.</li> </ul>
Evaluation	<p>Individuals are evaluated on the performance of the skills and action required by the training/learning objective(s).</p> <p>Performance test is on actual operations systems and equipment, to include simulators and training devices.</p> <p><u>or</u></p> <p>Performance not involving actual equipment, e.g., a paper based exercise.</p>	<p>Evaluation is used to determine if the:</p> <ul style="list-style-type: none"> <li>• Individuals can perform the objective task(s) to the established standards. (Task Performance Evaluation (TPE))</li> <li>• Training instruction imparts what it is supposed to train. (Training Evaluation)</li> </ul>
Evaluation Review	AAR of task performance evaluation(s) with the training audience.	AAR provides timely and effective feedback that increases learning.

MODE	DESCRIPTION	USES
Tutorial	The instructor works directly with an individual. It includes adaptive instruction, stimulates active participation, and promotes effectiveness and safety.	The primary uses are to: <ul style="list-style-type: none"> <li>Instruct/train individuals in highly complex operations.</li> <li>Provide individual remedial assistance.</li> <li>Accelerate or reinforce learning.</li> </ul> Also, see "CBI"
Group-paced Instruction	The training of individuals in a group that moves through the training event en masse (in lock step).	Group-paced Instruction provides for easy management of the training audience.
Large Group Instruction	A means of delivering training that places much of the responsibility on the instructor or facilitator for the presentation and management control of the training event. The instructor uses various modes of training/instruction, e.g., discussions, practical exercises, demonstrations.	Large Group Instruction provides a means to manage the mode of training easily. The training audience is moved through the training as a group with minimal attention to individual trainee training/assistance requirements.
Small Group Instruction	A means of delivering training, which places the responsibility for learning on the individual through participation in small groups led by instructor/trainers who serve as role models throughout the training event. Small Group Instruction technique uses appropriate processes, training modes, and techniques tailored to small groups in order to stimulate learning. The instructor/trainer facilitates role modeling, counseling, coaching, learning, and team building in small group instruction.	Small Group Instruction is a technique for learning in small groups that capitalizes on training audience experiences, requires intensive interaction, and makes each individual responsible for his/her own learning. Cooperation takes precedence over competition. An instructor/trainer is required. Small Group Instruction provides: <ul style="list-style-type: none"> <li>Individualized learning.</li> <li>Team building.</li> <li>Maximum exchange of ideas.</li> </ul>
Individualized, Self-paced Instruction	The individual completes lessons at his/her own pace. This instructional strategy is extremely effective when properly managed. It is the foundation for programmed learning and individual CBI.  When used in a formal environment, it frees up instructor/trainers to provide 1:1 instruction to individuals needing assistance.  This technique does not reduce instructor requirements.	Individualized, Self-paced Instruction is of immense value because it is built on the following three principles: <ul style="list-style-type: none"> <li>Information is presented in small steps.</li> <li>The individual learner is given immediate feedback.</li> <li>Each individual learns at his/her own pace.</li> </ul> To be most effective in a formal training program, management controls are put on the time it takes to complete the training and the number of times an individual may complete an evaluation to prove mastery of the training/learning objective.
Mentoring	Involves a knowledgeable individual who trains, tutors, and/or guides a subordinate or individual, e.g., a leader mentors subordinates.	Mentoring provides direct one-on-one training and guidance to the individual.  It also can provide direct real life, on-the-job experience with the required training and guidance, e.g., an apprenticeship or on the job-training program.

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

Table 2. Menu of Training Modes

ANNEX B TO APPENDIX B TO ENCLOSURE D

MENU OF TRAINING MEDIA<sup>2</sup>

MEDIA	DESCRIPTION	USES
Audio	Recorded audio stored on various media such as audio tape, CD-ROM, or DVD.	Attributes: <ul style="list-style-type: none"> <li>• Easy to record, store and retrieve information.</li> <li>• Equipment for use is compact, portable and easy to operate.</li> <li>• Flexible and adaptable.</li> <li>• Duplication is easy and economical.</li> <li>• Fixed rate of information flow.</li> <li>• Uses only one sense.</li> </ul>
CD-ROM	CD-ROM is a type of optical disc capable of storing large amounts of data. A CD-ROM player/drive is required to read the data on a CD-ROM. The CD-ROM has data encoded in a spiral track beginning at the center and ending at the outermost edge of the disc. The spiral track holds approximately 650 MB of data or about 5.5 billion bits.	CD-ROMs are particularly well suited to information that requires large storage capacity. This includes large software applications that support color, graphics, sound, and especially video. Attributes: <ul style="list-style-type: none"> <li>• Relatively inexpensive to produce.</li> <li>• Extremely portable.</li> <li>• Excellent storage and retrieval of high-quality graphics, audio, and motion video.</li> </ul>
Training Aid	A training aid is an item to enhance training. Training aids provide a means for reducing the training development and training execution costs while improving training efficiency. Training aids clarify information and present it in a concise, efficient manner during training, whereas job performance aids may actually replace certain elements of training.	Enables trainers to conduct and sustain task-based training in lieu of using extensive printed material or an expensive piece of equipment. Attributes: <ul style="list-style-type: none"> <li>• Often inexpensive and quick to produce.</li> <li>• Adaptable to virtually all training audiences.</li> <li>• Stimulate learning and gaining task proficiency.</li> <li>• Ranges from quick reference memory aids to small-scale simulations.</li> <li>• May increase task performance and proficiency as on-the-job training or job aids.</li> </ul>

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

MEDIA	DESCRIPTION	USES
Videotape/film	<p>Videotape/film is an audiovisual medium. The videotape/film is introduced verbally or with text. The individuals are informed as to what they are to learn from the tape/film.</p> <p>Different methods of instruction may be used to present the material, e.g., demonstrations can be used to present information.</p> <p>Film/Video images can be presented in CBI.</p>	<p>Use videotape/film to show action that is too dangerous, that cannot normally be observed by the eye, or that cannot be readily replicated in the training environment.</p> <p>Attributes:</p> <ul style="list-style-type: none"> <li>• Can appear to compress or expand time.</li> <li>• Can zoom in for enlarged close-ups of subject and zoom out for telephoto view.</li> <li>• Presentation occurs via prearranged sequence.</li> <li>• Low level of interactivity with training audience.</li> </ul> <p>Specifically useful for showing:</p> <ul style="list-style-type: none"> <li>• Actions that cannot be replicated, either reasonably or efficiently, in the training environment.</li> <li>• Things or actions that are very small or large.</li> <li>• Actions that occur too fast or slow.</li> <li>• Things that are dangerous.</li> </ul>
VTC	<p>VTC is an interactive transmission vehicle for training delivery. VTC supports Video Tele-training (VTT) including Desktop VTT.</p> <p>Desktop VTT is the delivery of instruction by the instructor/facilitator directly to each individual's desktop computer. VTT allows instructor/facilitator-to-individual(s) and individual-to-individual interaction via audio, video, chat mode, and file sharing.</p> <p>VTC/VTT can be problematic because of:</p> <ul style="list-style-type: none"> <li>• Technologies involved. Everything needs to work on all ends for the training session to be successful.</li> <li>• Timing. Everyone needs to be present at same time.</li> <li>• Expense. Fairly expensive if high-quality video is required.</li> <li>• Instructor time. The demands on instructor time can be enormous.</li> </ul>	<p>Allows instructor/facilitator-to-student(s) and student-to-student interaction via audio, video, chat mode, and file sharing.</p> <p>Used to distribute simultaneously training to a number of students. Different methods and modes of instruction may be used to present the material.</p> <p>Attributes:</p> <ul style="list-style-type: none"> <li>• Enables increased class size and the span of coverage, including CONUS - OCONUS.</li> <li>• Facilitates reaching training audiences in remote locations.</li> <li>• Reduces travel and per diem costs.</li> <li>• Effective medium for critical, short-notice training.</li> <li>• Provides flexibility to originate training from any network link.</li> <li>• Supports moderate levels of interactivity.</li> <li>• Facilitates conducting joint, multi-service, federal, and civilian courses.</li> <li>• Enables interlinking with other DoD, government, and private sector training networks.</li> </ul>

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

Table 3. Menu of Training Media

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## ENCLOSURE E

### PHASE III (EXECUTION)

1. Introduction. Phase III (Execution) formally begins 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 stages occurring prior to the year of execution. The purpose of Phase III (Execution) is to execute the joint training events listed in JTPs or training and exercise inputs to a campaign plan in order to achieve the requirements-based TOs or campaign objectives established during Phase II (Plans). Upon completion of each training event, TPOs are analyzed, evaluated and documented in the form of TPEs to determine whether event-TOs were met and how they apply to CCMD, CSA or supporting unit-TOs. Observations, issues, and potentially, lessons, are also identified during each training event. The products of Phase III 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 Service Components, CSAs, and other supporting organizations supports evaluation and assessment at each successive level so that subordinate commanders can evaluate their preparedness for joint training events and CCDR missions.

2. Purpose. This enclosure 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. Real-world conditions, among other factors, may require modification of the content and scope of each scheduled event to maximize the training value.

3. Phase III: Inputs, Processes, and Outputs. Phase III inputs include the JTPs, training and exercise inputs to the campaign plan, and relevant lessons learned. The processes include executing a JELC for each joint training event and developing associated TPEs. The processes, whether academic or exercise, support the training requirements and provide the following output: TPOs, TPEs, and validated observations categorized as DOTMLPF-P issues that reflect successes or opportunities for training improvement. Inputs, processes, and outputs associated with Phase III (Execution) are depicted in Figure 46.

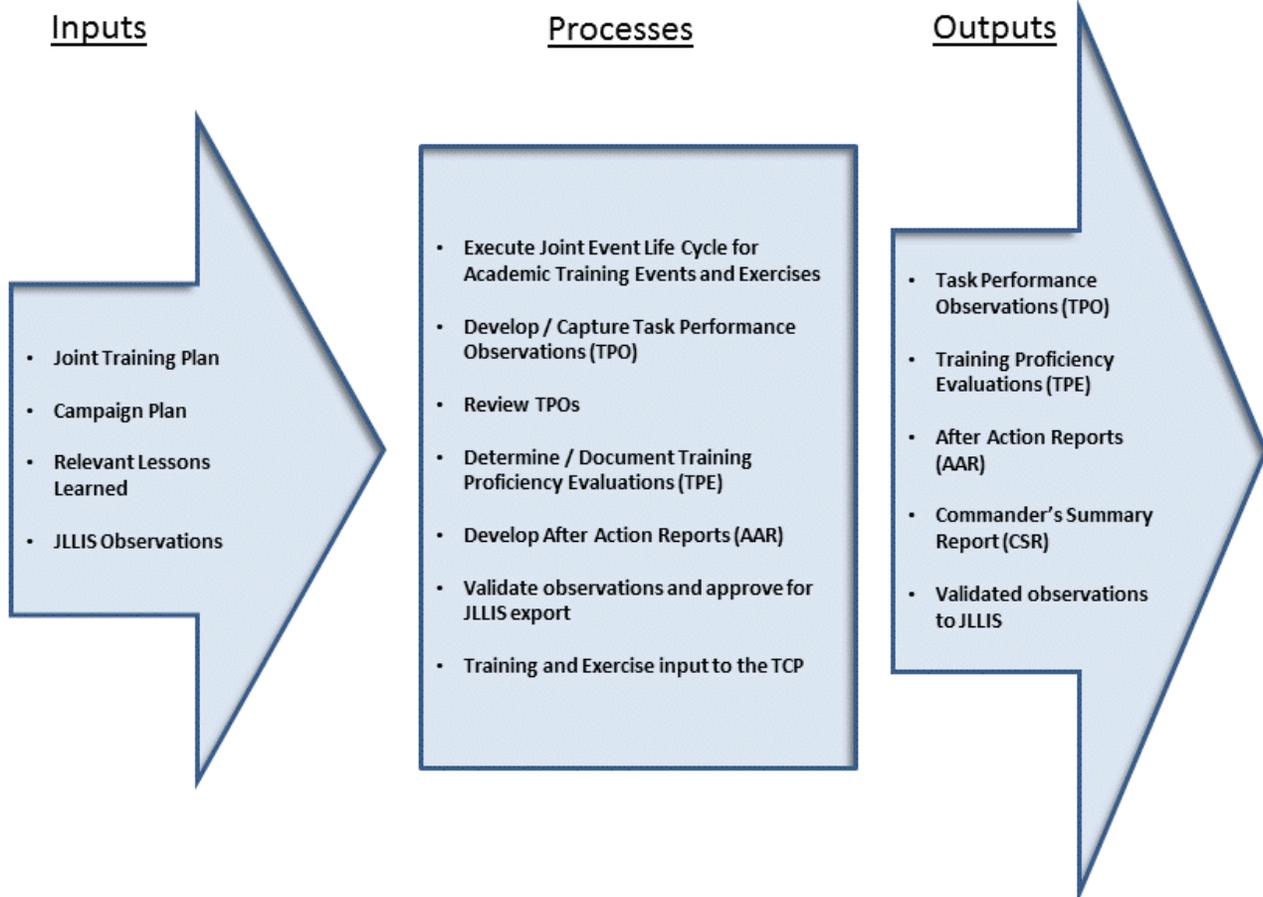


Figure 46. Phase III, Execution: Inputs, Processes, and Outputs

4. Training Event Development and Execution. The result of JTP development should be the identification 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. Appendix B to Enclosure D provides a detailed description of methods, modes, and media.

a. Academic instruction is conducted either as stand-alone events or as a precursor, often in a building block approach, for a larger event such as an exercise. 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. Although less rigorous than an exercise, academic instruction must be designed, planned, prepared, conducted, evaluated, and reported the same as an exercise to achieve optimum results. Academic instruction may also be supplemented with distributed online training using the JKO portal to support both the general and specific functional areas of instruction. The JKO learning content management system, 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. Small Group Scenario Trainer (SGST) scenario simulations provide small group, battle staff distributed training tailored to complement or augment larger exercise objectives.

b. Exercise events are characteristically resource-intensive (time, personnel, and equipment), requiring extensive coordination and preparation. Exercises normally have a 12-24 month planning timeframe. Exercises provide the best venue for collective training. Legal and regulatory constraints and requirements over military training of non-U.S. personnel, and expending U.S. appropriated funds for such training, must be considered during training method development. Use caution to ensure no Federal laws or regulations are violated. Consult appropriate legal counsel.

5. Joint Event Life Cycle (JELC). 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. Although, nominally, a 12-18 month undertaking for major collective exercises, the JELC can be tailored for any training event and the planning time and activities needed to accomplish the JELC 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 (Figure 47) consists of five stages: design; planning; preparation; execution; and evaluation, analysis, and reports. A series of planning events or collaborative sessions provide discrete breakpoints between each stage of large-scale conferences, while for smaller scale events such as joint staff board/center/cell training events, the JELC stages could be performed in a matter of a few days versus months for larger scale collective training events. A representative list of major JELC milestones is at Appendix A to Enclosure H, “Joint Event Planning Milestones.” In practice, the JELC “flows” as a nearly continuous process from one stage to the next, and the boundaries and timing between stages become nearly indistinguishable. Each stage of the JELC for major exercises is defined by a series of planning events 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 and event milestones are accomplished prior to event execution.

c. The JELC provides sufficient flexibility for exercise and event planners from supported and supporting commands, CSAs, and other joint

organizations to modify the process as needed to meet organization-specific joint training requirements. The appropriate level of SME support throughout the first four phases of the JELC (design, planning, preparation, and execution) is crucial to providing expertise and current AOR real-world expertise. Given the complexity of the JELC, the JTIMS provides assistance in JELC management, to include individual augmentation/SME and unit requests, and the JTIMS execution phase includes many of these activities, to include the MSEL and observation collection tool automation. A detailed description of the JELC is found in reference j.

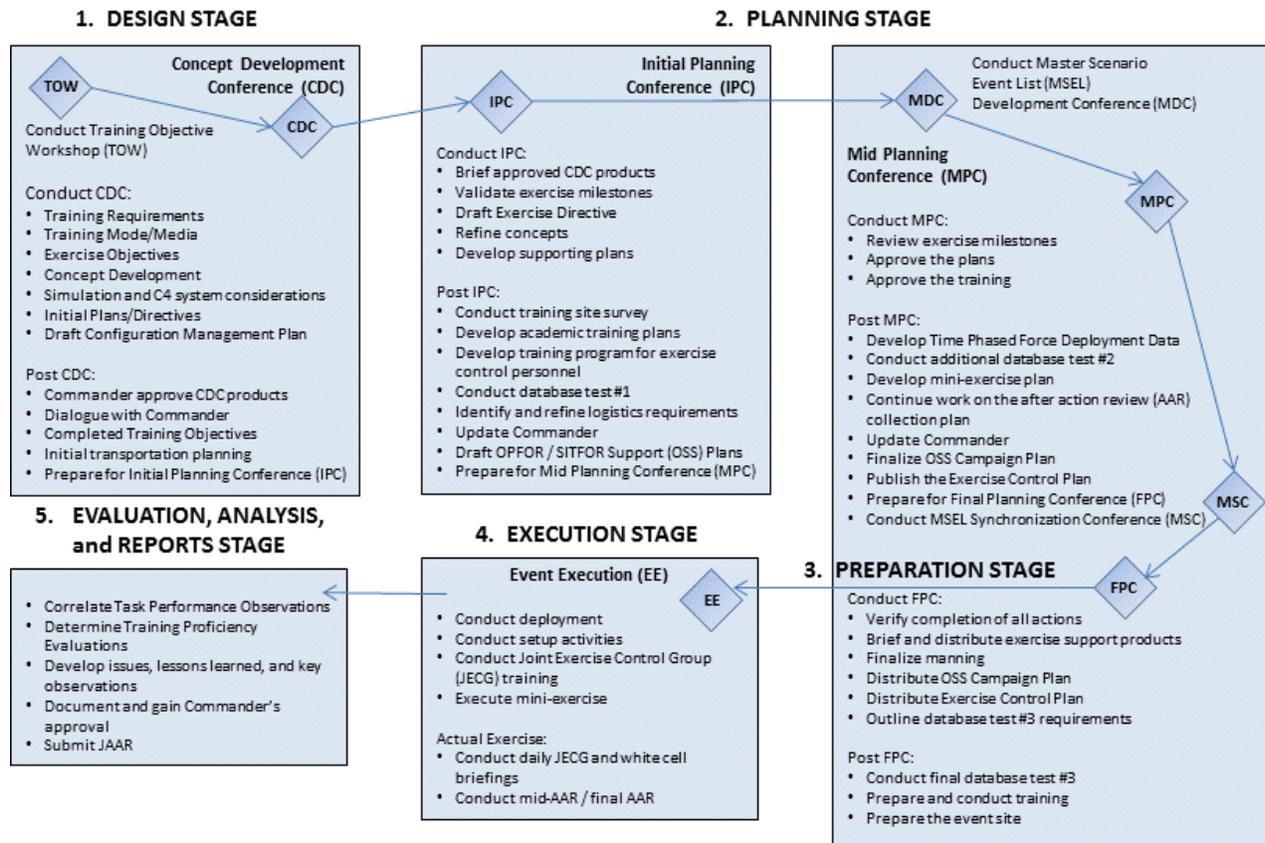


Figure 47. JELC

(1) Design. Prior to the event, the targeted training audience and the TOs should be refined and updated based on TPAs and any JTP changes. The Chairman's training guidance and HITIs, the commander/director joint training guidance, lessons learned, and other sources will be incorporated where possible. Appropriate modes and media supporting the event method should also be selected.

(a) Mode. The nature of the training audience plays a pivotal role in determining the best mode of academic event to meet the desired outcome. training audiences can be classified based on the level of the staff concerned (CCMD staff, JTF, or component). Within each level, there are also internal

staff training audience levels: commander and principal staff; augmentees; LNOs; and boards, bureaus, centers, cells, and working groups (B2C2WG). Each level has disparate experiences, functions, and perspectives as well as differing availability for instruction and/or training. Based on the audience, the selection may either be programmed text, platform instruction, facilitated instruction, staff practical exercise, an academic workshop, or DL. (See Annex A, Appendix B to Enclosure D for further detail).

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

(2) Planning. During the planning stage, training event concepts are refined, event milestones are validated, a draft exercise directive is prepared, and initial work on supporting plans (simulation, information management/knowledge management, etc.) is conducted. Training audiences begin development of event-level TOs. Academic training plans are developed to prepare both the training audience and exercise control group personnel to conduct the training event. Identification and refinement of logistics requirements is completed, and draft opposing forces (OPFOR) and other required situational forces (SITFOR) are developed. Pre-scripted events intended to guide an exercise toward specific outcomes are documented in a Joint Master Scenario Event List (JMSEL). Exercise planners are encouraged to leverage the JTIMS JMSEL tool, an automated capability specifically designed to assist in JMSEL management. The JMSEL module facilitates the work of exercise planners, JMSEL managers, and inject scripters, and supports execution of exercises with simple, easy to use functions.

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

(a) TOs (what the individuals should learn).

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

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

(d) Determining these factors in advance will increase the likelihood of developing successful lesson plans. Once a lesson plan and instructional materials are prepared, instructors, facilitators, observers, and evaluators

should be identified and trained, and rehearsals conducted. The commander, or designated training manager, should be briefed on the instructional approach, TPO-supported collection management plan, the AAR, if appropriate, and how the TPOs will be translated into TPEs. The collection management plan serves as the guide for the AAR collection effort. It is based on the supported commander's JMETHL-derived TOs and includes tasks, responsibilities, and training required to support the collection and evaluation requirements of the joint exercise AAR.

(4) Execution. Events are developed to satisfy specific TOs. Each event must provide:

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

(b) The ability to measure whether the training audience achieved the learning outcome (tasks). For example, can the audience perform to the level described in the TO? Measurements are made through a well-defined TPO-supported collection management plan. A TPO is the raw observed performance data of the training audience performing a task in the training environment established as the training situation in the TO. TPOs assist in determining the TPE of the training audience. TPOs are a listing of observer reports that measure whether the training audience achieved the stated level of performance in the TO. A single TO can be observed on multiple occasions during a training event with a new TPO created for each observation. TPOs are based on (in order of objective merit): actual demonstrations, written and/or oral tests, practical exercises, briefings, or audience participation. The AAR, as part of the event, provides the commander direct feedback and allows the training audience, through facilitated discussion, to examine actions and results. Deficiencies should be corrected on the spot, when possible, to save the command from conducting remedial action in the next training cycle.

(5) Evaluation. The evaluation process is identical for both academic and exercise training events. The AAR provides a "first look" on whether the training audiences achieved the TOs. Following execution, command trainers collect the TPOs for each TO in JTIMS, conduct analysis, and make a formal recommendation (TPE) on whether the training audience achieved the TO. The TPE is an objective evaluation of the training audience's observed performance in the training event against the objective standards of performance specified in the TO(s) level of performance description. TPEs are developed based on an aggregate review of the TPOs collected on tasks during training events. The TPE report in JTIMS assists analysts in creating TPEs by displaying all associated TPOs and making a recommended TPE rating based on the information documented in the TPOs. The TPE rating is yes or no. Yes, the training audience successfully performed the task against the specified standards of performance, or no, the training audience did not successfully

accomplish the task. The identification of the DOTMLPF-P category with a narrative reason for the shortfall is useful in determining the necessary mitigation action(s).

(a) Recommended TPEs are presented to the Training Audience Leader (TAL) for approval. A TAL is typically O-6 level, e.g. Division Chief, and is the primary trainer for a training audience. The TAL assesses the training audience's training, takes action to correct deficiencies, reviews and approves TOs, and provides TO input to exercise development. Ideally, a TAL is also the primary point of contact (POC) for his organization's JMETs and supporting tasks to the JMETL, ensuring synchronization among JMET standards, TOs, and readiness assessments.

(b) TPOs or TPEs can be recommended and approved for export to JLLIS for inclusion in the command/agency JLLP issue resolution process.

(c) Gaps or inadequacies that are deemed to exist in joint doctrine should be reported for consideration in emerging draft joint publications, joint publication assessments, or joint publication revisions.

6. Products and Milestones. The output of Phase III (Execution) is the assessment of joint training events and includes TPOs, TPEs, CSRs, and validated observations, which provide event results that facilitate AARs and highlight potential issues or best practices to support the assessments in Phase IV.

a. The initial product that drives each joint training event is the joint event planning milestones (based on the JELC) that 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 events. Exercise planners must contend with many different variables as they develop the plan and timing for their joint event. What is generally true however, is that there is a certain sequence of actions that should be followed to achieve the best results.

b. Exercise planners are required to review the criteria for submission of a SMEB during exercise development. If a SMEB will be required based upon location, size of forces involved, scope, scenario, participants, visibility, and/or timing, a SMEB must be prepared and submitted NLT 50 days prior to the established critical cancellation date (CCD) IAW the process described in Appendix F to Enclosure H.

c. During execution, the Organization Conducting the Exercise (OCE) will be responsible for ensuring the development and capture of TPOs. These observations will assist in determining and documenting the TPE level 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 TOs, and what lessons can be taken from the training event. Key overarching and cross-cutting observations and lessons that require additional resolution and integration within the JLLP are imported into JLLIS NLT event conclusion (ENDEX) plus 45 days.

7. Summary. Joint training events identified in the JTP are executed using either an academic and/or exercise method. Execution of academic and exercise events provides the opportunity to train and verify the training audiences are trained to the proficiency levels identified in Phase II (Plans). 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).

## ENCLOSURE F

### PHASE IV (ASSESSMENT)

1. Introduction. 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 monthly in the form of TPAs and MTAs and may also be executed after each discrete training event once TPEs are available for analysis and lessons learned/issues are identified for consideration within the Joint Lessons Learned and Issue Resolution Process. The purpose of Phase IV (Assessment) is to convert training evaluations from multiple joint training events into an assessment of readiness and MET proficiency. TPEs conducted during Phase III are analyzed relative to each J/AMET to develop TPAs. TPAs for each task in a J/AMETL are analyzed to develop MTAs. TPEs 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. Training assessments are completed monthly in JTIMS in the form of TPAs and MTAs supporting the organization's overall joint readiness assessment.

a. Evaluation vs. Assessment. Before discussing the assessment process, leaders must understand the important difference between an evaluation and an assessment. Evaluation looks backward at a specific event, while assessment looks forward for readiness purposes. During the execution phase, the commander/director evaluates a specific training audience's performance in relation to a specific task, under specified training conditions, and a designated level of performance during a particular event. Evaluating is using specified criteria to judge progress toward desired capabilities and determining why the current degree of progress exists. During the assessment phase, the commander/director assesses the command/agency's ability to accomplish its J/AMETL and perform its missions based on the totality of numerous TPEs, informal results, actual operations, assessment of J/AMET standards, and any other pertinent feedback available. An evaluation is a "snapshot" of an organization's actual performance. Evaluation helps commanders determine what is working, determine what is not working, and gain insights into how better to accomplish the mission. An assessment applies the commander's judgment to those collective "snapshot" data points to determine the organization's capability to perform in the future. Evaluation looks backward at a specific event, while assessment looks forward to readiness. Additional detailed discussion of evaluations and assessments is found in references h and q.

b. A training assessment is the analytical process used by commanders to determine an organization's proficiency to accomplish the capability

requirements defined in JMETS. The assessment phase of the JTS provides commanders and staffs, at each level of command, valuable information about mission capability gained from the first three phases of the JTS. 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 in improving the joint readiness of his staff and subordinate and supporting organizations. It provides the commander a clear structure to identify his staff's strengths and weaknesses, review issues and lessons learned and refine his future joint training program, provide guidance, mitigate risks, reprioritize resources, and serve as an advocate for the HQ and subordinate and supporting organizations. Likewise, Service Component commanders, CSA directors, and other supporting organization leaders assess the ability of their organization's training programs to prepare their organizations to perform their assigned missions. The assessment phase of the JTS describes how the collective training results are:

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

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

3. Phase IV: Inputs, Processes, and Outputs. Although the input and output are consistent from command to command, process methodologies will vary due to unique command assessment plans and processes. Inputs include the current JTP, data gathered during Phase III, relevant joint lessons learned, and actual operations that may be applicable to the assessment process. The outputs support the development of TPAs and MTAs that inform the organization's overall monthly readiness assessment in DRRS-S, initial development of the commander's training guidance for the next cycle, refinement of issues; documentation of lessons learned; and nominations for CJCS HITIs. Inputs, processes, and outputs associated with Phase IV (Assessments) are depicted in Figure 48.

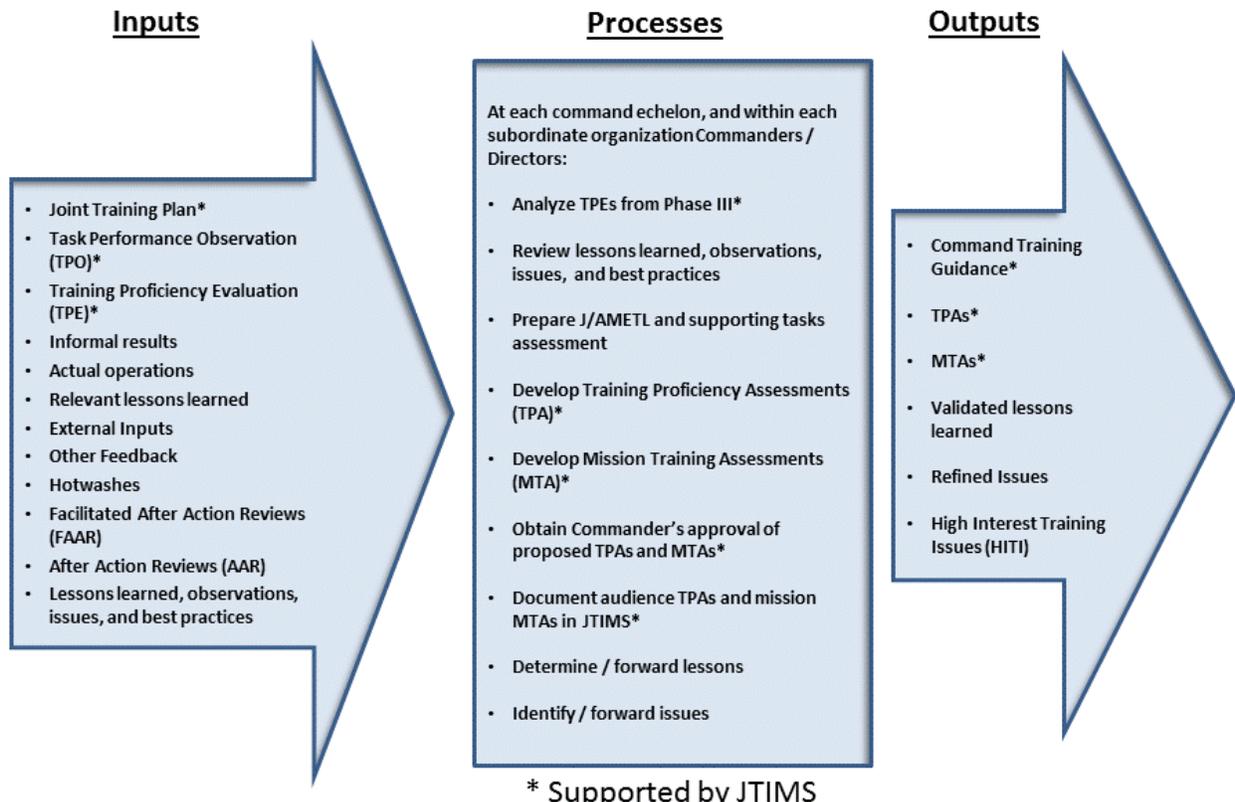


Figure 48. Phase IV, Assessment: Inputs, Processes, and Outputs

4. Assessment Process. The assessment flowchart (Figure 49) depicts the process steps necessary to develop and document TPAs and MTAs. The J/AMETL, joint TOs, TPOs, and TPEs are the primary data points for the assessments conducted in Phase IV. Assessments are based on the training proficiency of various training audiences relative to J/AMETs when developing TPAs, while the training proficiency of an organization as a whole is relative to the J/AMETL when developing MTAs.

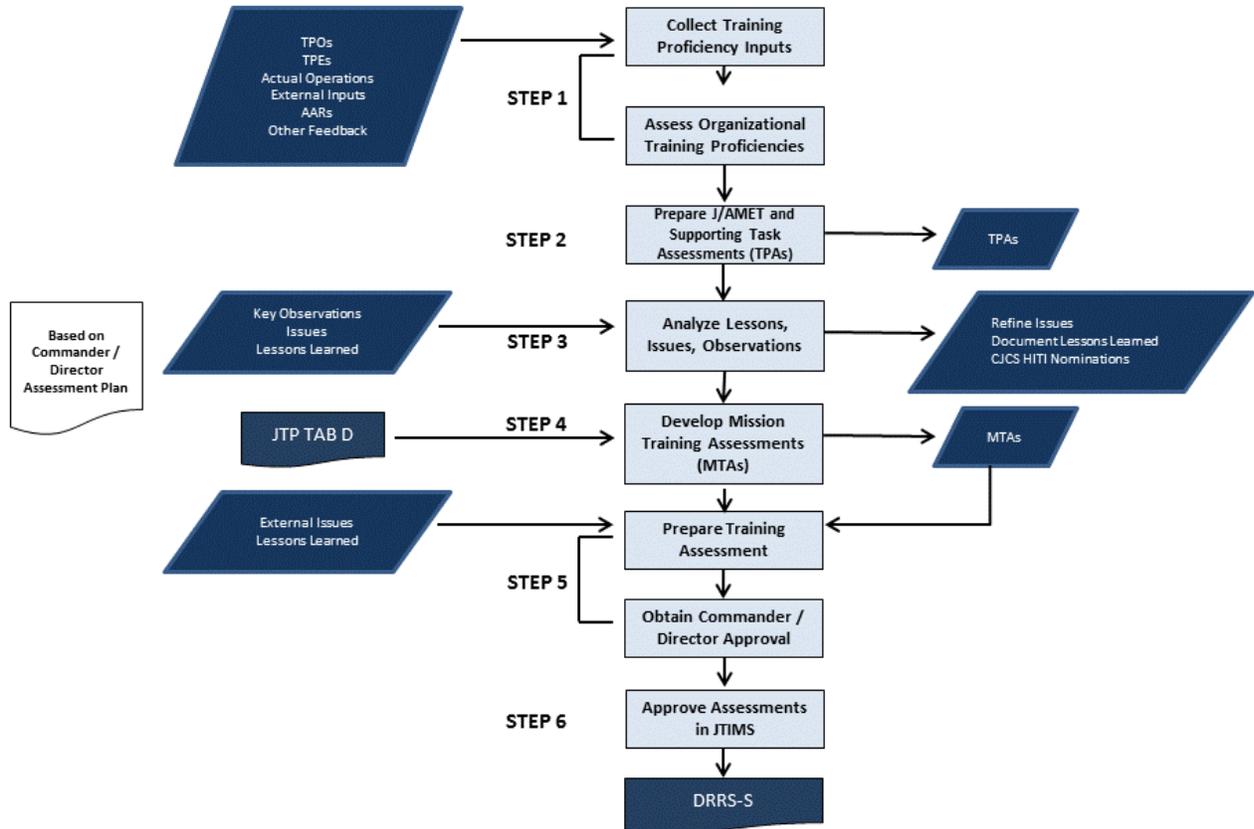


Figure 49. Assessment Flowchart

a. Step 1: Collect Training Proficiency Inputs and Assess Organizational Training Proficiencies. (Figure 50). The first step is to review the organization’s TPEs. Most of the data should be collected by the functional leader, trainer, or other observer and recorded in JTIMS, for each training audience. Assess the training audience's ability to meet JMET and supporting task standards to determine if the training audience is trained, partially trained, or untrained in meeting specific standards. This applies objective input to the TPA and directly relates to the JMET and staff tasks. For example, the J-2 functional leader or trainer reviews all the TPOs and/or TPEs relevant to J-2 TOs (TPEs are based primarily on TPOs collected in training events in Phase III). Other sources include AARs from actual operations, informal results from other internal training, selected joint lessons learned, assessment of J/AMETs and associated staff task standards in DRRS-S, and feedback from external sources such as the operations or training results derived by other organizations.

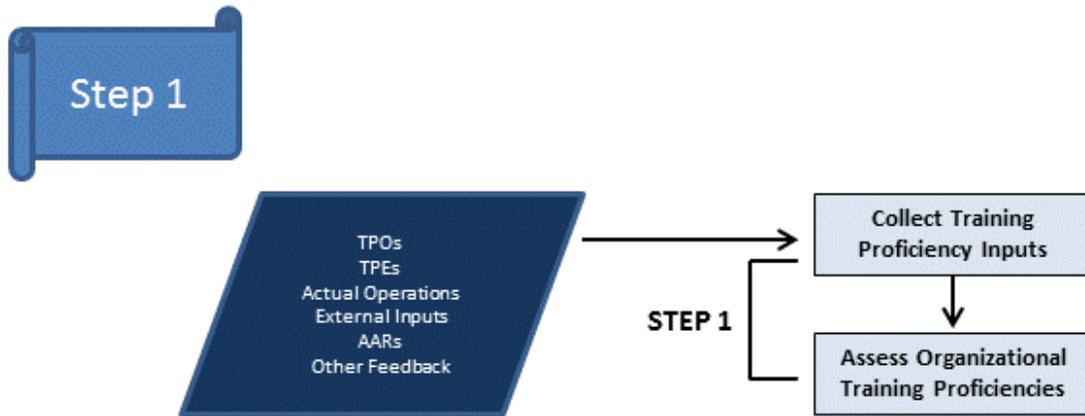


Figure 50. Step 1: Collect and Assess Training Proficiency Inputs

b. Step 2: Develop TPAs (Figure 51). The second step in the assessment process is to develop TPAs for each J/AMET and associated staff tasks, subordinate tasks, or command-linked tasks.

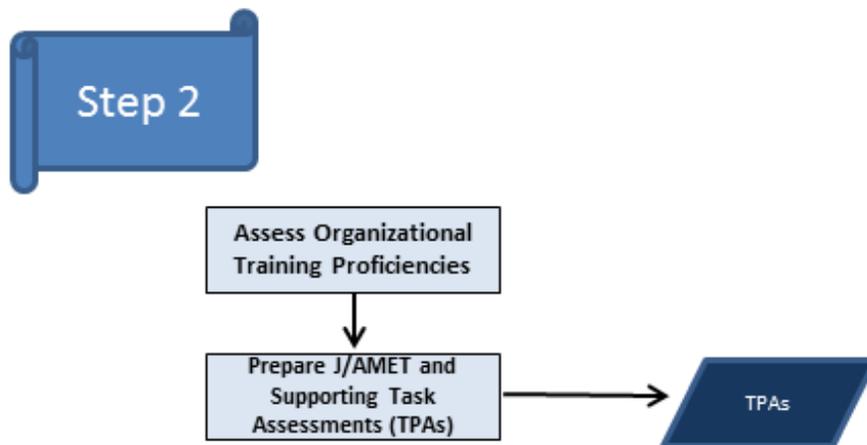


Figure 51. Step 2: Develop TPAs

(1) The commanders/directors, or, as designated, staff directorate leads who are OPRs for J/AMET or associated staff, subordinate, or command-linked tasks, make an assessment of how well trained their organization is to perform the J/AMET or associated staff, subordinate or command-linked tasks. The following ratings are used for TPAs:

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

(b) P - Partially Trained. 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 – Untrained. The organization cannot demonstrate the ability to achieve the task to JMET and staff, subordinate unit, or command linked task conditions and standards.

(2) Training audience TPEs were collected in Step 1 and categorized by joint TO. Multiple TPEs for each training audience joint TO are reviewed and analyzed relative to the J/AMET 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 specific J/AMET or associated staff tasks, subordinate unit tasks or command linked tasks and associated standards.

c. Step 3: Analyze Observations, Issues and Lessons (Figure 52). Observations (potential issues and best practices) developed during Phase III and the reporting stage of each training event are collected and reviewed. They are then analyzed to determine validity and recommended/approved for export to JLLIS. 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. To support information sharing, the issue, best practice, or lesson learned should be fully documented in JLLIS, to include the associated UJT or DOTMLPF-P category (references f and g). Finally, nominations for, or deletions from, the CJCS HITI list are selected for consideration.

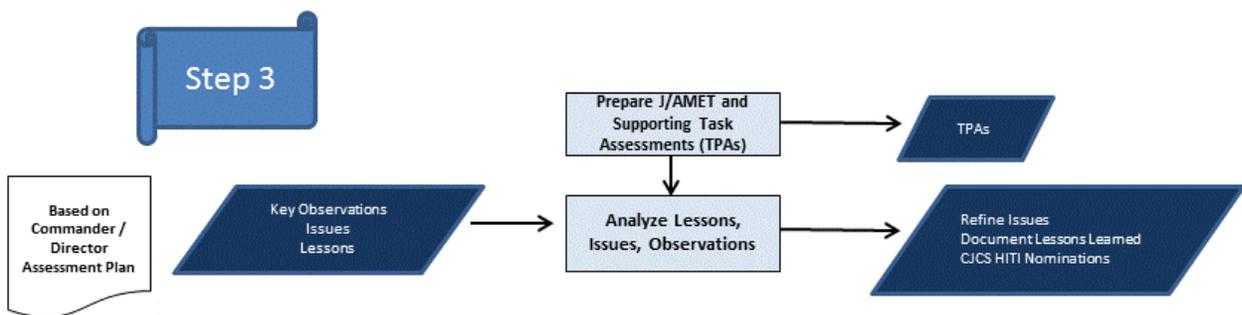


Figure 52. Step 3: Analyze Observations, Issues, and Lessons

d. Step 4: Develop MTAs (Figure 53). MTAs are developed based on the review and analysis of organizational TPAs and the MTAs of subordinate and supporting organizations relative to an associated J/AMET. While MTAs are subjective assessments, they reflect the demonstrated ability of the organization to perform the tasks that make up the J/AMETL. Once the assessments are complete for each J/AMET and associated supporting tasks in JTIMS, the commander/director assigns an overall MTA of command

proficiency for each mission being assessed. This monthly assessment is entered into JTIMS. The following ratings are used for MTAs:

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

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

(3) U - Untrained. The organization cannot demonstrate the ability to complete the mission under the specified conditions and required standards.

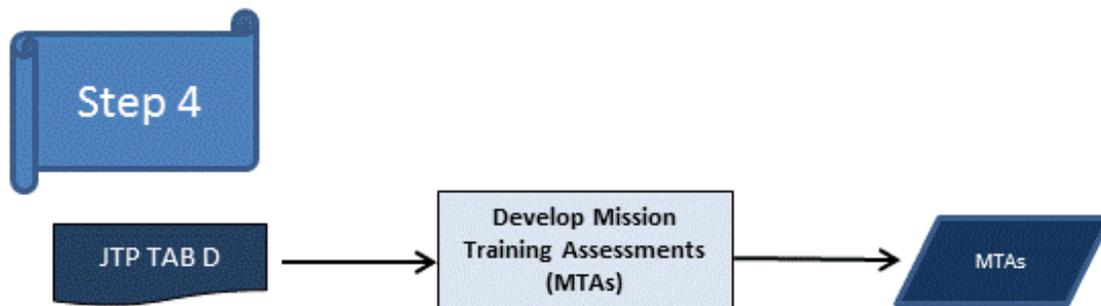


Figure 53. Step 4: Develop Mission Training Assessments

e. Steps 5 and 6 (Figure 54): Prepare Training Assessment, Obtain Commander/Director Approval and Publish in JTIMS. Once all the assessments have been completed, the staff prepares a recommendation for the commander/director that includes the proposed TPAs and MTAs with supporting documentation, refined issues, documented lessons, CJCS HITI nominations, and possible inputs for the commander/director training guidance for the next training cycle. The commander approves or adjusts the staff recommendations and provides more definitive guidance for the next training cycle. Commander/director decisions are then captured in JTIMS.

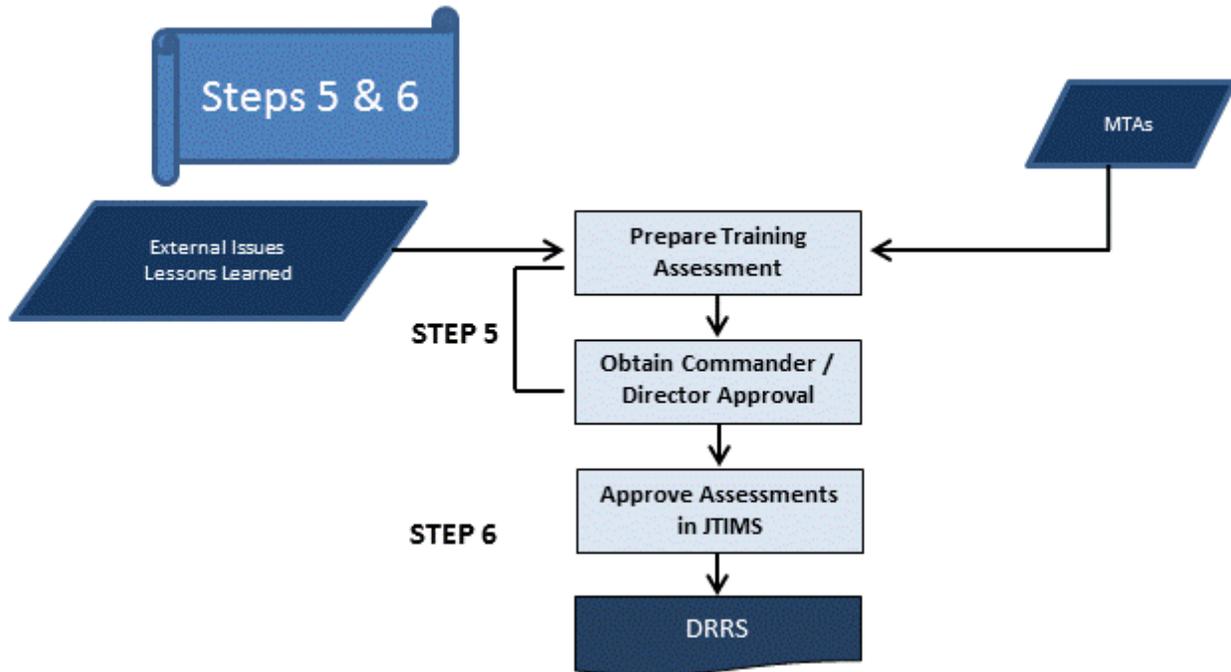


Figure 54. Steps 5 and 6: Prepare Commander's Assessment

5. Products and Milestones. The JTS Assessment Phase generates internal and external outputs (Figure 55).

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

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

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

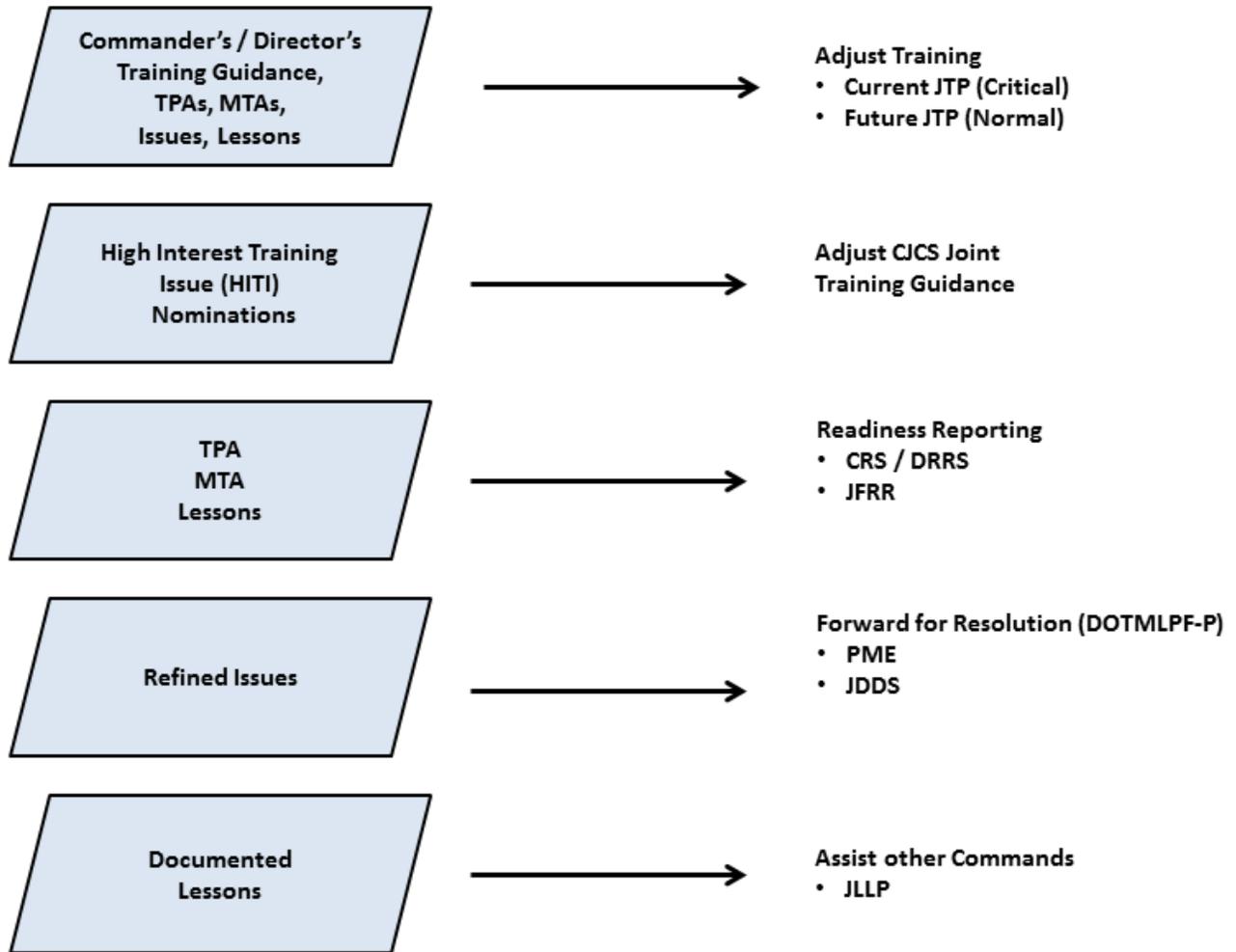


Figure 55. Internal and External Assessment Products

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

b. External Uses of the Training Product: Joint training results are made available to other users of training products (Table 4). The outputs of training assessment can be integrated into many different documents and can be used for short- or long-term issue resolution, readiness reporting, or modifying training requirements.

Process/Product	Originated By	How Used	Reference
Issues	CCDRs and CSA directors	Inputs into the CJCS Joint Force Readiness Review (JFRR), and requirements development programs as well as internal CCMD and Service issue resolution programs	CJCSI 3401.01
JCCA/JFRR	J-3	Primary CJCS assessment of joint readiness	CJCSI 3401.01 CJCSI 3100.01
JCIDS	OSD, Joint Staff, CCMDs, and Defense agencies	Recommendation of DOTMLPF-P solutions to address capability gaps	CJCSI 3170.01
JROC	JCIDS	Submit solution to identified deficiency via DOTMLPF-P Change Recommendation	CJCSI 3170.01
JDDS	CJCS, Director of the Joint Staff, Joint Staff Directors, CCDRs, or Service Chiefs	Develop and/or change joint doctrine	CJCSI 5120.02
PME Review Process	MECC, PME feedback	Modify PME curricula dependent upon those issues reviewed	CJCSI 1800.01
Joint Strategic Planning System	CJCS based on inputs from Comprehensive Joint Assessment (CJA)	CJCS reviews results for improving, revising, or deleting existing plans	CJCSI 3100.01
JLLP	CJCS, Joint Staff J-7	Validated observations exported from JTIMS for potential inclusion into joint issue resolution process. Issues are addressed across the spectrum of DOTMLPF-P.	CJCSI 3150.25
HITI	CJCS, via input from OSD, CCMDs, CSAs, NGB, Joint Staff, and Service Chiefs	CJCS for inclusion in the CJTG for validation, review, and guidance on JTP development	CJCSN 3500.01
HITR	CCDR	JFPs (Services, USSOCOM, and USTRANSCOM) and Service components use CCMD HITRs linked to key theater capabilities to guide joint force training and preparations for deployment to meet CCMD mission capability requirements	CJCSI 3500.01
Joint Concept Development Process	CJCS and Joint Staff	Provides guidance for joint concept development and synchronizes the efforts of the joint concept community in the DoD capabilities-based approach to transformation	JV2020 CJCSI 3010.02

Table 4. Training Products Users Matrix

(1) Joint Combat Capability Assessment (JCCA): The JCCA process supports the Chairman in his execution of title 10 responsibilities and informs other Joint Staff processes that require readiness input. The Joint Force Readiness Review (JFRR) is a key component of the Chairman’s Readiness System (CRS). This system measures and reports on the readiness of military forces and the supporting infrastructure to meet missions and goals assigned by the Secretary of Defense (references i and r). The CRS focuses on near-term (execution and budget year) readiness issues. If a training strength or deficiency reflects current joint readiness status, CCDRs may include the assessment in the JFRR.

(2) Joint Capabilities Integration and Development System (JCIDS). JCIDS implements an integrated, collaborative process to guide development of new capabilities through changes in joint DOTMLPF-P (reference s).

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

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

(5) The Comprehensive Joint Assessment (CJA) collects inputs for the Chairman's strategic assessment effort that informs multiple assessments across the Joint Strategic Planning System. The CJA survey facilitates comprehensive, integrated assessments by CCDRs, Service Chiefs, Chief, NGB and CSA Directors regarding their ability to meet title 10 and UCP responsibilities and support the NMS within their AOR or functional area. The CJA produces a common understanding of the strategic environment and risks to national interests relative to current and future military performance in safeguarding the nation. The CJA gathers input from the Service Chiefs and CCDRs relating to their ability to meet title 10 and UCP responsibilities and support the NMS within their AOR or functional area. Service Chiefs and CCDRs often use training and exercise feedback to assist in describing the state of their organizations, opportunities, challenges, and requirements (reference r).

(6) Other Agencies: The training products identified in Table 4 should be used to report to other agencies requesting status reports. Inputs may also be included in the Quarterly Readiness Report to Congress prepared by the Joint Staff and OSD staff. This type of assessment is generally only a reporting venue. However, defined issues requiring correction or validation generated from CCMD readiness assessments provide input to CJCS strategic assessments to identify operational shortfalls and deficiencies through the JCCA process (reference r).

(7) Joint Lessons Learned Program (JLLP): Joint Staff J-7 Joint Lessons Learned Division executes the Chairman's lessons learned program collecting, processing, analyzing and maintaining 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 (references f and g).

(8) HITIs: HITIs are CJCS special-interest items developed from OSD, CCMD, CSA, Service, and Joint Staff inputs from lessons learned, readiness reports, operational assessments, and those issues that have been identified by the Joint Staff and require CCMD validation (reference v). They should be considered items of special emphasis for the upcoming training cycle.

(9) HITRs: HITRs are identified and prioritized by CCMDs in JTIMS; they are linked to key capabilities or JMETs required by that CCDR for operations in-theater. HITRs are nominated to supporting JFPs (Services, USSOCOM, U.S. Strategic Command (USSTRATCOM), and U.S. Transportation Command (USTRANSCOM)), Service components, or higher HQ to guide joint force training and preparations for joint operations to meet CCMD mission capability requirements. HITRs assist Service components in developing actionable training programs and guidance for assigned forces. Joint Staff J-7 will publish the consolidated list of HITRs as Tab H of the CJCS JTP (reference a).

(10) Joint training observations may help shape the development of new joint concepts by identifying and analyzing trends, best practices, and insights derived from CCMD exercises across the full range of joint functions and mission sets (reference w).

6. Summary. 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 TPEs to assess subjectively their organizations training proficiency to execute J/AMETs (in the form of TPAs) and J/AMETLs (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 JTIMS Assessment Phase data also provides a monthly input to DoD via DRRS-S. The outputs of Phase IV are the commander/director's MTAs and TPAs.

ENCLOSURE G

INDIVIDUAL AND COLLECTIVE JOINT TRAINING

1. Introduction. Individual and collective joint training represent the types of joint training audiences that must be considered in the design and implementation of joint training programs. Joint training programs typically should use a stair step approach to ensure that TOs are trained progressively at the individual, team, staff, and unit levels, culminating in an organizational event that validates the training at all levels. METL-based TOs must precisely identify the correct audience to ensure that the performance objective and level of performance focus the training audience on specific identified capability gaps/shortfalls to be addressed during training events.
2. Purpose. To describe the attributes of the individual and collective joint training pillars of the Joint Learning Continuum using the construct of the JTS.
3. Joint Learning Continuum. Joint professional development is the product of a learning continuum (Figure 56) that comprises interdependent supporting pillars of: individual education, training, self-development and experience; and staff and unit collective training. A more detailed description of the elements of the continuum are found in reference x.

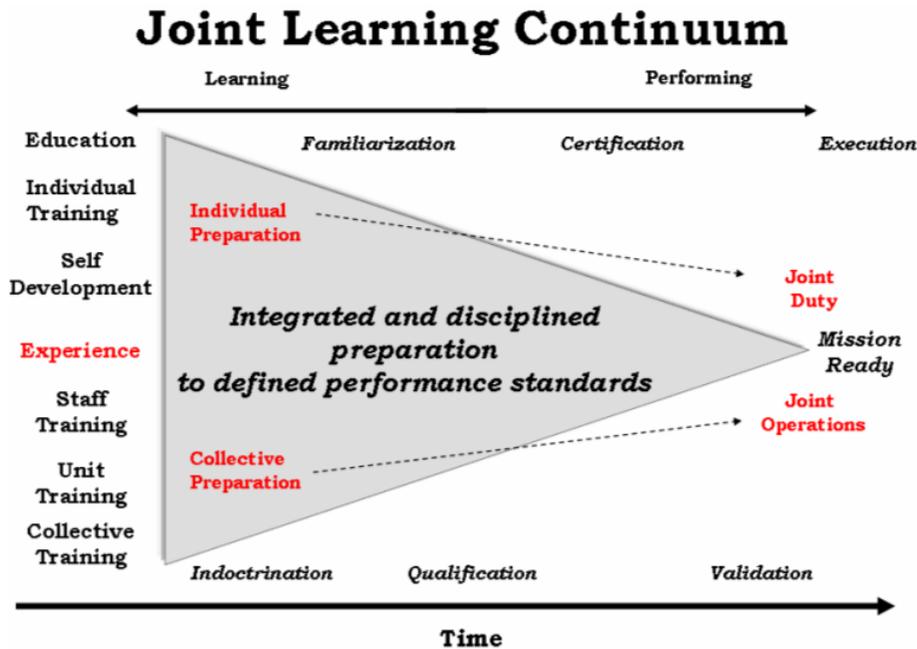


Figure 56. Joint Learning Continuum

a. The foundation of the education element of the joint learning continuum 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. The Blended Learning–Training System (BLTS) supports joint training by providing a comprehensive process for trainers to identify and fill knowledge gaps across the joint training continuum. It provides 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 (reference y) is a multi-level system open to all officers of the active and reserve components, which recognizes joint experiences, regardless of where or how they accrue. 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. 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. 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 the CCDRs 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, and involves joint forces, joint staffs, and/or individuals preparing to serve on a joint staff or in a joint organization and is conducted using joint doctrine. The types of joint training audiences at CCMDs are defined below:

a. 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 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:** Training that prepares joint staffs, joint staff elements, joint organizational teams, or units within joint organizations to integrate and synchronize owned and provided capabilities to respond to taskings deemed necessary by CCDRs and subordinate joint force commanders to execute assigned missions. The organizational team for the CCCR includes the commander and his staff, subordinate and supporting joint force commanders and staffs, and assigned forces to execute required strategic and operational tasks to standard.

6. Application. The JTS methodology requires an understanding of the interrelationships between individual and collective training requirements. This is particularly relevant with respect to the many working groups within the B2C2WG construct, which are generally the hardest to reach and train before an exercise as they don't form until late in the joint exercise process. Joint staff integrated elements in the B2C2WG are formed by various individuals across the CCMD or fillers from the RC or individual augmentees from other Active 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.

a. JTS Phase I identified the J/AMETL as well as responsible organizations for each task. Additionally, subordinate and supporting organizations identified staff tasks, subordinate unit tasks, and command-linked tasks. This becomes the basis for understanding the correct training audiences and TOs required to fully train the capabilities described in the J/AMETL and associated supporting tasks.

b. JTS Phase II processes are similar for each training audience of a joint training program in that they first successively identify deficiencies in required capability that can be eliminated or mitigated through training and then set out to improve required capability through application of training opportunities and resources. Once training requirements are identified and TOs are developed, joint training planners determine the most effective and efficient method(s), mode(s), and media in meeting those TOs, design joint training events within existing resource constraints, and synchronize joint training audiences into a schedule of events. The JTP must be fully integrated and mutually supporting across all required individual and collective joint training events to meet the identified TOs.

c. A comprehensive JTP schedules and executes joint training events to meet the ultimate goal of building and sustaining CCMD capabilities through integration of individual and collective training events. More numerous and

adaptable training opportunities will be available to train individuals and staffs, while far fewer and less adaptable training opportunities will be available at progressively higher collective joint training levels. The BLTS is a key process that helps trainers reach a diverse and distributed training audience of individuals and small groups before the exercise with tailored, measurable and relevant training packages. Planners should take every opportunity to conduct multi-echelon training events that maximize training across audiences.

d. Assessment of both current capability and the training element of readiness is crucial to the organization's overall joint readiness assessment. All joint training events are evaluated to ascertain the level of performance of the training audience against objective task performance standards. Training is about preparing people to perform tasks. Individual task proficiency is the foundation for staff and unit proficiency and collective capability. TPAs developed using the TPEs completed in Phase III of the JTS can be viewed as building blocks in identifying individual and collective competence and then identifying the training element of mission readiness through mission training assessment.

7. Summary. Joint training, as an interdependent supporting pillar of the joint learning continuum, places the emphasis on the training of individuals and joint organizations under a unified command using the organization's J/AMETL 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 theater responsibilities as a joint team, and finally training the collective organization of commander and staff, subordinate joint force commanders and staffs, component commanders and staffs, and units to integrate and synchronize ready combat and support forces to execute assigned missions. Meeting the training requirements developed from the identification and assessment of the organization's JMETL should be viewed as the minimum desired outcome of all joint training events. Organizations will be continually challenged to balance available training resources against the total training requirement and must consider and use innovative training strategies to train all their joint training audiences to required standards of performance.

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

**General Bruce C. Clarke**

## APPENDIX A TO ENCLOSURE G

### INDIVIDUAL JOINT TRAINING

1. Introduction. The focus of individual joint training is on preparing individuals to perform duties to standard in joint organizations (e.g., specific staff positions or functions performing joint tasks). The goal of individual joint training is to ensure that individuals are proficient in their assigned or anticipated joint tasks and have the competencies and skills to apply joint doctrine and procedures necessary to function as joint staff members to assist the CCDR, and subordinate joint force commanders, in integrating and synchronizing joint forces to accomplish assigned missions. Individual joint training events are supported by a BLTS that systematically integrates online course content with embedded metrics and assessments that support in-resident academics. It then distributes small group scenario part-task trainers to support B2C2WG team-related training, TTXs, senior leader seminars, and combinations of the transmedia training methodologies, in order to qualify joint individuals to perform to standard on a joint staff.

2. Purpose. This appendix provides conceptual guidance on how an organization could apply BLTS processes to the individual joint training element of their joint training program. The detail within this guidance is meant as an example and is presented with the understanding that there may be other fully acceptable variations of individual joint training implementation across the joint community.

3. Individual Joint Training. The process of ensuring that DoD training fully 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. Ideally, individuals are qualified for their duty positions prior to joint assignment and/or real-world joint operations. The current personnel assignment processes, however, do not necessarily ensure the preparation of every individual for joint duty assignment prior to arrival at a joint duty station. Every effort, however, should be made by the Services to best prepare every individual for their joint duty assignment with PME, JPME, and, in some cases, specialized individual training. Within the JTS, the BLTS supports CCMDs and joint commands with the training of individual augmentees from both the Reserve and Active Components who join CCMD training events IAW the CCMD's specified Joint Manning Documents (JMDs).

a. CCMD individual joint training processes should include an initial assessment of an individual's competence compared to the performance requirements of the specific joint position – ideally before the individual is

assigned to joint duty. This assessment should identify any shortfalls in the individual's competence. Then, joint training and education should be individually determined and provided to joint qualify individuals assigned or to be assigned to a joint duty position. CCMDs should implement individual joint training programs to focus on command specific requirements for joint officer/enlisted member performance to maximize the capabilities of their assigned personnel for the entirety of their assignments.

b. Individual Joint Training Requirements. Phase I (Requirements) determines the mission capability requirements of the joint duty positions on an organization's staff (Table 5). This analysis is based on the output of the JTS Requirements Phase: namely the command JMETL defined in terms of tasks/conditions/standards/organizations (T/C/S/O) and a mission analysis to refine mission capability requirements down to individual staff duty positions. The tasks each individual performs in those duty positions, under the relevant conditions to the standard specified by the commander (or his designated OPRs for respective JMETs), would potentially form a mission task list for each staff position. This position task list, based upon the mission analysis down to individual staff positions, could be developed and termed an Individual Position Qualification Task List (commands and organizations may have other titles or approaches). 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>Requirements</b>	
<b>I N P U T S</b>	<ul style="list-style-type: none"> <li>• Current NMS</li> <li>• JSCP</li> <li>• Presidential and SecDef Directives</li> <li>• Treaty Obligations</li> <li>• UCP</li> <li>• GEF</li> <li>• DoD Directives</li> <li>• Command Plans (OPLANs/CONPLANs)</li> <li>• Campaign Plan</li> <li>• Higher HQ JMETL</li> <li>• Joint Doctrine</li> <li>• Commander/Director Guidance</li> <li>• UJTL</li> <li>• Service Task Lists</li> </ul>
<b>P R O C E S S E S</b>	<ul style="list-style-type: none"> <li>• From collective and staff processes, conduct mission analysis to identify capabilities required of individual positions based on organization mission(s), command plans and command assignment of mission responsibilities (to include supporting tasks).</li> <li>• Identify relevant conditions affecting individual task performance</li> <li>• Identify task performance standards</li> <li>• Develop Individual Position Qualification Task List by aligning tasks to individual positions</li> </ul>

	Requirements
<b>O U T P U T S</b>	Individual Position Qualification Task List

Table 5. Individual Joint Training Requirements: Inputs, Processes, and Outputs

c. Individual Portion of the JTP. The first process step of Phase II (Individual Portion of the JTP) is to determine the qualification shortfalls of each individual prior to assignment to or once assigned to a joint position (Table 6). 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 effectively the tasks inherent in the joint duty position using the Individual Position Qualification Task List derived in Phase I (Individual Requirements). Identified gaps and deficiencies in the individual's current capability lead to the determination of individual training requirements aimed at increasing the individual's joint duty position qualification level and task performance to established standards.

(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. These are mandated recurring training, command and theater orientation training, and information management training. Two other training areas making up the remainder of individual joint training tasks are specifically derived from the command JMETL (T/C/S/O) and position analysis. These are Battle Staff or Joint Operation Center training, and Mission Area training.

(a) Recurring training mandated by directive (such as annual Antiterrorism Level I training, etc.).

(b) Command and theater orientation and/or requirements training (such as NATO relationships, AOR definition and mission, Department of Homeland Security (DHS) functions, AOR Interagency functions, and theater entry requirements).

(c) Information Management training (such as Joint Staff Action Processing training, the use of the JKO, JLLIS training, JTIMS training, etc.).

(d) Battle Staff or Joint Operations Center training: Includes Information Superiority, Joint Logistics, Joint Operations, and the Joint Operation Planning Process, to include Adaptive Planning and Execution concepts of contingency planning and crisis action planning and the use of

tools such as Joint Operation Planning and Execution System (JOPES), JCRM, Preferred Force Generation (PFG), Logbook, Global Force Management – Toolset (GFM-TS), Status of Resources and Training System, and DRRS-S and understanding concepts associated with the Joint Capability Areas.

(e) Mission Area training: Examples include areas such as C2, Battlespace Awareness, Force Applications, Logistics, Protection, Analysis and Protection, GFM, etc.

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

Table 6. Individual Portion of the JTP: Inputs, Processes, and Outputs

(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. Currently, the individual education, training, and preparation functions are addressed differently across many commands and organizations. In many instances, these functions are not necessarily directly under the purview of the same staff element or directorate responsible for JTP development and the collective joint training program. The separate elements managing individual education, training, and preparation, however, can be integrated effectively through intra-command boards or working groups and focused on mission

capability requirements founded upon the command JMETL. The use of learning management systems to support the implementation of command individual education, training, and preparation functions has continued to grow in breadth and fidelity as command training programs mature.

(3) Ultimately, individual position qualification task lists, an individual portion of the JTP, and experience tracked through learning management systems could all serve to better support generation of joint force commander required mission capabilities. An individual portion of the JTP could identify the training required for the individual, TOs, the training events needed to satisfy those objectives, and document the scheduling of the resources required to conduct the training events. Joint training events are developed by selecting the most appropriate method(s), mode(s), and media to support accomplishment of the required TOs within the constraints of available resources. 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 could generally serve the training requirements of two joint training audiences. The first training requirement is the training of new arrivals in their command orientation and indoctrination tasks and complete initial position qualification task training. This training is commonly completed within the first 30-60 days on station, followed by some periodic currency or proficiency requirement. For example, the Joint Staff J-7 has created a BLTS to enhance joint training and provide CCMDs and joint force commands with options to maximize their training by blending online learning activities, metrics and assessments, in-resident academics, TTXs, distributed small-group simulation-based training, and tailored feedback into the JELC. This includes a Joint Force Command curriculum that can be used for joint staff officer learning and skill development. Individual online courses include self-paced 100-level (basic) and 200-level (intermediate) joint force command content. All courses are accessible through JKO, the enterprise training system that delivers web-based training courses. Joint Force Command 100/200 courses contain a pre-test. If the trainee scores with 100% accuracy, the student moves on to the next content module. This helps customize instruction for each person, reduce redundant work, and maximize participants' time on instructional tasks. Participants complete a post-test which must be passed to advance to the subsequent course, and retake questions on the test as many times as needed to assure content mastery. The second broad individual 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. These follow-on individual joint training audiences tend to be smaller audiences with increased subject matter expertise or supervisor instruction using small group

discussion, TTXs, or computer supported interaction. Examples include weekly one-hour dedicated functional training time periods or monthly command training days.

d. Individual Joint Training Execution. The focus of Phase III (Execution) (Table 7) is executing and evaluating each individual joint training event in the JTP. The activities include the refinement of the design of the specific training event, conducting execution planning, finalizing event preparations, conducting the event, evaluating individual task performance relative to specified TOs, and determining training proficiency. During individual training events, TPOs are captured with performance feedback provided to the individual both during and after completion of the training in the form of an AAR. TPEs 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 are the individual TPEs. Organizations should document the individual training and qualification of assigned personnel in an individual training report.

<b>Execution</b>	
<b>I N P U T S</b>	<ul style="list-style-type: none"> <li>• Individual Portion of the JTP</li> </ul>
<b>P R O C E S S E S</b>	<p>For Individual Training Events:</p> <ul style="list-style-type: none"> <li>• Refine/Plan/Prepare/Conduct/Evaluate Training Events</li> <li>• Develop/Capture TPOs</li> <li>• Review TPOs</li> <li>• Determine/Document TPE level</li> </ul>
<b>O U T P U T S</b>	<ul style="list-style-type: none"> <li>• Individual TPEs</li> </ul>

Table 7. Individual Joint Training Execution: Inputs, Processes, and Outputs

e. Individual Joint Training Assessment. Phase IV (Assessment) will assess an individual’s competence, based on the individual’s ability to perform at the level required to meet the joint task standard(s), for those mission tasks the individual is required to accomplish (Table 8). During Phase IV, the individual’s supervisor or designated observer will assess the individual’s performance proficiency using the outputs from multiple training events and real-world experiences. The individual joint performance assessments

determine whether or not the individual is competent to accomplish specific tasks in support of his/her organization’s assigned missions. If the individual is assessed as proficient in the required tasks, the results are recorded in the individual’s training record and if not, remediation of the applicable individual joint training is accomplished to correct any shortfalls in individual performance and capability. Training assessment is an on-going process throughout the entire Assessment phase providing feedback for both the current and future Commander’s Training Guidance.

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

Table 8. Individual Joint Training Assessment: Inputs, Processes, and Outputs

4. Summary. 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 that are 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.

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## APPENDIX B TO ENCLOSURE G

### COLLECTIVE JOINT TRAINING

1. Introduction. Collective joint training prepares teams, staff elements (i.e., B2C2WGs), staffs, and units to integrate and synchronize owned and provided joint capabilities to accomplish required JMETs. Historically, collective joint training has been synonymous with large scale exercises. However, collective joint training is more than that. The JTS, (fully described in Enclosures B through F), is designed to support organizational joint training programs that encompass the full range of individual and collective joint training events. 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. Therefore the primary training audience for CCMD collective joint training is not the fielded forces (nor are fielded forces necessary for collective training), but the senior commanders and their staffs responsible for the integration and synchronization of owned and provided mission capabilities. These strategic and operational tasks are derived from the CCDR's mission responsibilities. A joint force commander's assessment of current capability against required mission capability identifies capability deficiencies and shortfalls. Further analysis of those identified deficiencies in capability 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 (Tab A) of the JTP.

2. Purpose. This appendix provides guidance on how an organization can apply JTS processes to develop, execute, and assess collective joint training in a fully developed joint training program. 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 and operational 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. Collective Joint Training. Collective joint training builds on the foundation of individual joint training. It centers on strategic and operational joint tasks defined by strategic and operational 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, command-linked, subordinate unit, and staff tasks. Collective joint training in these critical tasks is often accomplished in preparation for a larger event having multiple objectives. Significant challenges exist when attempting to accomplish strategic and operational joint TOs for joint training audiences in large multi-echelon exercises with tactical fielded forces operating in real-time. As a general rule, collective joint training does not require fielded forces supporting the training event in order to meet the TOs for the joint training audience. 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. Much of collective joint training, then, is predominantly centered on strategic and operational planning tasks performed by the CCDR and his 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 and war gaming oriented on strategic and operational timeframes and conditions. The ability of joint force commanders and staffs to practice strategic and operational mission tasks; develop and sustain abilities; coordinate, collaborate, analyze alternatives; develop strategic and operational battle rhythms; and foster improved decision making and unified C2 is the focus of collective joint training.

a. 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. As with individual joint training, the inputs, processes, and outputs of staff joint training are in consonance with the processes of the JTS and merely amplify those processes through detailed application at the staff level of training. Just as individual positions have MET based lists of tasks that need to be performed by each individual, staff elements (boards, centers, cells, and staff directorate sections for example), also have MET-based supporting tasks that form the respective group capability and could be formed into staff and staff element qualification task lists. The training audience for staff joint training is a group of individuals that work as a team within a joint force command staff (B2C2WGs).

(1) The BLTS supports this intent through a variety of capabilities. This includes a part-task distributed team-training element delivered via the SGST. This distributed team training element is intended to address the gap

between individual information and the large-scale collective training exercise. Like the online individual BLTS courses, SGGT scenarios begin with an opening multimedia vignette. This serves to gain participants' attention and prime their performance for the upcoming training scenario. Then, during the training scenario, participants interact with desktop computers similar to the ones on which they would perform their normal staff operations. Each participant has access to realistic planning interfaces and files, and simulated injects (e.g., messages or news stories) introduce new information into the scenario as it unfolds. Such part-task team training refreshes staff members' skills, fosters their teamwork competencies, and accelerates the team formation process prior to the large-scale exercise. The part-task distributed team-training element delivered via the SGGT offers CCMD staffs within the B2C2WG not only an opportunity to learn basic concepts of joint operations (like planning, coordination, and establishing workable battle rhythm) but also to practice those concepts and develop a shared mental framework as a team before the exercise. Delivering the training through a continuum of online courses, small-group simulation, academics, and collective events gives the training audience more opportunities to practice and reflect on the content, which helps them sustain that knowledge longer.

(2) Similar to individual joint training, staff joint training processes should have an assessment of the B2C2WG's or staff's current capabilities compared to the mission performance requirements demanded of the staff. This assessment should identify any deficiencies in required capability that can be eliminated or mitigated through joint training. Once the staff training requirements are identified and TOs developed, then staff training events are designed, planned, resourced, scheduled, executed, and the task performance of the staff evaluated using the JTS. Due to the high turnover (at least 30 percent annually) of individuals making up most joint organizations, staff joint training is a recurring commitment that must be integrated continuously and effectively into an organization's overall JTP and joint training program.

(3) The purpose of executing the staff portion of 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 performance standards. This application of the JELC is carried out for each discreet staff joint training event in the JTP. The training events represent critical mediums by which training and experience are advanced and elements of capability are improved, evaluated, and validated. Events provide the opportunity to build upon and sustain individual 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. The SGGT supports these

requirements. The key to the BLTS is to encourage CCMDs/joint force commands to first identify the key learning areas in which they want their B2C2WGs to be fully operationally competent and then work backwards to determine WHAT specific sets of capabilities they might require and WHEN they would need them. Once these learning areas and capabilities are identified, CCMDs and joint force commands, with the assistance of the Joint Staff J-7, can build an organic capability of Blended Learning Training Support Packages (BLTP) that are tailored to each specific learning area and targeted to the appropriate battle staff group. This way CCMDs/joint force commands can re-use their BLTPs as often as required either in support of JTS exercises or without other internal training. As in individual training, performance feedback is provided to the staff training audience both throughout the event and after completion of the training in the form of an AAR.

b. Responsibilities. 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. Each CCDR is also responsible for supporting the joint training programs of other CCDRs and CSA directors to improve the overall mission readiness of the DoD. During the JELC, CCDRs request support from other CCMDs and CSAs through JTIMS and at planning conferences. CCDRs provide requested support within the constraints of higher priority mission requirements, readiness, and resource availability. Joint Staff J-7 provides centralized joint training support to the CCMDs' joint training programs and supports the rest of the joint training community. The majority of CCMD collective joint training will be conducted using only command resources. No matter the scale of the collective joint training event, the five stage JELC process (design, planning, preparation, execution, and analysis, evaluation, and reporting, described briefly in Enclosure E and in detail in reference j) supports JTP execution and effective accomplishment of required training events.

c. Collective Joint Training Requirements. 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 (Table 9) most often embody the highest order joint tasks to be performed by a joint force commander and staff or a series of superior and subordinate or supported and supporting joint force commanders and staffs.

<b>Requirements</b>	
<b>I N P U T S</b>	<ul style="list-style-type: none"> <li>• Current NMS</li> <li>• JSCP</li> <li>• Presidential and SecDef Directives</li> <li>• Treaty Obligations</li> <li>• Defense Planning Guidance (DPG)</li> <li>• UCP</li> <li>• GEF</li> <li>• DoD Directives</li> <li>• Command Plans (OPLANs/CONPLANs)</li> <li>• Campaign Plan</li> <li>• Higher HQ JMETL</li> <li>• Joint Doctrine</li> <li>• Commander/Director Guidance</li> <li>• UJTL</li> <li>• Service Task Lists</li> </ul>
<b>P R O C E S S E S</b>	<ul style="list-style-type: none"> <li>• From collective process, conduct mission analysis to identify capabilities required of the staff and staff elements based on organization mission(s), command plans and command assignment of mission responsibilities.</li> <li>• Identify staff tasks</li> <li>• Identify relevant conditions affecting task performance</li> <li>• Identify task performance standards</li> </ul>
<b>O U T P U T S</b>	<ul style="list-style-type: none"> <li>• Collective Training Tasks (Teams, Staff Elements, Staff, and Unit)</li> </ul>

Table 9. Collective Joint Training Requirements: Inputs, Processes, and Outputs

d. Collective Portion of the JTP. The command's JTP (Table 10) 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. Collective joint training events are designed to match effectively and efficiently the training audience(s) and TOs with the most effective and efficient training method(s), modes(s), and media to achieve and sustain improved performance in executing mission tasks to defined standards. An objective of a command's joint training program should be to craft the design and scheduling of required joint training at the individual 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. 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.

<b>Plans</b>	
<b>I N P U T S</b>	<ul style="list-style-type: none"> <li>• Staff and Staff Element Qualification Task List</li> <li>• Joint Doctrine</li> <li>• SOPs</li> <li>• Relevant Lessons Learned (LL)</li> <li>• Commander's/Director Guidance</li> <li>• Staff TPAs</li> </ul>
<b>P R O C E S S E S</b>	<ul style="list-style-type: none"> <li>• Assess current capability</li> <li>• Review Commander/Director training guidance</li> <li>• Identify and define team, staff element, staff, and unit joint training requirements.</li> <li>• Develop TOs</li> <li>• Assess training support resources</li> <li>• Determine Training Method(s)/Mode(s)/Media</li> <li>• Design Collective Joint Training Events/Schedule Resources</li> <li>• Develop/Publish JTP</li> </ul>
<b>O U T P U T S</b>	<ul style="list-style-type: none"> <li>• JTP</li> </ul>

Table 10. Collective JTP: Inputs, Processes, and Outputs

e. Collective Joint Training Execution. 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 (Table 11). This application of the JELC is carried out for each discreet joint training event in the JTP. The training events represent critical mediums by which training and experience are advanced and elements of capability are improved, evaluated, and validated. Events provide the opportunity to build upon and sustain individual 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. 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 TPE of the joint training audiences' task performance provide the means for joint commanders to effectively assess the training component of an overall readiness assessment. If designed and executed appropriately, culminating major collective training events and other major exercises can provide critical capability validation opportunities to the joint commander and staff and further support mission training assessment.

<b>Execution</b>	
<b>I N P U T S</b>	<ul style="list-style-type: none"> <li>• JTP</li> </ul>
<b>P R O C E S S E S</b>	<ul style="list-style-type: none"> <li>• Refine/Plan/Prepare/Conduct/Evaluate Academic Training Events</li> <li>• Refine/Plan/Prepare/Conduct/Evaluate Exercise Training Events</li> <li>• Develop/Capture TPOs</li> <li>• Review TPOs</li> <li>• Determine/Document TPE level</li> </ul>
<b>O U T P U T S</b>	<ul style="list-style-type: none"> <li>• TPEs</li> </ul>

Table 11. Collective Joint Training Execution: Inputs, Processes, and Outputs

f. Collective Joint Training Assessment. The collective portion of the assessment phase of the JTS is designed to determine the collective competence, based on the ability of the joint force command HQ and subordinate and supporting joint force commands to perform required mission tasks to standard to meet the joint force command’s mission responsibilities (Table 12). During Phase IV, the joint force commander assesses the command training proficiency using the outputs from multiple training events and real-world experiences. The results of the commander’s assessment of collective performance and competence over a joint training cycle can identify areas of strength and weakness in collective performance or command processes that can be emphasized in the next training cycle. Training assessment is an ongoing process throughout the entire Assessment phase providing feedback for both the current and future Commander’s Training Guidance. The BLTS 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; and (4) enabling the development, sustainment, and delivery of a cohesive multi-event narrative. Additionally, multi-lifecycle plans must include infrastructure for capturing and communicating staff performance over individual and multiple event cycles.

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

Table 12. Collective Joint Training Assessment: Inputs, Processes, and Outputs

4. Summary. The primary purpose of the JTS is to develop and implement a mission-focused joint training program. Collective joint training will necessarily compose the largest portion of this joint training program. The most effective joint training program 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 identified mission capability requirements, joint training requirements derived from assessment of current capability, and effective training strategies to mitigate assessed capability shortfalls and deficiencies.

## APPENDIX C TO ENCLOSURE G

### JOINT NATIONAL TRAINING CAPABILITY (JNTC)

1. Introduction. The JNTC supports joint force training. JNTC improves joint context and enabling capabilities that enrich the JTE for Services and CCMDs, thereby benefiting the entire joint force. Established in 2003 as a core component of T2, JNTC improves joint training by increasing joint context in Service training and integrating programs through a globally distributed training environment.

a. JNTC provides a live, virtual, and constructive (LVC) JTE through the Global Joint Training Infrastructure, a core component of JNTC. JNTC adheres to a program-centric approach in order to improve the joint training enterprise through development of persistent joint training capabilities available to Service training programs rather than investing in singular training events. This program-centric approach allows distribution of joint training capabilities directly through established Service training programs while ensuring consistency with joint TOs and compliance with enterprise standards.

b. JNTC was founded on and persists today using four collective training pillars:

(1) Realistic Operational Training -- Reinforces joint context, employs joint doctrine and TTPs, and focuses on live training augmented by appropriate constructive and virtual simulations.

(2) Adaptive and Credible OPFOR and SITFOR -- Replicates realistic, diverse, and multi-dimensional threats and challenges for the joint training audience. OPFOR/SITFOR must be adaptable and facilitate the development of innovative competencies credibly available across all warfighting domains.

(3) Common Ground Truth Data -- 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.

(4) High Quality Feedback -- Provides the training audience feedback on joint performance outcomes, provides access to concepts and doctrine and feeds essential lessons learned between ongoing operations and training venues.

2. Purpose. The purpose of this appendix is to describe the JNTC accreditation, certification, and mitigation processes.

3. Joint National Training Capability (JNTC) Description. JNTC complements other collective joint training programs by extending joint context into Service training programs at the tactical and operational levels. JNTC addresses Service joint training issues by first assessing the JTE through accreditation of training programs and certification of sites, and then identifying solutions to mitigate shortfalls. Through continuous engagement with stakeholders, JNTC processes are designed to assist in prioritizing shortfalls and implementing solutions to ensure joint force objectives are met. JNTC establishes architectures and associated standards necessary to synchronize select Service and CCMD training infrastructures.

ANNEX A TO APPENDIX C TO ENCLOSURE G

JOINT NATIONAL TRAINING CAPABILITY (JNTC) ACCREDITATION

1. Background. JNTC Accreditation supports joint training by focusing on Service training programs that prepare units to meet CCDR mission requirements. JNTC assists the Services and USSOCOM in this responsibility by assessing with the intent of improving the JTE. To ensure a thorough analysis, the program being accredited is assessed separately from the infrastructure available to implement the program. The relationship between accreditation, which focuses on the program, and certification, which focuses on the site and supporting infrastructure, is depicted in figure 57. JNTC does not assess the actual training, or otherwise impinge on the unit commanders' command authority or responsibility to train their units. JNTC concentrates on ensuring the JTE available to the Services and USSOCOM is as realistic and relevant as possible.

## Mutually Supporting Processes Enable JNTC Accreditation/Certification

- **Analysis done concurrently from two perspectives**

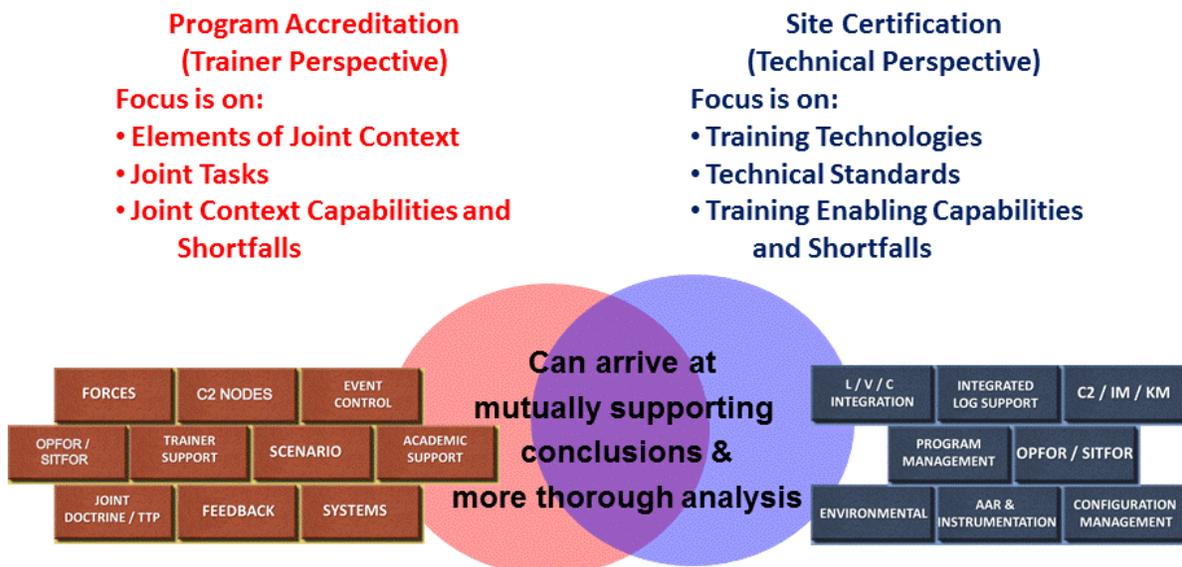


Figure 57. Relationship of JNTC Accreditation to JNTC Certification

2. Purpose. JNTC Accreditation reviews a program's ability to train to selected joint tasks by assessing the JTE the program is able to provide. Accreditation

provides an external validation and confirmation of the joint training capabilities of the program. JNTC Accreditation also identifies where capabilities meet and do not meet the standards which can help inform future enhancements to the program.

3. Goal and Objective. The goal of JNTC Accreditation is to provide a consistent, holistic, and relevant assessment of joint training programs across the Services and USSOCOM to enable valid comparison of issues and sharing of solutions for common joint training challenges. Accreditation is a collaborative assessment of currently available joint context and other required joint training capabilities to identify gaps at Service and USSOCOM training programs. This helps leaders develop coherent strategies to generate and sustain the required joint training capabilities. The objective is to improve joint training at Service and USSOCOM training programs through holistic assessment and to enable sharing of best practices to mitigate any shortfalls.

4. Scope

a. Programs within the scope of JNTC Accreditation are Service and USSOCOM training programs that meet the following characteristics:

- (1) Provide joint training on a recurring basis
- (2) Conduct primarily collective joint training
- (3) Routinely provide training on joint tasks

b. Priority will be given to tasks derived through analysis from the HITIs that support and enable required integration of CCMD, Service, multinational, and/or government agency training components in order to train on priority warfighting missions.

c. JNTC Accreditation is valid for five years unless the program fails to comply with minimum standards for maintaining the accreditation. Waivers to extend the accreditation beyond five years must be requested by a General Officer or Flag Officer and will be forwarded to Joint Staff J-7 for approval.

5. Products and Deliverables. Program accreditations are documented in a report that highlights the training program's successes in meeting all criteria for accreditation and documents shortfalls in relation to the analyzed joint tasks. Capabilities and shortfalls are described in terms of the elements of joint context. Deliverables include the identification of joint capability shortfalls, referred to as "issues." The issues are a clear description of identified shortfalls and provide the basis for the subsequent solution

identification and mitigation of the joint training shortfalls. The accreditation review team presents its findings to the Vice Director, Joint Staff J-7 (VDJ-7) in the Accreditation and Certification Report. The issue prioritization highlighted in the report includes the program and Service's relative priority. The accreditation status of each program is documented in the Catalog of JNTC Accredited Programs and Certified Sites.

## 6. Accreditation Process

a. Identification of programs to be accredited. Joint Staff J-7 will annually publish and distribute a message to Services and USSOCOM in coordination with CJCS Joint Training Guidance requesting nominations for programs and/or sites for JNTC accreditation/certification (A/C) during the subsequent two FYs.

b. Screening criteria for JNTC Accreditation. JNTC considers nominated programs that:

- (1) Provide joint training on a recurring basis.
- (2) Conduct primarily collective training vice individual training or education programs (e.g. schoolhouses).
- (3) Provide training on critical joint tasks. Priority will be given to those tasks that support HITIs specified in CJCS Joint Training Guidance.
- (4) Provide current capability across the four pillars of JNTC (realistic combat training, adaptive and credible OPFOR, common ground truth, and high quality feedback).
- (5) Have an established training cadre and exercise control structure.

c. Program Selection. The selection of nominated Service training programs is based on their ability to demonstrate alignment to the CJCS HITIs outlined in reference v. The training program must provide a program description to enable subsequent planning for the accreditation. Joint Staff J-7 performs a rigorous analysis and develops the JNTC A/C schedule for JNTC Corporate Board review and endorsement to VDJ-7. The Director, Joint Staff J-7 (DJ-7) is the approval authority for the JNTC A/C schedule.

### d. Planning

(1) Team Composition. The JNTC Accreditation Team consists of qualified personnel who can address the 10 Elements of Joint Context (Table 14). The team is comprised of SMEs from the nominated program's staff,

owning Service, and Joint Staff J-7, appropriate for the program and the specific joint tasks for which that program is being accredited. The team will have expertise in training methodologies and task performance. For each functional area being evaluated, there will be corresponding team members from the nominated program and JS J-7.

(2) Joint Task Selection. Accreditation is based upon joint tasks trained by the program being accredited. The program, in collaboration with the Service HQ, will identify those joint tasks that will drive the analysis and subsequent accreditation. The tasks selected should be consistent with guidance from the calling message and provide a relevant basis for the accreditation.

(3) Plan of Action and Milestones (POA&M). The POA&M for JNTC Accreditations is highly variable due to Service and program OPTEMPO, but its establishment must occur at the beginning of the process to ensure coordination of efforts. The number of tasks included in the accreditation is the primary consideration when developing the POA&M. The POA&M is developed collaboratively between Joint Staff J-7, Service HQ, and the program to minimize program disruption. An orientation and training session will take place to ensure common expectations and confirm readiness to begin execution.

e. Execution. JNTC Accreditations are conducted using the elements of joint context as the analytical framework that provides the analytical rigor applied during assessment and task analysis. Basing the JNTC Accreditation on the elements of joint context enables a thorough assessment and analysis during both the planning and execution phases of the accreditation.

(1) Conduct Joint Task Analysis. This analysis is conducted by the team to ensure consistency between training conducted for the selected UJTs used for accreditation and the applicable Service-level tasks. The analysis is tailored to the program's training audience and identifies all required joint participants. The framework for the identification of capability shortfalls and near-term capability improvements must be established using supporting joint tasks from the UJTL and joint doctrine. Additional materials, such as supporting Service tasks, Service doctrine, and architectural products may be available. Although this analysis may be less labor intensive than developing full additional task details, and will not be vetted through the UJTL process, it needs to be sufficiently complete to support accreditation before beginning assessment of the training program's capabilities.

(2) Map Tasks to Required Elements of Joint Context. After an analysis to confirm the joint task is analyzed and documentation is up to date with emerging doctrine, the team assesses the critical elements of the joint

task and maps each of them to the predominant element of joint context. Some critical elements in the joint task may relate to more than one element of joint context, so the team determines which is predominant and completes the mapping. Mapping each critical element to a single element of joint context makes subsequent analysis more straightforward.

(3) Build Analysis Matrix. The critical element/task from the joint task analysis and the mapped element of joint context are used by the team to create a matrix in spreadsheet format. This spreadsheet will be used throughout the accreditation to track the analysis and become an archival document to support the final report. The matrix includes space to insert current capabilities and any shortfalls that may be identified during accreditation. The matrix is a valuable tool for completing a valid assessment.

(4) Conduct Assessment. Collaboratively, the team members use a combination of VTCs, teleconferences, shared documents, and individual SME coordination for the assessment for each task. All data elements on the matrix are collected and analyzed by SMEs to support validation of current capabilities and identified joint context shortfalls. The tasks are iteratively reviewed by the team until assessment is completed. Joint training shortfalls are the difference between the currently available capability and the required capability. These shortfalls become the basis for developing joint training issues. An initial scrub of all of the issues proposed is conducted at this point to establish the basis and scope before further developing the issues.

(5) Develop Issues. When the task assessment is complete, each shortfall is extracted from the matrix and developed into a draft issue. An issue sheet is composed that contains a clear statement of the training shortfall along with rationale and data to support solution development and subsequent mitigation. Each issue sheet includes a brief discussion of the joint training issue, any joint task relationships, training program recommended priority, and impacts to joint training identified in a concise 1-2 page problem statement. The issue sheet also includes any of the program's suggestions for solution development, and identifying information to enable tracking the issue through to solution.

(6) Collaborative Issue Validation. After the team sufficiently develops all the issues to allow quality control and further analysis, it again collaborates using the methods described previously to validate the issues. The team ensures a clear, shared understanding of the issue is demonstrated and conducts a rigorous analysis to confirm each issue is ready to go forward. The training program assigns a relative priority for each issue to facilitate staffing and subsequent approval.

(7) Conduct Final Review. A final review occurs between Service/USSOCOM HQ, the training program, and JNTC leadership to ensure mutual understanding of the results of accreditation. The leadership group reviews the process, analysis, documentation, issues, and findings, and mutually agrees upon a recommendation for accreditation before the review is complete. The final review and out brief usually occur at the program's facility to ensure convenience for the program and to facilitate any last minute corrections or modifications, if necessary.

(8) Prepare Report. The team produces a report with all findings and recommendations upon the completion of the final review. The report then goes to VDJ-7 for approval.

7. The Elements of Joint Context. JNTC maintains consistency in assessing joint training by using the elements of joint context as common measures for accrediting all training programs. Capabilities for training on all joint tasks can be described in terms of these elements. Using a standardized method to decompose joint training issues allows for a balanced comparison to understand those joint training issues shared across the enterprise, and to identify solutions with common value. The 10 elements of joint context are described in Table 13.

ELEMENT OF JOINT CONTEXT	DESCRIPTION
FORCES	Other U.S. and coalition military, government, or civilian agency forces are required to participate in events to train the joint task. All units, elements, and agencies identified in the joint task used in the analysis should be included as part of the training audience or realistically portrayed by role play, simulation, or other LVC inclusion into training.
C2 NODES	Joint force C2 organizational relationships required to portray realistically the accomplishment of joint tasks and TOs. All C2 nodes and data exchange interfaces should be included as a part of the training audience or realistically portrayed by role play, simulation, or other LVC inclusion into training.
EVENT CONTROL	Exercise/event control group that controls the training environment and drives the training audience accomplishment of joint tasks and TOs for the entire training audience. This element is most often provided by a Joint Exercise Control Group (JECG), White Cell, Exercise Director, and/or their associated activities.
OPFOR/SITFOR	Adaptive and credible OPFOR and/or SITFOR tailored to prevent, interfere, and challenge the training audience executing a joint training task in order to meet TOs. All OPFOR capabilities required for training to the joint task used in the analysis should be included as live training participants, realistically portrayed by role play, simulation, or other LVC inclusion into training.
TRAINER SUPPORT	Observers, analysts, and/or senior mentors available for the execution phase of the training. This element includes the observer, trainer, mentor cadre and analysts who accompany, observe, and/or monitor the activities of the training audience in order to provide training feedback, coaching, teaching, mentoring, and AAR support.
SCENARIO	The storyline that supports execution of joint training, accurately represents the operational environment, meets mission requirements, and drives training to ensure achievement of joint TOs. The scenario describes and provides documentation, summaries, orders, etc. to ensure the representative operational context supports joint TOs.

<b>ELEMENT OF JOINT CONTEXT</b>	<b>DESCRIPTION</b>
ACADEMIC SUPPORT	Pre-event/exercise joint task training in support of selected joint TOs. The element includes on-line individual training, small group instruction, and team building drills conducted prior to collective training event execution.
JOINT DOCTRINE and TTPs	Integration of approved or emerging joint doctrine and TTPs. This element assesses the availability and use of relevant documentation to support proper execution of the joint task.
FEEDBACK	Joint task data collection/analysis and joint training feedback capability based on common ground truth (includes collecting interoperability data) to ensure accurate, relevant, and timely AAR production and presentation.
SYSTEMS	C4I, Surveillance and Reconnaissance systems and modeling and simulation necessary to support joint task training.

Table 13. Elements of Joint Context

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ANNEX B TO APPENDIX C TO ENCLOSURE G

JOINT NATIONAL TRAINING CAPABILITY (JNTC) CERTIFICATION

1. Background. Certification is a collaborative technical assessment of current and required systems, infrastructure, and joint training enablers that informs leaders on the capabilities and shortfalls of Service training sites and systems used by programs to conduct the training. Certification provides an external validation and confirmation that a site can support joint training. JNTC Certification results support leaders in developing strategies to improve and sustain the JTE.

2. Purpose. JNTC Certification provides an assessment of a site's capability to provide the enablers required to train selected joint tasks to achieve TOs. The results of this assessment help confirm and assure cost-effective training strategies and investments are made in training systems and infrastructure at the site. Certification also identifies where capabilities do not meet standards, or need improvements, to meet joint training requirements. JNTC Certification accomplishes this by performing a holistic and standardized assessment to ensure joint training sites and systems support the Warfighter. When practical, certification of sites related to a training program will occur simultaneously with the JNTC Accreditation for that training program, and JNTC A/C will be coordinated and executed as a single, synchronized process.

3. Goal and Objective. The goal of JNTC Certification is to make a determination and to document that training sites and systems are supportable and compliant with specified DoD joint training architectures, configurations, and standards required to create a realistic JTE. The objective is to ensure that the technical enablers necessary to create a realistic joint environment and train to joint tasks are sufficient, available, operational, interoperable, and supportable across the JTE. Certification assesses the "as-is" capability available at Service joint training sites to conduct joint training.

4. Scope. JNTC Certification deals with the systems that comprise site capabilities, and other equipment routinely used for joint training by the Services and USSOCOM at the site. Certification applies to those nominated sites that support training on specified joint tasks, including linked sites subordinate to the primary site being certified.

5. Products and Deliverables

a. Along with the conferment of "Certified" status on the site being evaluated, the primary outcome of JNTC Certification is a report detailing the joint training enablers and shortfalls identified during the certification process.

Deliverables include the identification of joint training capability shortfalls, referred to as “issues.” The issues are a clear description of joint training context technical shortfalls, expressed as training requirements.

b. Whereas the accreditation process is executed to assess capabilities and identify shortfalls in the elements of joint context, the certification process documents technical capabilities, as-is status, ongoing improvements, and interoperability with existing architectures. The certification review team presents its findings to leadership with recommendations for priority of mitigating the joint training issues identified. Each JNTC Certified site is documented in the Catalog of JNTC Accredited Programs and Certified Sites. A summary of each site’s capabilities illustrates that site’s certified capability for training in joint tasks and highlights the site’s capabilities for the joint training community of interest. In the case of site certification that supports several programs, the aggregate capabilities required to execute training on the entire joint task portfolio shall provide the scope for that certification.

## 6. Site Certification Process

a. Identification of sites to be certified. JNTC Certification begins with the publishing of the JNTC A/C calling message, as described in Annex A. JNTC considers nominated sites that support the training described for accredited programs. Sites will be certified as capable of supporting the training on joint tasks specified by the accreditation process based on the operational and training requirements.

b. Support to JNTC Accreditation. JNTC Certification supports the accreditation process by ensuring that the architecture, systems, equipment, software, support infrastructure, etc., required to create a realistic joint environment for training and mission rehearsal of joint tasks at a site or facility are available and meet applicable standards. Certification mirrors the scope of program accreditation by considering technical enablers required to support training on the joint tasks analyzed during accreditation when both are conducted concurrently. When JNTC Accreditation and Certification are simultaneous, the results are combined into one report; otherwise a separate JNTC Certification Report is prepared for the site.

c. Site selection. The selection of joint training sites mirrors the process for selecting programs for accreditation. To gain efficiencies, Joint Staff J-7 normally conducts accreditation and certification concurrently. However, for sites supporting multiple joint training programs, certification can be conducted separately, depending on the sites availability for certification, as determined by the parent Service.

d. Planning

(1) Team Composition. The JNTC Certification Team consists of qualified personnel who can address the eight distinct focus areas (Table 14) that allow JNTC Certification to standardize the process of assessing and documenting a site's "as is" capabilities for joint training. The certification team members are SMEs selected from the nominated site staff, owning Service, and Joint Staff J-7. The team will use the same SMEs for certification that are conducting accreditation in areas where it makes sense to do so, for example, C4I, models and simulation, OPFOR, and AAR. Each team member will have expertise in training methodologies and the technical enablers used in joint training for their represented focus area. Representation will include a counterpart from the nominated program/site for each certification focus area. The same individual can cover multiple areas if sufficiently experienced and qualified to do so. At a minimum, each of the eight Certification Focus Areas (Table 15) will be represented by a member on the team.

(2) Site Orientation. The Service training program provides a program description and summary of technical capabilities resident to the site. The team may need a physical orientation and tour of the facilities if members are unfamiliar with and/or have insufficient technical documentation to complete analysis without being on-site. Any visits will be at the convenience of the site to minimize disruption. Familiarity with the site capabilities by all team members prior to analysis significantly simplifies the certification.

(3) Plan of Action and Milestones (POA&M). When conducted concurrently, accreditation and certification processes proceed in parallel, with combined accreditation and certification activities. When conducted separately, Joint Staff J-7, Service HQ, and the nominated program collaboratively develop the POA&M to minimize program disruption. The overall time from start to finish for certification is highly variable (usually certification can be completed within 60 to 180 days) due to the schedule's dependence on the site's OPTEMPO and the availability of technical staff to collaborate with the JNTC team.

e. Execution

(1) Distribute and Complete Self-Assessment Checklists. Site technical staff members conduct a JNTC Site Certification self-assessment through a process of guided discovery using JNTC Certification checklists tailored to each focus area. Criteria for each focus area enabler are applied to assess all certified sites in the same manner. The site technical staff must answer a series of questions to provide an overall perspective on the site's capabilities. Team members dialog with one another and interact via voice and email to exchange information that leads to a shared understanding of the

site's capabilities. In-progress reviews are facilitated by the JNTC Certification team as needed to ensure coordination.

(2) Participate in Accreditation Task Analysis. Certification draws from the accreditation process when accreditation and certification are conducted concurrently, but also from other sources (exercise summary reports, system documentation, after-action reviews, hot washes, etc.) and processes specific to certification (configuration control panel, management board, internal inspection results, architectural views, etc.). Capability shortfalls are combined from accreditation and certification analyses to construct the issue sheets that feed into the mitigation process.

(3) Conduct Assessment. The SMEs coordinate the assessment for each focus area collaboratively using a combination of VTCs, teleconferences, and shared documents. After assessment of all data elements on the checklists, SMEs collect and analyze results to support validation of current capabilities and identify shortfalls. Shortfalls are the difference between the currently available capability and the required capability and become the basis for developing the joint training issues.

(4) Develop Issues. When the assessment is complete, each shortfall is captured as a draft issue. An issue sheet is composed that contains a clear statement of the military problem along with rationale and data to support solution development and subsequent mitigation. Each issue sheet includes a brief discussion of the joint training issue, any joint task relationships, training program recommended priority, and impacts to joint training identified in a concise one to two page problem statement. The issue sheet also includes any of the program/site's suggestions for solution development and other identifying information that enables the team to track the issue through to solution.

(5) Collaborative Issue Validation. After all the issues are sufficiently developed to allow quality control and further analysis, the team collaborates using the methods described previously to validate the issues, subjecting them to a rigorous analysis to confirm they are ready to go forward. A relative priority for each issue is assigned by the training program/site to facilitate staffing and subsequent approval.

(6) Conduct Final Review. A final review is conducted between Service, program, and Joint Staff J-7 to ensure mutual understanding of the results of certification. The process, analysis, documentation, issues, and findings are all reviewed and certification recommendation mutually agreed upon by all. The final review and out brief are usually conducted at the program's facility to ensure convenience for the program and to ensure any last minute corrections or modifications can be expeditiously made.

(7) Prepare Report. The team produces a report with all findings and recommendations upon the completion of the final review. The report will be forwarded to VDJ-7 for approval.

7. Joint National Training Capability (JNTC) Certification Focus Areas. JNTC maintains consistency in assessing joint training enablers and capabilities at certified sites by using a standardized set of criteria across eight Certification Focus Areas. Training enablers and technical capabilities for training any joint tasks can be broken out into these broadly described areas. Using a standardized method to assess joint training enablers allows for comparison between very different sites to evaluate gaps and share solutions across the community that have holistic value. Descriptions of the Certification Focus Areas follow in Table 14.

<b>CERTIFICATION FOCUS AREA</b>	<b>DESCRIPTION</b>
Program Management	Ensures sites have an understanding of the JTS and the JNTC program, they have an established process for developing joint training requirements, <u>and know how to compete for JNTC resources to improve training.</u>
Communications and Knowledge/ Information Management (KM/IM)	Confirms systems architecture and compatibility with JNTC systems and other training systems, information and system security, IA status (e.g. DoD IA Certification and Accreditation process Scorecard), and the capacity to handle and distribute training data and other communications. <u>Ascertains capability to connect successfully to the Joint Training Enterprise Network.</u>
LVC Integration	Assessment of the live, virtual and constructive training systems in use on site, as well as their capability for connectivity with one another and with other sites and systems in the JTE. This focus area is about the ability to create a distributed, seamless joint context for the training audience and to <u>ensure the systems can provide that joint context to other venues as needed.</u>
Training Feedback, AAR Tools, Instrumentation and Data Collection	This focus area provides an analysis of the live instrumentation, data collection, and AAR capability of the site and its compatibility with the JTE. At sites that predominantly or exclusively use constructive simulations, live player instrumentation is not assessed but data from the site will still need to be compatible with data from other instrumented live forces at other sites involved in a joint exercise. The ability to conduct timely and effective AARs for all portions of the training audience is a key element of joint context. We will evaluate the site's ability to support AARs through data collection, <u>analysis, playback, display, and review.</u>
OPFOR/SITFOR	This focus area examines whether the site can present a credible threat and OPFOR to the training audience. Also examines the sufficiency and adequacy of those forces used to replicate non-combatant SITFOR that are necessary to present an adequate joint context for training in joint tasks. Specific topics of interest include the existence of an exploitable OPFOR C2, the presence of appropriate threat systems or replications for the scenarios, and the capacity of OPFOR/SITFOR to sustain operations throughout exercises.
Configuration Management	This focus area determines how and how well the site documents and controls the configuration of systems to assess the change authorization processes, system status, and system architecture documentation. The fundamental goal of this focus area is to confirm the ability to know prior to an event that your systems will operate as intended and that they will <u>interoperate with other systems as expected.</u>
Integrated Logistics Support	The purpose of this focus area is to determine that sites have in place all logistics support elements necessary to support joint training events in a persistent manner. This encompasses equipment, systems, and facilities used in conjunction with joint training, including JNTC-procured, JNTC-funded, and Service-funded equipment and systems. Assessments cover processes, personnel, training, equipment, habitability, and funding.

<b>CERTIFICATION FOCUS AREA</b>	<b>DESCRIPTION</b>
Environmental	The National Environmental Policy Act of 1969 requires all federal agencies to take into consideration the environmental consequences of proposed actions. The purpose of this focus area is to determine if there are any environmental restrictions that would impact joint training or joint training audience by affecting special equipment installation, changes in spectrum use, or inhibiting required maneuvers.

Table 14. JNTC Certification Focus Areas

ANNEX C TO APPENDIX C TO ENCLOSURE G

JOINT NATIONAL TRAINING CAPABILITY (JNTC) MITIGATION

1. Background. JNTC mitigation of issues identified during A/C is a core JNTC function. JNTC Mitigation provides a basis for JNTC resource requests and supports the POM process; however, it is not solely limited to material and financial solutions.

2. Purpose. JNTC Mitigation, along with JNTC A/C, are the only DoD-wide integrated processes to look across all Service and USSOCOM joint collective training programs and sites to ensure a holistic assessment of shortfalls and identification of solutions to improve the JTE. JNTC Mitigation contributes to continuously improving the JTE by identifying cost-effective joint training strategies and investments.

3. Goal. The goal of JNTC Mitigation is to identify viable solutions and assist in the correction of shortfalls identified during JNTC A/C.

4. Scope. The scope of JNTC Mitigation is the collection of issues documented by JNTC A/C. By design and definition, each issue has a significant impact on a program's or site's ability to conduct joint training. After five years, issues may no longer be used as a primary justification for Program Execution Plan Budget Requests and must be revalidated through A/C processes prior to competing for JNTC resources.

5. Products and Deliverables. JNTC Mitigation provides an identified solution for each JNTC A/C issue with supporting documentation. A mitigation action plan (MAP) is developed for each issue and monitored until the issue is resolved and closed. Documentation is provided to the Services and USSOCOM through a continuously available database to support compliance with performance measures and the development of future JTPs and initiatives.

6. Mitigation Process

a. Preparation. Mitigation of joint training issues requires an assessment of the problem and a team with multi-functional expertise to identify solutions.

(1) Enter Issues into Database. Joint Staff J-7 will maintain a database of all JNTC joint training issues identified during JNTC A/C, and make them available to the joint training community.

(2) Establish Mitigation Teams. Joint Staff J-7, in coordination with the Services and USSOCOM, will initiate a collaborative dialog with each Accredited program/Certified site. Each Service and USSOCOM shall identify a primary POC for each Accredited program/Certified site.

b. Planning. Program and Service action officers and leaders must support the Mitigation Team for it to be successful.

(1) Team Composition. Mitigation Team membership includes a Joint Staff J-7 representative, the applicable Service Program Desk Officer, Service JNTC LNO, a program representative, and any SMEs needed for identifying a viable solution for the identified issues. The OPR will be clearly identified for each issue to ensure accountability. Temporary SMEs will be identified and used from across the joint training community, as required, to ensure all issues can be appropriately addressed.

(2) Schedule. The Mitigation Team for each program, in conjunction with the Service, will develop MAPs for each Accredited program/Certified site. A MAP will include each issue being mitigated for the program/site, a POA&M for mitigation activities, and roster with Mitigation Team composition and their responsibilities.

c. Execution.

(1) Solutions Analysis. Each Mitigation Team will execute their activities according to their published schedule and MAP. Schedule adjustments will be made to account for OPTEMPO and to avoid disruption to the programs.

(2) Periodic Updates. Each Service will receive an opportunity for a semi-annual update on all program and site issues in mitigation. Reporting tools such as weekly updates and strategic communication forums will highlight mitigation activities and successes.

(3) MAP Reviews. MAP reviews for all Accredited programs/Certified sites will be conducted annually or more frequently if requested. Extensions based on extenuating circumstances may be granted by Joint Staff J-7 with concurrence from the training program POC.

(4) Issue Status Changes. Issue statuses can change at the discretion of the training program commander at any time, though preferably, these will be changed in association with a periodic mitigation review. Once an issue is moved to a "Closed" status, it will no longer be reviewed during periodic mitigation reviews. Service representatives and training program commanders

should agree that no further action is required on an issue before moving it to “Closed” status.

(5) Joint Staff J-7 will provide a complete review of issues under mitigation to the JNTC Corporate Board at least annually.

7. Roles and Responsibilities. The Joint Staff J-7 is responsible for managing the planning and execution of the mitigation process. The identified OPR is responsible for management and status of their particular issues. The Services and USSOCOM are responsible for developing the funding strategy for implementation of identified solutions and final resolution of their issues.

8. Joint Training Issue Status. Once documented, the issues will be entered into the JNTC database. All issues will be labeled with a specific status and that status will be updated and maintained for the life of the issue. JNTC Mitigation issue statuses and description can be found at Table 15.

MITIGATION ISSUE STATUS	DESCRIPTION
Open	Issue identified through the JNTC A/C process with no viable solution. OPR(s) have been identified and issue is on a documented MAP. Milestones identified in POA&M are being met. Lack of discernible progress or activity on a previously open issue will cause it to become deferred when milestones are not being met.
Deferred	Issue is currently inactive due to a deliberate decision to put the issue on hold while awaiting a pending action. Deferred issues must have an explicit explanation for their inactivity. This status would be used when resourcing is currently unavailable and/or declined and the issue remains valid. An issue could also be deferred awaiting a developing technology or product to be ready for fielding.
Solution Identified	A feasible solution has been identified that would mitigate any part of the identified joint training issue. At least part of the issue is available and ready for resources to be applied and the solution implemented. When a decision is made to either implement or defer an issue with solution identified, the status must change. (At times, issues can be broad in scope and include several facets. The Joint Staff J-7, Deputy Directorate Joint Training (DD JT), Service Joint Training Environment Division (SJTED) Chief, in concert with the training program commander, can opt to move an issue into this status, even if the entire issue will not be solved with the proposed solution set.)
Solution Implemented	The training program implements a solution that mitigates all or part of the joint training issue. The solution is in the process of being applied. The SJTED Chief, in concert with the training program commander, can opt to move an issue into this status, even if the entire issue will not be solved with the proposed solution set.
Consolidated	An issue is grouped with one or more other issues in a specific program/site because they share a common solution. Consolidated status is used to ensure end-end traceability of all issues and include where and when they became consolidated for consistent tracking.
Closed	An issue is moved into Closed status when the issue has been overcome by events by being mitigated sufficiently outside of JNTC process or simply is no longer a viable issue.
Complete	An issue is moved into the Complete status if the solution implemented has mitigated a preponderance of the joint training issue and it is no longer considered an issue.

Table 15. JNTC Mitigation Issue Statuses

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APPENDIX D TO ENCLOSURE G

JOINT TASK FORCE HEADQUARTERS (JTF HQ)  
TRAINING PROGRAM

1. Introduction. Joint doctrine outlined in reference z, sets forth the complex requirements involved in forming and operating a JTF HQ in response to a crisis or contingency. 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 in order to command and direct attached joint forces and leverage supporting roles. 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. Purpose. This appendix describes a model for training to meet joint mission-essential requirements by any HQ directed to operate as a JTF HQ. 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 or Special Operations Forces HQ, 6) Joint Task Force HQ or 7) phasing of the previous mentioned (see Geographic Combatant Command Organizational Options Insights and Best Practices Focus Paper written by Deployable Training Division, Joint Staff J-7 and published by Joint Staff J-7 Deputy Director for Joint Training)). 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. 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 Service 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. End State. 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. Joint Task Force Headquarters (JTF HQ) Establishment and Training. 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, e.g., air, land, sea, 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. 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.

a. Establishing JTF HQ. There are multiple JTF HQ establishing authorities, making the potential number of organizations requiring JTF HQ training exceed available joint training resources (reference z). 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 Secretary of Defense, 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, OPLAN 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.

b. CCMD or establishing authority essential steps in a JTF HQ Training Program:

(1) Develop and publish a directive to the JTF. Directives include assignment of missions and or directed support to CONPLANS/OPLANS.

(2) Directive should include planning commencement timeline upon notification of standup.

(3) Directive should include timeline for C2 of Joint/Coalition forces upon notification of standup.

(4) Directive should include submissions and briefing requirements for JMETL analysis, manning, equipping, and training plans.

(5) Directive should include DRRS-S reporting requirements.

(6) Directive should include OPRs with POC information to assist the JTF HQ in developing JMETL analysis, manning, equipping, and training plans.

c. Training Program Overview. Provided below are the foundational elements of a JTF-capable HQ training program. A more detailed view of each element is included in reference aa. Essential elements:

(1) Conduct on-line 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 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 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 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, etc. (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 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 GFM system specific training and functional expertise on JOPES, JCRM, Logbook, GFM-TS and PFG.

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

d. JTF HQ Incremental Training Model. 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 increasing 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 (Figure 58). Non-designated HQ seeking opportunities to increase joint relevance may receive increments of training based on OPLAN contingency 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.

## Scalable Joint C2 Options for Joint Force-HQ Training

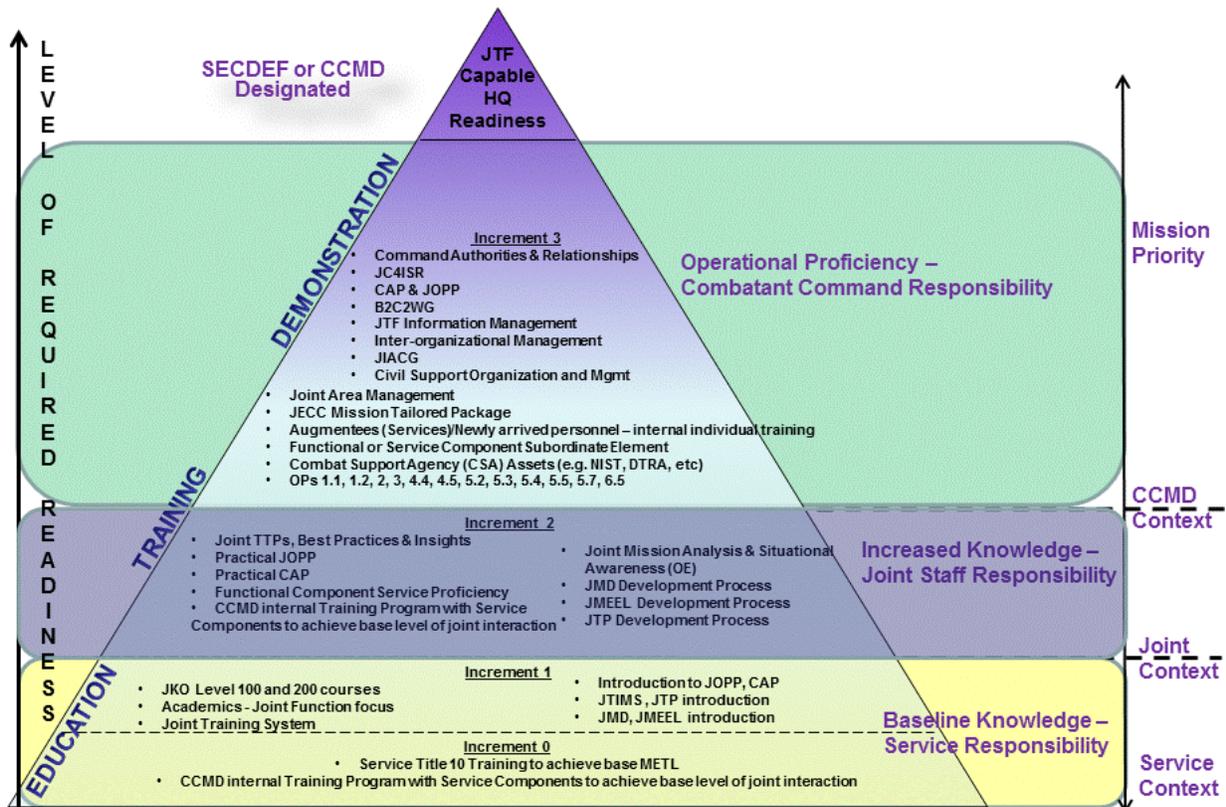


Figure 58. JTF HQ Incremental Training Model

(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 on-line), mobile training teams, seminars and other instruction.

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

(4) Increments 3 involves collective training in a CPX with battle rhythm and C4I activities to develop command and staff joint operational capabilities. Pre-requisites to Increment 3 training include establishing authority defined mission set, 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 (Annex A).

5. Linking Joint Training with Joint Readiness. 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 CSR. The assessment phase produces TPAs and MTAs in JTIMS 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) CDR of JTF-capable HQ initiates the JTS process with mission analysis to determine the JMETL.

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

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

(6) 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. Joint Staff Training and Readiness Support. 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. The Joint Staff can assist in mission analysis, manning, equipping, training and readiness reporting, with SME to facilitate analysis, help build situational awareness and address JTF HQ related sourcing requirements. Joint Staff J-7 DD JT planning and execution support includes on-line course development, academics and seminars, FORMEX, CPXs, and staff assistance visits (Annex B). The Joint Staff can provide staff and training on a variety of GFM related tools including JOPEs, JCRM, PFG, Logbook and GFM-TS. The Joint Staff can also assist in mission analysis, manning, equipping, training and readiness reporting by providing SME to facilitate analysis, help build situational awareness and address JTF HQ related sourcing requirements.

7. Joint Task Force Headquarters (JTF HQ) Training Program Partnerships. Joint Staff J-7 DD JT conducts joint training in partnership with CCMDs and Service Training Programs.

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

b. U.S. Marine Corps Air-Ground Task Force (MAGTF) Staff Training Program (MSTP). The 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 DD JT to conduct joint training and mission rehearsals for U.S. Marine Corps Service HQ to include JTF-capable HQ training events.

c. U.S. Fleet Forces Command Maritime Operations Center Training Team (MOC-TT). The 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 with the Joint Staff J-7 DD JT to conduct joint training and mission rehearsals for NCC/NFC assigned as the core for JTF-capable HQ.

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d. U.S. Air Force, 505th Command and Control Wing (CCW). The 505th CCW mission is to improve capability through C2 testing, tactics development, and training to deliver highly trained Airmen and integrated C2 of air, space, and cyberspace to the joint force commander. 505 CCW partners with Joint Staff J-7 DD JT to conduct joint training and mission rehearsals for USAF Service HQ to include JTF-capable HQ training events.

e. USSOCOM Joint Training Team (JTT). USSOCOM Force Management and Development Directorate maintains three regionally focused task organized JTTs. The JTT develops, coordinates and executes collective training and exercises globally to enhance Special Operations enterprise capabilities to perform their wartime mission. The JTTs support selected GCC/Theater Special Operations Command exercises and Joint Special Operations Task Force training. JTTs occasionally partner with Joint Staff J-7 DD JT on large GCC special operations forces related exercises.

8. Summary. This appendix provides a scalable and flexible joint training approach to support capability requirements associated with forming JTF-capable HQ. It is centered on reference z doctrine and requirements, and provides a joint training perspective to help CCDRs and other establishing authorities develop and implement a joint force HQ training program. It outlines a range of joint mission analysis, manning, equipping, training plan development and assessment and readiness reporting requirements. This appendix also identifies individual and collective training activities and resources available to designated and non-designated HQ based on requisite levels of required readiness, illustrated and discussed as a JTF HQ Incremental Training Model. Annexes A and B provide detailed discussion and listings of joint training methods and resources.

ANNEX A TO APPENDIX D TO ENCLOSURE G

JOINT TASK FORCE HEADQUARTERS (JTF HQ) JOINT TRAINING

1. Joint Task Force Headquarters (JTF HQ) Joint Training Plan (JTP). Designated organization's Commander develops a JTP IAW guidance and support provided by the CCMD or establishing authority.

a. Core Tasks: Appendix B of reference z lists the core tasks in Table 16 for a JTF-capable HQ.

UJTL Task Number	UJTL Task Title
OP 1	Conduct Operational Maneuver <ul style="list-style-type: none"> <li>OP 1.1 Conduct Operational Movement</li> <li>OP 1.2 Conduct Operational Maneuver and Force Positioning</li> </ul>
OP 2	Conduct Joint Intelligence Operations
OP 3	Employ Fires
OP 4	Provide Operational Sustainment <ul style="list-style-type: none"> <li>OP 4.4 Coordinate Support for Forces</li> <li>OP 4.5 Manage Logistics Support in the Joint Operations Area</li> </ul>
OP 5	Provide C2 (C2) <ul style="list-style-type: none"> <li>OP 5.2 Assess Operational Situation</li> <li>OP 5.3 Prepare Plans and Orders</li> <li>OP 5.4 Command Subordinate Forces</li> <li>OP 5.5 Command and Control Joint Force HQ</li> <li>OP 5.7 Coordinate and Integrate Joint/Multinational and Interagency Support</li> </ul>
OP 6.5	Provide Security for Operational Forces

Table 16. JTF-Capable HQ Core Tasks

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

c. Joint Training Events. 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 on-line, academic, small unit/functional staff and command and battle staff activities to progressively improved readiness on core and specific METs.

d. Training Audience. The JTF HQ manned to the current JMD, including LNOs and Mission Tailored Packages from the JECC, plus, if designated by the CCCR 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.

e. CCMD Staff and CCMD Component participation. In order to achieve the highest directed readiness levels it is critical that during exercises the JTF-capable HQ interact with the CDR's Staff and CCMD Component organizations to develop understanding of battle rhythms, C4I systems, and AOR familiarity.

f. Specific Joint Training Capabilities. These capabilities are best employed using a learning continuum approach to blend individual on-line courses, class room instruction and seminar activities with functional staff training, FORMEXs (defined below) and CPX events.

(1) On-line 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 BLTP support and JKO enabled exercises; DoD DL training requirements, Joint Staff and CCMD required training courses with required reporting; Joint Staff J-7 DD JT 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 operational environments (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 like the SGST to practice staff tasks and battle rhythm activities against detailed standards and performance objectives.

(4) Small Group Scenario Trainer (SGST). SGST is a training tool that provides an on-line, distributed exercise capability. SGST can fill the gap between individual training and large-scale training exercises by providing the capability to create, modify, manage, and deliver small group training to challenge and exercise the staff, rehearse plans, validate plan courses of action (COA), and conduct AARs. Organizations can use SGST to prepare for large-

scale exercises by building and accessing a library of exercises with instructional and assessment features.

(5) FORMEX. This operational level CPX is centered on UJT OP 5.5 that focuses on the establishment and organization of a JTF HQ. Objectives can include:

(a) Improving internal processes with standing up JTF-capable HQ including exercising portions of the JOPP per 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 CDR 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.

(6) Command Post Exercise (CPX). CPXs are computer assisted, MSEL driven exercises involving the commander, the staff, and communication within and between HQ.

2. Planning References. See Enclosure D, Appendix B for additional training approaches. See reference c for additional details on joint training resources.

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ANNEX B TO APPENDIX D TO ENCLOSURE G

TRAINING RESOURCES BY INCREMENT

<b>Training Levels</b>	<b>Training Modes</b>	<b>Specific Training Focus and Resources</b>
Increment 0 – Title 10 Mission-Essential Task List (METL)	<ul style="list-style-type: none"> <li>• Service Specific training (e.g. WFX)</li> <li>• Combined Training Centers</li> </ul>	<ul style="list-style-type: none"> <li>• Service Base METL training</li> <li>• CCMD internal training with Service Components to achieve base level of joint matters</li> </ul>
Increment 1 – Baseline Knowledge	<ul style="list-style-type: none"> <li>• On-line Courses</li> <li>• Classroom Instruction</li> <li>• Academic Seminars</li> </ul>	<ul style="list-style-type: none"> <li>• JKO 100 and 200 Series Courses</li> <li>• Service Intermediate and Senior Level Colleges</li> <li>• Joint and Combined Warfighting School; Joint Advanced Warfighting School; Advanced JPME</li> <li>• Joint Command, Control, Communication, Computer, and Intelligence Staff Officer Course</li> <li>• JC4PC</li> <li>• Joint Command, Control, Communication, Computer, and Intelligence Staff Operations Officer Communications Support Element</li> <li>• JECC Planners Course</li> <li>• Joint Information Operations Planner Course</li> </ul>
Increment 2 – Functional Skills Training	<ul style="list-style-type: none"> <li>• Part Task Training</li> <li>• STAFFEX</li> <li>• SGST</li> <li>• Staff Assistance Visit</li> </ul>	<ul style="list-style-type: none"> <li>• Joint Mission Analysis and Situation Awareness</li> <li>• Joint Intelligence Preparation of the Operational Environment</li> <li>• JOPP</li> <li>• Crisis Action Planning</li> <li>• Joint Operational Planning Activities, Functions and Products</li> <li>• JOPP</li> <li>• Staff Estimates: Joint Interagency, Intergovernmental, and Multinational Planning, Communications, Computers, and Cyber; C2/Movement of Forces</li> <li>• Best Practices and Insights</li> <li>• Functional Component Service Proficiency</li> <li>• JMD, JMEEL, JTP Development</li> <li>• JCRM Course</li> <li>• Joint Staff J35-S Mobile/Defense Connect Online (DCO) training teams for PFG, GFM-TS, and Logbook</li> </ul>
Increment 3 – Operational Proficiency	Tier 1 and 2 Training Events (Operational Capability Event)	<ul style="list-style-type: none"> <li>• 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</li> <li>• C2 Functional or Service Component Subordinate Elements</li> <li>• Battle rhythm containing B2C2WG supporting the commander's decision making process</li> <li>• Interagency, Multinational Partners</li> <li>• Joint Area Management</li> <li>• JECC Mission Tailored Package</li> <li>• Augmentees (Services) Integration</li> </ul>

Table 17. Training Resources by Increment

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APPENDIX E TO ENCLOSURE G

JOINT TRAINING COURSE CERTIFICATION

1. Overview. 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 legislatively (title 10, U.S.C., chapter 107) mandated Process for Accreditation of Joint Education (PAJE) directed in CJCS policy through the OPMEP). The provisions of this enclosure apply to both initial certification and recertification reviews.

2. General. Providing warfighters with effective and accurate individual joint training and education is essential to the successful employment of U.S. joint forces. Individual joint training and education must be based upon approved joint doctrine, validated and approved joint concepts, or vetted best practices where doctrinal voids exist. The individual joint training and education certification process (Figure 59) 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.

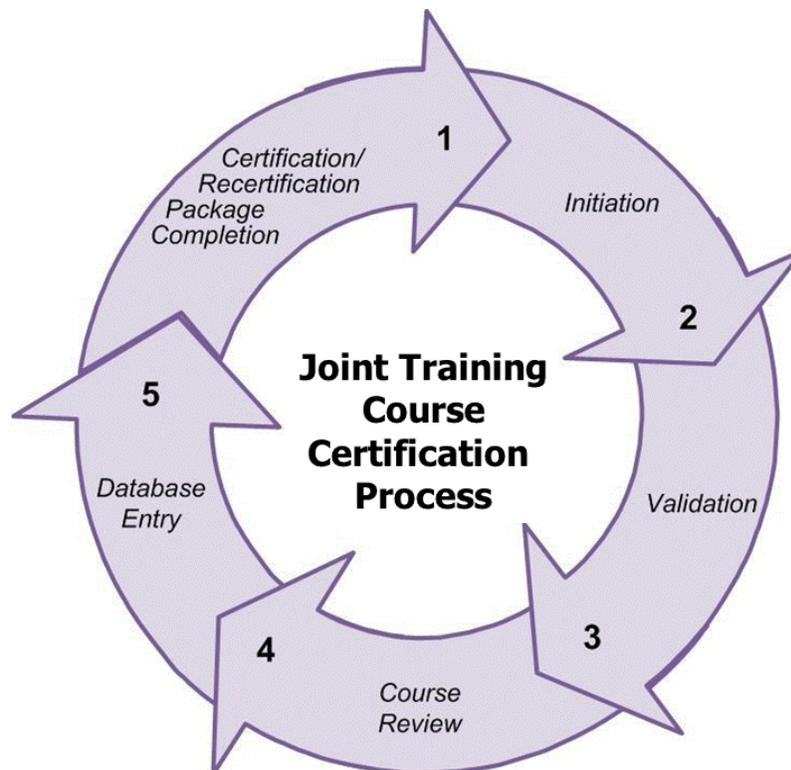


Figure 59. Joint Training Course Certification Process

### 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, 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) JEL+ is a limited access Web portal deployed on both NIPRNET and SIPRNET (reference ab). The JEL is a public-facing Web site on the NIPRNET (reference ac) that provides unlimited distribution of selected joint doctrine, education, and training information and related content. JEL+ is designed to directly support the Chairman, the 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 force development, employment, and assessment related information for the joint warfighting community. 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. 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. The following JEL+ training guides, programs, and tools further define critical training tasks.

(a) 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, 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.

(b) 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.

(c) 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.

(2) JKO (reference p) is the Joint Staff J-7 Program of Record for online joint training that implements and supports the OSD CE2T2 Program Goals and Objectives by developing, delivering, tracking and reporting online training for CCMD exercises; required training; doctrinally based Joint Operations Core Curriculum; Multinational, Coalition, and Interagency training; and OSD required training (externally funded).

## 5. Joint Certification Criteria

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 and Blended Learning (BL) courses. For distributed on-line learning content, develop courses using the applicable guidance found in MIL-HDBK-29612 series manuals. DL and BL courses should also follow the guidance contained in JKO Content Design and Development Guidelines, and/or reference o.

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

2. Performance - Convene information operations (IO) Cell that as the planning element responsible for the integration and synchronization of Information Related Capabilities IAW JP 3-13.

3. Level of Performance - Identify and notify IO working group members, activate IO Cell within 24 hours, conduct Mission Analysis, develop 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 criteria 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 18 at Annex A can be used as a checklist for evaluating course materials prior to their submission for joint certification.

## 7. Course Updates and Certification Status

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

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

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

(2) A substantive change is 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.

(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.

ANNEX A TO APPENDIX E TO ENCLOSURE G

JOINT TRAINING COURSE CERTIFICATION CRITERIA

Objective	Qualifier	Proof of Compliance
<p><b>1. Course must meet a joint training requirement that supports a joint operational need.</b> Must meet qualifier a or b.</p>	<p>a. Identified in a CCDR's JTP. b. Demonstrate a linkage to an authoritative joint document.</p>	<p>State the joint training requirement, identify the reference and how the course meets the requirement.</p>
<p><b>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 t.</b> All qualifiers must be met.</p>	<p>a. Content, including emerging operational processes, best practices, doctrinal definitions, terms, acronyms, and abbreviations must not conflict with current joint doctrine. 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.</p>	<p>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+)</p>
<p><b>3. Course learning objectives must be linked to UJT.</b> All qualifiers must be met.</p>	<p>Objectives easily link to one or more UJTs.</p>	<p>List objectives and corresponding UJTs.</p>
<p><b>4. Course must have an assessment that tests and documents a learner's achievement of the course objectives.</b> All qualifiers must be met.</p>	<p>The course assessment must have an evaluation standard (examples: Pass/Fail, minimum score).</p>	<p>State evaluation Type, Method, and Standard.</p>
<p><b>5. Course must have a lifecycle maintenance plan and be reviewed and updated to ensure course content currency.</b> All qualifiers must be met.</p>	<p>a. Maintenance plan established for OPR to review and update course for revisions in joint doctrine, time-sensitive information, and/or content modifications to ensure content accuracy. b. Recertify course every thirty-six months.</p>	<p>a. State the maintenance schedule or the next date for review. b. Submit RFC to certification team.</p>
<p><b>6. Course must be beneficial, accessible, and recognized across the Services.</b> Must meet qualifiers a and b or c.</p>	<p>a. Must be accessible to students with related functions of any Service. b. Benefits two or more Services. c. Benefits a joint organization.</p>	<p>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.</p>
<p><b>7. Joint course instructors must possess relevant experience and knowledge of joint operations and/or activities related to the course.</b> Must meet qualifiers a and b or c.</p>	<p>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.</p>	<p>Provide policy statement regarding basic instructor qualifications and course instructor qualifications.</p>
<p><b>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.</b> Must meet qualifiers a or b.</p>	<p>a. Course does not already exist. b. Use and/or modify existing content to fulfill a joint training requirement.</p>	<p>a. State when the database was checked. a. List existing content used.</p>

Table 18. Joint Training Course Certification Criteria

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ANNEX B TO APPENDIX E TO ENCLOSURE G

JOINT TRAINING COURSE REQUEST FOR CERTIFICATION (RFC)

		<b>Instructions/Amplification</b>
<b>Course Title</b>		Add the course title exactly as it appears on the course/course materials.
<b>Course Description</b>		What is the purpose of the course, what does the course teach the user?
<b>Stakeholder</b>		Identify the CCMD, Service, civil support service, or overarching organization that is sponsoring the course. Examples: (DTRA, USTRANSCOM, U.S. Army)
<b>Office of Primary Responsibility</b>		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)
<b>Date Submitted</b>		Date this form is submitted to initiate joint course certification.
<b>Submitted by</b>		Name, phone number, and e-mail address of the person who submitted the request.
<b>Primary POC</b>		Name, phone number and e-mail address of the person to be contacted about the content of the course.
<b>Secondary POC</b>		Name, phone number and e-mail address of the person that should be contacted about the content of the course <b>if the primary POC is not available.</b>
<b>Scheduling POC</b>		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.
<b>Joint Training Requirement</b>		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.
<b>UJTs</b>		Identify the primary approved UJT(s) from the UJTL that support the course terminal learning objectives. Secondary UJTs are not required.
<b>Joint Doctrine References</b>		Identify the current <b>joint</b> 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.
<b>Instructor Qualifications</b>		(For institutional learning/resident courses only) Provide the policy statement regarding basic instructor qualifications and course instructor qualifications.
<b>Benefit to Services</b>		State how the content benefits two or more Services and how it benefits a joint organization.

		<b>Instructions/Amplification</b>
<b>Target Audience Access Method</b>		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).
<b>Content Classification/Document Handler</b>		State the course classification (ex: unclassified, classified). Is the course marked with a document handler, like FOUO? If so, provide detail.
<b>Check for Existing Content</b>		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. <b>State the date the database was checked and if existing material is usable, not usable, outdated, etc.</b>
<b>Content Update Frequency</b>		State the anticipated frequency of course review and updates.
<b>Estimated Instructional Seat Time</b>		State the estimated instructional seat time (hours).
<b>Evaluation Method</b>		Identify the type of testing used to evaluate learner's comprehension of the course content.
<b>Evaluation Types</b>		State the type of test questions used. (Essay, multiple choice, fill-in the blank, etc.)
<b>Evaluation Standard</b>		Identify the standard(s) used to evaluate the learner. (Example: Pass/Fail, minimum passing score)
<b>Content Types</b>		State which of the following identifies the content type: IL = Institutional Learning, DL = DL, BL = Blending Learning
<b>Location/URL</b>		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 19. RFC Form

E-mail this form to the following address: [theresa.l.mcdaniel.civ@mail.mil](mailto:theresa.l.mcdaniel.civ@mail.mil).

## APPENDIX F TO ENCLOSURE G

### 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 TTPs to overcome DoD defensive cyberspace capabilities. 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, in order 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. Most organizations will be focused on 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. The cyberspace professionals in the J6, J39 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 joint staff members. Other more numerous staff members must rely on less rigorous annual cyberspace awareness training for their baseline knowledge. 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; concluded by a collective validation event to evaluate cyberspace competencies at the integrated staff level.

3. Cyber Range Terminology. 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, etc.), instrumentation, tools (e.g. visualization, traffic generation, etc.), processes, facilities, and/or workforce (Figure 60). 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.

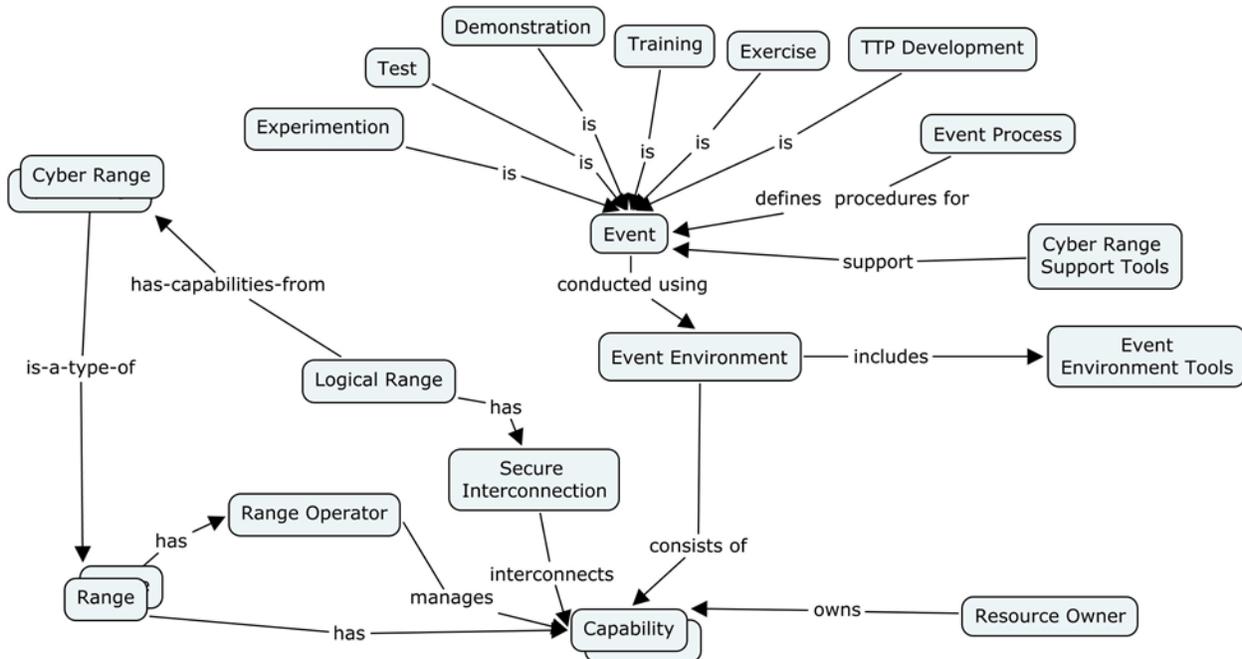


Figure 60. Concept Map of Cyber Range Lexicon Terms

a. **Capability:** A specific service or technique, realized using Asset(s) that addresses a specific need. Capabilities can be integrated with other Capabilities to constitute an Event Environment.

b. **Cyber Event Environment (or Event Environment):** The combination of representative operational environment elements, including Systems Under Test, emulations and simulations, and related Event Environment Tools that satisfy the requirements of a specific Event. Examples of representative operational environments are air defense operations centers, battalion command posts, etc.

c. **Cyber Event Environment Tools (or Event Environment Tools):** Event Environment Tools are hardware and/or software (e.g., instrumentation, asset emulators, simulators, mission traffic emulators, etc.) 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. Cyber Event (or Event): 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. Cyber Range Support Tools: 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 (design, set-up, configuration, site asset management, asset scheduler, range validation, etc.), Event execution (health and status monitoring, visualization, etc.), and post-Event execution activities (data analysis, after-action reporting, data archive/storage, range sanitization, etc.). A Cyber Range Support Tool must not be targeted during an Event execution.

f. OPFOR: Cyber OPFOR are frequently referred to as Red Teams. For the purposes of this manual, cyber OPFOR is a group of DoD personnel authorized and organized to emulate a potential adversary's exploitation or attack capabilities against a targeted mission or capability and known as Cyber OPFOR/Red Teams.

4. Planning. 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 TTPs 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. 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. 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 of the exercise objectives and focus on inclusion of the cyberspace domain as an integral element of the operational environment, not as a separate event or scenario.

b. Joint Staff J-7 Support Capabilities. Joint Staff J-7 DD JT 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 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. A Joint Staff developed technology called Network Effects Emulation System is also available to simulate cyber-attack conditions. This technology can simulate varying degrees of cyber-attack conditions, which include host-based and network-based effects on end-user machines without impacting the operational network or supporting systems.

c. USSTRATCOM can assist organizations to generate realistic cyberspace conditions in exercises. This will support these organizations developing capabilities and TTPs that sustain essential operations in and through a degraded or denied cyberspace environment.

5. Ranges. The ranges and key support organizations described below have the potential to provide a secure emulation of the network environment to allow CCMDs, Services, RC, NGB, 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. Joint Information Operations Range (JIOR), Suffolk, VA under Joint Staff Director Joint Force Development (J-7). JIOR 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. DoD Cyber Security Range (DoD CSR), Stafford, VA, under Defense Information Systems Agency and operated by U.S. Marine Corps. DoD CSR

provides a persistent, scalable network environment that will provide direct support in the areas of IA and Cyberspace Security training and education, cyberspace exercise, and test and evaluation from the Tier I to the Tier III network layers. The DoD CSR shall allow for the continuous self-assessment of DoD Programs of Record, advancing cyberspace security technology and training of cyberspace security professionals.

c. National Cyberspace Range, Orlando, FL, under Test Resource Management Center, OUSD AT&L. The National Cyberspace Range 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.

d. Command, Control, Communications, and Computers Assessments Division (C4AD), Suffolk, VA, under Joint Staff Director Command, Control, Communications, Computers, and Cyber and Chief Information Office (J-6). C4AD conducts assessments of existing and emerging C4 and cyberspace capabilities in a persistent C4 environment to achieve interoperable and integrated solutions that satisfy joint operational requirements.

6. Web-based Resources. USSTRATCOM has developed a Web-based mission area training portal that includes extensive information on cyberspace (reference ad).

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## ENCLOSURE H

### EXERCISES

1. Introduction. 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 (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. Guides for the exercise planner to plan and execute a joint training event include reference j, which although primarily focused on Joint Staff J-7 supported events, provides detailed information to assist all exercise planners, and reference n, which details the exercise force requirement process.
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 United States resolve to meet treaty obligations. Some of these events cannot be altered or canceled without significant coordination with both the host nation and allies. The rapid geopolitical changes manifest in recent years requires CCMDs and Services to review continually their training programs and exercise constructs to ensure exercise objectives remain valid and the security environment remains stable. Some training requirements may not be possible as a result of exercise changes caused by political sensitivities, security environment changes, and potential exercise cancellations.
4. Significant Military Exercise Briefs (SMEB). Joint Staff J-7 must inform the Secretary of Defense of significant military exercises via SMEBs (reference ae). OSD, following coordination with the Office of the Secretary of State, provides advance notification to the National Security Council (NSC) staff. Appendix F 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. Special attention should be given to transportation, logistics, ranges, facilities, personnel, equipment, exercise timing, force lists, and force protection requirements. When two or more commands expect to use the same forces in exercises, force requirements should be exchanged to facilitate the planning effort. CCMDs need to be flexible in the planning process, due to the effect real-world events and budget considerations can have on event planning and execution. Detailed joint training resource guidance is found in reference c.

6. Exercise Force Requirements. 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 and/or 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 JTIMS as far in advance as possible, per reference n. JOPEs will be used in conjunction with all CCDR-sponsored (JEP) or CJCS-sponsored (CEP) exercises that involve movement of forces. For CPXs, separate time-phased force and deployment data (TPFDD) will be built for exercise play as well as for the actual movement of exercise players. When used, JOPEs system performance and user capability will be an evaluated TO within CCMD AARs.

b. CCMDs that desire forces assigned to another CCDR or the Services will request those forces from the JFC or appropriate JFP. CCDR force requests will clearly identify the capability required in order to allow proper consideration by the sourcing JFC/JFPs. Force requests are characterized as either standard (annual) or emergent requests based upon the time in advance from an exercise start date.

(1) Annual Exercise Requests. Per reference a, exercise annual force requests are referred to as standard force requests for exercises. Standard requests will be published in JTIMS one to three years in advance of the date the request is submitted.

(2) Emergent Force Requirements. Emergent joint exercise force requests developed within one year of event execution should be published in JTIMS and requested via record message traffic.

c. CCMDs that require the participation of exercise SMEs (individual) to support their respective joint exercises will pursue initial sourcing from their own staff and assigned Service Component HQ. In cases where the assigned Service Component cannot source the SME, the CCMD can request SME

augmentation in JTIMS. The JTIMS Exercise SME request should clearly identify the functional requirements and capabilities required in order to facilitate sourcing.

## 7. Functional Support Requirements

a. Scheduling organizations will consolidate and submit validated common-user transportation requirements to 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 the Joint Staff J-6 or USTRANSCOM, should be submitted IAW reference af. 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 JTIMS to USTRANSCOM NLT 60 days before the quarter for which an exercise is planned. USTRANSCOM will forward the requirement to the Air Mobility Command 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 the day the exercise begins (STARTEX).

b. Intelligence support is an inherent part of the joint training process. Use and evaluation of national intelligence assets should be considered in the development of joint training activities. To ensure effective and efficient national-level intelligence support from the relevant CSAs (Defense Intelligence Agency, National Security Agency, National Geospatial-Intelligence Agency) and other intelligence support organizations (i.e., National Reconnaissance Office), exercise planners should involve these organizations at the earliest possible exercise planning stage. Exercise planners will enter requests for intelligence exercise support from the relevant CSA into JTIMS or other portals used by the intelligence community. Joint Staff J-25 will determine if a Consolidated Exercise Support Request is required when requesting national intelligence support.

c. Joint Functional Component Command Space, in coordination with USSTRATCOM J-7, is the focal point for scheduling and integrating DoD space assets into exercises. The Joint Staff J-7 provides assistance in developing space scenarios for exercise execution during the JELC.

d. USCYBERCOM, a sub-unified command under USSTRATCOM, 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 provides assistance in developing cyberspace scenarios for CCMD exercise execution during the JELC, in coordination with USCYBERCOM J-7.

8. Multinational Coordination. Normally, CCDRs and Service Components will perform direct liaison with their respective multinational commanders for all aspects of U.S. participation in multinational events. Agreements for the participation of multinational military partners in training/exercise events is the responsibility of the CJCS (reference ag). That responsibility is normally delegated to the CCDRs and agreements should be in place prior to the planning of any training event in which multinational military participation (references ah and ai), military information sharing, or C2/C4 system integration (reference aj) 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 ak. Exercises conducted outside the United States must comply with references al and am as well as any applicable foreign laws or international agreements.

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

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. Selected portions of the directive become key components of the Exercise Director's Handbook. An example is found at Appendix B.

APPENDIX A TO ENCLOSURE H

JOINT TRAINING EVENT PLANNING MILESTONES

Purpose. Table 20 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). 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 k 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 <sup>3</sup>	Event	OPR
E-270-220	<p>INITIAL PLANNING</p> <ul style="list-style-type: none"> <li>• Conduct Concept Development Conference</li> <li>• Review lessons learned</li> <li>• Develop concept and objectives</li> <li>• Develop force list</li> <li>• Review JMETLs</li> <li>• Provide inputs to sponsoring CCDR on concepts, objectives, JMETLs, and forces</li> <li>• Initiate TPFDD</li> <li>• Develop exercise budget and update cost information in JTIMS</li> <li>• Identify unique events that may require longer planning horizons such as special activities or deployment of a specific capability.</li> </ul>	<ul style="list-style-type: none"> <li>• OSE/OCE</li> <li>• All</li> <li>• OSE/OCE</li> <li>• OSE/OCE</li> <li>• All</li> <li>• Supporting CCDR</li> <li>• OSE</li> <li>• OSE</li> <li>• OSE/OCE</li> </ul>
C-220	<p>EXERCISE DEVELOPMENT</p> <ul style="list-style-type: none"> <li>• Conduct Initial Planning Conference (IPC)</li> <li>• Establish Newsgroup/exercise Web site</li> <li>• Determine JOPES training requirements</li> <li>• Establish GCCS training requirements</li> <li>• Finalize concept and objectives</li> <li>• Enter Sponsoring CCMD requirements into Exercise TPFDD</li> <li>• Network Exercise TPFDD</li> <li>• Update exercise cost information in JTIMS</li> </ul>	<ul style="list-style-type: none"> <li>• OCE</li> <li>• OCE</li> <li>• All</li> <li>• OSE</li> <li>• OSE/OCE</li> <li>• OSE</li> <li>• OSE</li> <li>• OSE</li> </ul>
E-180	<ul style="list-style-type: none"> <li>• Source force requirements in TPFDD file</li> <li>• Initial transportation feasibility and cost estimates</li> <li>• Initial unit equipment lists for sealift</li> <li>• Publish C-Day/L-Hour for exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting command</li> <li>• USTRANSCOM</li> <li>• Supporting command</li> <li>• OSE/OCE</li> </ul>

<sup>3</sup> 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.

Days Before E-Day/ T-Day <sup>3</sup>	Event	OPR
C-150-120	<ul style="list-style-type: none"> <li>• Conduct Mid Planning Conference (MPC)</li> <li>• TPFDD adjustments to match budget, forces, and transportation availability</li> <li>• Identify potential commercial airlift requirements</li> <li>• Transportation mission support force requirements entered into TPFDD</li> <li>• Build redeployment TPFDD</li> </ul>	<ul style="list-style-type: none"> <li>• OCE</li> <li>• All</li> <li>• OSE</li> <li>• USTRANSCOM</li> <li>• OSE</li> </ul>
C-130	<ul style="list-style-type: none"> <li>• Final unit equipment lists to Surface Deployment and Distribution Command</li> </ul>	<ul style="list-style-type: none"> <li>• OSE</li> </ul>
E-100-90	<ul style="list-style-type: none"> <li>• Complete redeployment TPFDD</li> <li>• Ensure deployment and redeployment TPFDD files are free of fatal errors</li> </ul>	<ul style="list-style-type: none"> <li>• OSE</li> <li>• OSE</li> </ul>
C-85	<ul style="list-style-type: none"> <li>• Conduct Final Planning Conference</li> </ul>	<ul style="list-style-type: none"> <li>• OCE</li> </ul>
C-50 – C-31	<ul style="list-style-type: none"> <li>• Provide aircraft load plans to AMC cargo. Begin initial airlift planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Units shipping cargo</li> </ul>
NLT ALD-21 (Recommend ALD-45)	<ul style="list-style-type: none"> <li>• Supported command validates TPFDD common-user airlift and sealift requirements to USTRANSCOM</li> </ul>	<ul style="list-style-type: none"> <li>• OSE</li> </ul>
ALD-21 to ALD-14	<ul style="list-style-type: none"> <li>• Refine and source transportation mission support requirements</li> </ul>	<ul style="list-style-type: none"> <li>• USTRANSCOM</li> </ul>
ALD-14 to ALD-7	<ul style="list-style-type: none"> <li>• TRANSPORTATION SCHEDULING. Sealift and airlift schedules entered into JOPES</li> </ul>	<ul style="list-style-type: none"> <li>• USTRANSCOM</li> </ul>
C-Day	<ul style="list-style-type: none"> <li>• Deployment of first ship or plane load</li> </ul>	<ul style="list-style-type: none"> <li>• USTRANSCOM</li> </ul>
E-Day	<ul style="list-style-type: none"> <li>• STARTEX - Exercise starts</li> </ul>	<ul style="list-style-type: none"> <li>• OCE</li> </ul>

Table 20. Major Events, Milestones, Products, and Services

## APPENDIX B TO ENCLOSURE H

### 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) Situation – General: Includes the OSE, training audience(s), purpose, tasked units, and exercise overview.

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

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

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

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

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

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

(g) Joint Exercise Objectives: 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) TOs: Separate paragraphs to state all TOs by source and UJTL (JMETL) references.

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

### (3) Execution

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

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

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

(5) Command and Control (C2): Physical locations of the C2 and/or HQ structure. Identification of key personnel (Exercise Director, lead planners, etc.). Reference to the communications support annex.

g. Annexes, as required (examples follow):

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

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## APPENDIX C TO ENCLOSURE H

### CHAIRMAN'S EXERCISE PROGRAM

1. General. This appendix describes policies and procedures for the planning and conduct of exercises through the CEP. It provides details on how CEP events are scheduled, synchronized, and integrated with exercises sponsored by elements of the DoD, e.g., JEP events, and interagency exercises such as the NEP and stability operations exercises. This appendix also describes the Joint Staff J-7 DD JT Chairman's Exercise Program Division (CEPD) roles and relationships with the Joint Staff, OSD, and civilian mission partners (other USG agencies, NGOs, and IOs).

2. Purpose. 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. Additionally, the CEP is intended to improve overall USG readiness by maximizing the benefits of multi-agency collaboration and government readiness through participation in NEP, Joint, and Service training, exercises, and experiments to enhance unity of purpose and effort. The CEP is a means for the CJCS, through the Joint Staff, to coordinate Joint Staff, OSD, civilian mission partner and CCMD participation in strategic-national level joint exercises. These events are listed in JTIMS and may be CE2 funded.

a. The CEP must also consider the overarching framework provided in the NMS, National Response Framework (NRF), DPG, GEF, JSCP, DoD title 10 responsibilities, CJCS guidance, and the CJTG with Chairman's HITIs.

b. CEP Focus. The CEP facilitates Joint Staff participation in and support to meet specific exercise requirements in the NEP, JEP, interagency, and other training and exercises as required or directed by the CJCS or SecDef. Primary focus areas of the CEP include:

(1) CJTG. The CEP facilitates implementation of the CJTG to ensure preservation of required capabilities inherent in a ready joint force while facilitating pursuit of the capabilities required for the future Joint Force and globally integrated operations.

(2) NEP. DoD participation will be coordinated through the Joint Staff J-7 DD JT CEPD and OSD.

(3) OSD. OSD guidance requires certain functional areas to be exercised on a recurring basis such as stability operations, integrated

operations, continuity operations, and nuclear weapons accident/incident exercise (NUWAIX) (references b, an, ao, ap, aq, and ar).

(4) **Joint Staff Functional Areas.** The Joint Staff has functional areas that must be exercised on a regular basis to include: Nuclear C2, continuity operations, cyber operations, Combating Weapons of Mass Destruction (WMD), and adaptive planning. The CEP will facilitate Joint Staff participation in CCMD and OSD exercises.

(5) **Future and Emerging Exercise Areas.** As a function of a constantly changing environment, there are arenas and emerging requirements that are currently not part of any of the aforementioned program or area. As these develop, or are deemed relevant by the SecDef, CJCS, or CDRs, the CEP will be integral to the planning, development, and execution of such events.

3. **Background.** The CEP, administered by the Joint Staff J-7, has historically consisted of six major exercises: POSITIVE RESPONSE (PR), DoD Level Rehearsal (DLR), NATO Crisis Management Exercise (CMX), the U.S.-Russian Federation (U.S.-RF) Cooperation Program, ELIGIBLE RECEIVER, and POSITIVE FORCE. In recent years, the Joint Staff has discontinued both the ELIGIBLE RECEIVER and POSITIVE FORCE programs, but added other programs to the CEP Portfolio discussed below.

4. **Chairman's Exercise Program Portfolio.** The CEP Portfolio covers four distinct areas: (1) Coalition and Allied Partnership, (2) exercises orchestrated or directed by the USG, (3) interagency initiatives that enhance civilian mission partner participation in DoD exercises, and (4) DoD sponsored or directed exercises many of which fall into the JEP. The four aspects of the CEP Portfolio illustrated in Figure 61 are explained in the following paragraphs and associated Annexes.

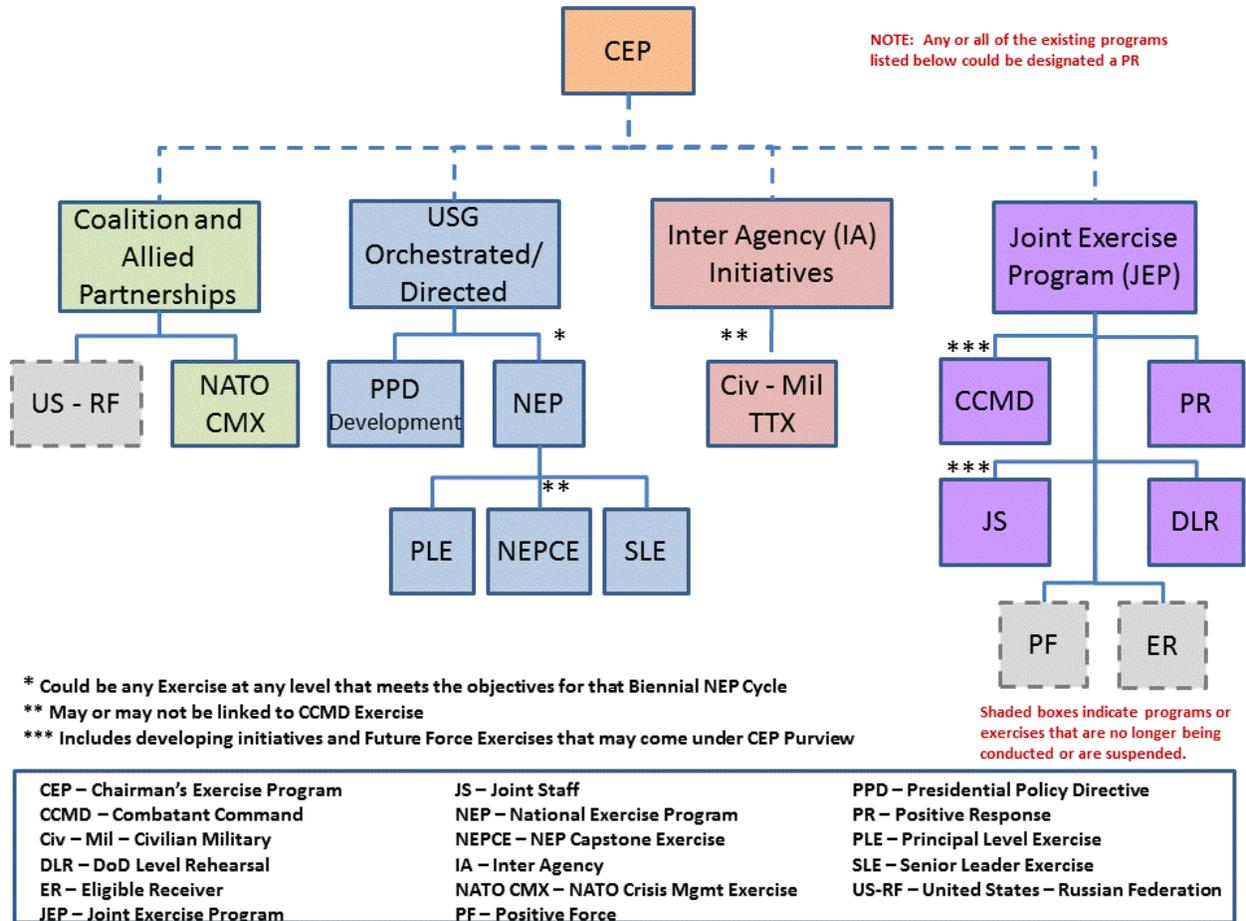


Figure 61. CEP Portfolio

a. Coalition and Allied Partnership. Achieving the NMS requires cooperation with other countries and the DoD must be prepared to expand joint operations beyond its own forces. The CEP manages two programs that support this expansion:

(1) NATO CMX. NATO CMXs are approved by the North Atlantic Council (NAC) and include senior participants from across the USG as well as their respective staffs at the required level. The DJ-7 is responsible for identifying the head of the U.S.-Planning Delegation for NATO CMXs. Frequency – one per FY. See Annex D.

(2) U.S.-RF CP. The U.S.-RF CP is coordinated by Joint Staff J-5 and executed by Joint Staff J-7 DD JT CEPD. The program is designed to promote military-to-military dialogue and strengthen cooperation in key areas of mutual security interests. Areas of cooperation that would benefit from an exercise are approved in the annual work plan by CJCS and the Chief of the General Staff, Russian Federation. DJ-7 is the head of the U.S.-Planning Delegation and is responsible for assigning lead for designated events. Planning and execution may include participants/organizations from across DoD. Frequency – one

every 18 months or as agreed upon by the two nations. This program is temporarily suspended; see Annex E for more details.

b. USG orchestrated/directed. The Joint Staff J-7 DD JT CEPD, in conjunction with OSD, will coordinate appropriate OSD and Joint Staff participation in federal interagency exercises identified in the NEP Two Year Exercise Plan. These exercises will be entered and tracked in JTIMS by the Joint Staff J-7 DD JT CEPD.

(1) National Exercise Program Capstone Exercise (NEPCE). A single capstone exercise is conducted every two years as the final component of each NEP progressive exercise cycle. Federal Departments and Agencies are directed to participate in each NEPCE to the maximum extent possible, as determined by the Homeland Security Council (HSC) Principals Committee. These exercises will be listed and updated in JTIMS by the Joint Staff J-7 DD JT CEPD. A CEP/CCDR Exercise may be linked to the NEPCE as required to incorporate DoD participating and achieve common training and exercise objectives. The NEP and NEPCE are governed by the DHS/Federal Emergency Management Agency (FEMA) authored documents, "NEP Base Plan" and "NEP Implementation Plan" which contain additional details and requirements for these programs and exercises (references as and at).

(2) Principal Level Exercise and Senior Leader Exercise. The National Security Staff will direct DHS/FEMA development of select exercises for senior leaders as identified in the NEP Two Year Schedule that includes senior OSD and Joint Staff participation with subject matter expertise provided by the appropriate staff elements. The exercises will be listed and updated in JTIMS by the Joint Staff J-7 DD JT CEPD. The frequency of these exercise events is an average of four per FY.

c. Interagency initiated. The Joint Staff J-7 DD JT CEPD, in conjunction with civilian mission partners, will promote partner training and exercise needs by hosting national capital region (NCR) based events that address partner objectives. The events will include military representatives and link to military training and exercises when appropriate.

(1) The Joint Staff J-7 DD JT CEPD will identify and develop exercises focusing on civilian objectives with support from DoD, other appropriate U.S. civilian agencies, and NGOs.

(2) The Joint Staff J-7 DD JT CEPD will coordinate NGO and civilian agency participation, as well as support the development of realistic NGO and civilian agency roles and scenarios in DoD exercises.

(3) The Joint Staff J-7 DD JT CEPD will facilitate the participation of IGO, NGO and U.S. civilian agency staff in DoD exercises held in different

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regions of the world and will seek to sustain coordination, participation, and collaboration in military, civilian, and NGO training and exercises.

d. Joint Exercise Program (JEP)

(1) Combatant Command. CCMDs maintain trained and ready forces, exercise contingency plans, support campaign plan engagement activities, and achieve joint and multinational (combined) training through the JEP. Joint Staff involvement in these efforts is mutually beneficial to the CCMDs and the Joint Staff/OSD/civilian mission partners and will be facilitated by the CEP when requested.

(2) OSD. OSD will participate in joint exercises that suggest strategic priorities that advance the NSS, NMS, GEF, and DPG. Specific exercise types in which OSD will participate include, but are not limited to, continuity operations, NUWAIX and exercises involving civilian mission partners.

(3) Joint Staff Exercises. The Joint Staff will participate in joint exercises that support strategic priorities that further the NSS, NMS, GEF and DPG and as directed by the CJCS. Civilian partner participants should generally come from CCMD resources within the HQ and partners within their AOR; however, these positions may be filled by agency HQ personnel when policy and strategic issues are addressed or resource gaps exist. When civilian partner personnel are requested, OSD and Joint Staff counterparts will also participate to form a coordination cell in the NCR.

(4) DLR Exercises. The DLR exercise is designed to improve the readiness of U.S. forces to conduct joint operations in conjunction with selected interagency partners against real-world ongoing or emerging threats outside continental United States (OCONUS). See Annex C.

(5) PR Exercises. PR was originally designed to be a short-duration, narrowly focused CPX to examine specific issues directed by the CJCS. An exercise under the purview of the CEP may be designated a PR if the event or exercise offers balanced TOs for the CCMD, the Joint Staff, and OSD. The CJCS may also designate a specific exercise, such as a CCMD JEP event, as a PR event; provided the exercise is based on CJCS HITIs, mutual TOs, or heightened interest of senior leaders. These exercises will normally have higher levels of participation by the Joint Staff and OSD. The naming convention for PR exercise will include the "PR" designation, followed by the FY than a sequential number, e.g., "PR 14-1." The PR exercise construct is laid out in detail in Annex B.

5. Exercise Scheduling, Integration, and Synchronization. The CEPD is the lead agent for the Joint Staff to schedule, integrate, and synchronize CCMD, JEP, NEP, and/or civilian mission partner exercises for Joint Staff. Joint Staff

J-7 CEPD will host the IEW and participate in the WJTC. The goal is to synchronize and integrate the five-year DoD exercise calendar among the CCMDs, Services, and civilian mission partners and to ensure Joint Staff J-7 DD JT resources are available to support CCMD exercises. The primary source of exercise data requirements will be JTIMS, however these details will also be discussed during JELC events or as required to ensure mutual understanding between parties involved. The objectives are to enable better mutual support of mission partners and DoD in exercises.

6. Joint Event Life Cycle (JELC)/Exercise Planning Cycle. The typical exercise planning conference/meeting sequence is described in Enclosure E, paragraph 5 and reference j. The actual sequence and purpose of these meetings may vary according to the scope and complexity of the exercise. In the case of linked exercises, every effort should be made to hold integrated planning meetings to cover the linked exercises at a single planning venue for each phase of the planning cycle. Specifically, in instances where the Joint Staff and OSD have agreed to support a CCMD exercise, the Joint Staff will request an integrated planning meeting with representation from Joint Staff, OSD, Services, and appropriate civilian mission partners, as required.

#### 7. Exercise Support Requests

a. Joint Staff Requests. Exercises for which Joint Staff support is requested should be consistent with the GEF and the NMS. Joint Staff J-7 DD JT CEPD is the lead agent for the Joint Staff to coordinate and evaluate requests, schedule, and determine the capacity for Joint Staff involvement in exercises. The specific requirements must be entered into JTIMS and be identified by the requestor during the planning phase of the JELC, and NLT the MPC. CCMD requests will be discussed, vetted, and prioritized during the IEW and WJTC based on which exercises best support Joint Staff TOs, requirements, and Joint Staff Directorate's capacity.

b. OSD Exercise Support Requests. Exercises for which OSD support is requested should be consistent with the GEF and the NMS. Joint Staff J-7 DD JT CEPD is the lead agency for the Joint Staff to coordinate and facilitate OSD involvement in exercises. The specific requirements must be identified via JTIMS by the requestor during the planning phase of the JELC, and NLT the MPC. CCMDs requests for OSD support will be discussed, vetted, and prioritized during the IEW based on which best support OSD TOs, requirements, and capacity.

c. Civilian Mission Partner Coordination. Mission partner exercise support requests will be handled through the Interagency Team within the Joint Staff J-7 DD JT CEPD. They facilitate interorganizational and DoD efforts to achieve shared goals and objectives. Joint Staff J-7 DD JT CEPD facilitates actions designed to improve collaboration of DoD training and exercises with civilian

mission partners and serves as the central POC for coordination between the DoD and USG Civilian Agencies, NGOs, and IGOs to request training and exercise support. All DoD requests for mission partner exercise planning or execution participation must be entered into JTIMS in order for Joint Staff J-7 DD JT CEPD to coordinate the requests.

(1) Requests

(a) Mission partner requests must be entered into JTIMS, the designated system of record. JTIMS entries will include the current year and provide a two-year projection of participation requests. Updates should be made throughout the year and specific JELC planning cycle as changes occur.

(b) Requests should describe the capabilities required as well as the roles and authorities to be exercised.

(c) DoD organizations are encouraged to engage mission partners as early in the exercise planning cycle as possible to ensure for partner objectives, roles, and authorities are integrated into the exercise.

(d) Specific requests for partner requirements must be identified via JTIMS by the requestor during the planning phase of the JELC, and NLT the MPC.

(e) The annual IEW is held in the 2nd Quarter of each FY. The IEW is the forum at which CCMDs, Services, CSAs, and Defense Agency representatives collaborate with mission partners on training and exercise opportunities for which partner participation is requested, and identify the mutual benefits of partner participation. This conference is intended to promote pre-JELC collaboration to begin shaping exercises that achieve inter/intra-dependent objectives among the participants, and to identify cost-effective means of engagement. Specific roles should be defined NLT the MPC.

(2) Prioritization. DoD organizations will present their exercise priorities at the annual IEW for participation considerations. DoD mission partners will also offer their priorities at the IEW, consistent with their interests and available resources. Training and exercises that have been agreed upon will be finalized in JTIMS by the requestors. Joint Staff J-7 DD JT CEPD will generate a JTIMS report for presentation directly to DoD and civilian mission partners and at appropriate civilian mission partner forums.

(3) Status. The status of exercise support requests will be reported quarterly to the requestors. JTIMS will be updated by all parties as changes, additions or deletions occur. At a minimum, provide updates on a monthly basis.

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(4) For stand-alone Proliferation Security Initiatives (PSI) activities, or PSI-related injects into an existing exercise, interorganizational requirements should be forwarded to Joint Staff J-5 for resolution. Joint Staff J-5 is responsible for coordinating required funding for PSI activities.

(5) Budget planning for interagency support will be consistent with the prescribed joint training, planning, and programming cycle.

ANNEX A TO APPENDIX C TO ENCLOSURE H

CHAIRMAN'S EXERCISE PROGRAM ROLES AND RESPONSIBILITIES

1. Joint Staff Directorate Responsibilities. All Joint Staff Directorates will provide a primary POC for each exercise and submit SME planning support to Joint Staff J-7 as required. Based on the exercise concept and objectives, SMEs could participate in the exercise as participants, controllers, or observers. Each Directorate POC is also responsible for providing Directorate specific inputs to the Joint Staff J-7 DD JT CEPD lead planner for the Director, Joint Staff overview brief and/or Tasking Directive as required/applicable. The Directorate SMEs shall also be available to support Senior Leader briefings during the Road to Crisis and Crisis Action Planning phase of an exercise as required/applicable. Each Directorate is also responsible for developing their own exercise specific objectives and TOs. If an Exercise Crisis Management Element or Team (CME/T) is required for an exercise, each Directorate will support with the requisite SMEs as directed by the Joint Staff J-3. Finally, any Joint Staff Director who is primarily responsible for or sponsors other focused exercises, should make these exercises known to Joint Staff J-7 DD JT CEPD for consideration for linkage to larger exercises. Specific Directorate exercise planning responsibilities include:

a. Directorate of Manpower and Personnel, J-1.

(1) Provide requisite SME for planning and execution to support the scope and objectives of the exercise.

(2) Identify and provide Joint Staff manpower and personnel focused objectives which support the J-1 training requirements.

(3) Support the Joint Staff CME/T during exercise execution with appropriate functional expertise, as required.

b. Directorate for Intelligence, J-2.

(1) Serve as the primary POC for coordination on defense intelligence involvement during exercise planning and execution.

(2) Support the Joint Staff CME/T during exercise execution with appropriate functional expertise, as required.

(3) Provide an action officer as well as regional or topical experts to participate in and coordinate on scenario and MSEL development.

(4) Identify and provide Joint Staff intelligence objectives. Provide timely support to the collection, exploitation, and dissemination. Respond to intelligence requests from participants as required.

(5) Draft appropriate intelligence background messages and intelligence-related MSEL injects.

c. Directorate for Operations, J-3.

(1) Provide requisite SME for planning and execution to support the scope and objectives of the exercise.

(2) Develop orders and take other actions IAW established policies, procedures, and plans.

(3) Activate and lead an appropriate Joint Staff CME/T IAW established Joint Staff Crisis Action Procedures as directed by the Director, Joint Staff or DJ-3 that supports the scope and intent of the exercise.

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

(5) Support the Joint Staff CME/T during exercise execution with appropriate functional expertise, as required.

(6) Implement the appropriate Joint Staff crisis action procedures.

(7) Activate elements of the Joint Staff emergency operations procedures as appropriate during exercise play.

(8) Plan and conduct internal functionally-oriented training, exercises, and tests, as required.

(9) Identify and provide J-3 focused objectives supporting DJ-3 training requirements.

(10) Conduct GFM system specific training and functional orientation on JOPEs, JCRM, Logbook, GFM-TS and PFG.

(11) Conduct JFC/JFP JTIMS Sourcing Workgroup as part of the IEW.

d. Directorate for Logistics, J-4.

(1) Provide requisite SME for planning and execution to support the scope and objectives of the exercise.

(2) Support the Joint Staff CME/T during the exercise execution with Joint Logistics Operations Center and appropriate functional expertise, as required.

(3) Identify and provide J-4 focused objectives supporting DJ-4 training requirements.

e. Directorate for Strategic Plans and Policy, J-5.

(1) Provide requisite SME for planning and execution to support the scope and objectives of the exercise.

(2) Support the Joint Staff CME/T during exercise execution with appropriate functional expertise, as required.

(3) Identify and provide J-5 focused objectives supporting DJ-5 training requirements.

(4) Provide SME for replication of the NSC Staff level products, e.g., Deputy Committee, Principal Committee, or Domestic Resilience Group summaries, conclusions, and demarches.

(5) Serve as the Joint Staff OPR for interagency and international coordination of PSI activities as described in reference au, which sets forth policy and provides procedures for the planning and execution of U.S. military support to PSI activities. Authorized military support includes combating WMD interdiction mission-area related training, PSI exercises, meetings, and conferences.

f. Directorate for C4\Cyber, J-6.

(1) Provide requisite SME for planning and execution to support the scope and objectives of the exercise.

(2) Support the Joint Staff CME/T during exercise execution with appropriate functional expertise, as required.

(3) Identify and provide J-6 focused objectives supporting DJ-6 training requirements.

(4) Provide requisite SME support for cyberspace related exercises to ensure valid Joint Staff training cyberspace scenario to ensure proper training of Joint Staff personnel.

g. Directorate for Joint Force Development, J-7. As the lead planning agency for CEP, Joint Staff J-7 DD JT CEPD is responsible for:

NOTE: This section covers the roles and responsibilities of the Joint Staff J-7 DD JT CEPD located in the NCR. It does not address the multitude of roles and responsibilities accomplished by the Suffolk-based J-7 Deputy Directorates, Divisions, Branches and Teams. See reference j for additional details.

(1) Integrating support systems throughout the JELC processes 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) Achieving partner and level of partner and DoD participation in training and exercise programs.

(c) Improving comprehensive approach to training and exercises.

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

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

(4) Coordinating NCR inter-organizational participation and facilitating TOs for DoD exercises.

(5) Developing training and exercise objectives for the Joint Staff in coordination with functional Joint Staff Directorate SMEs, exercise sponsors, and partners.

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

- (7) Coordinating with all elements of the Joint Staff to identify Joint Staff exercise objectives and recommended participation levels.
- (8) Coordinating with the Services to identify Service exercise objectives and recommended participation levels.
- (9) Facilitating crisis response/management element/team organizational level across the Joint Staff prior to exercise execution.
- (10) Coordinating Joint Staff, OSD, and Service Senior Leader participation and developing and presenting Senior Leader preparatory briefings prior to the start of the exercise.
- (11) 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.
- (12) Coordinating the synchronization of the MSEL using the JMSEL tool of the JTIMS or the NEP approval tool to drive exercise play to meet objectives.
- (13) Conducting Joint Staff pre-exercise participant preparatory briefings.
- (14) Conducting JECG training for OSD, Joint Staff, and other partner organizations representatives who will serve as a controller in the Pentagon JECG element.
- (15) Writing and publishing the governing Exercise Director or Letter of Instruction that 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.
- (16) Representing Joint Staff at the Exercise and Evaluation Sub-Interagency Planning Committee (E&E Sub-IPC); Integrated Education and Training Working Group; and other training and exercise related standing or temporary committees and working groups, and coordinating results with relevant Joint Staff representatives and CCMDs.
- (17) Assisting CCMDs in the design and staffing of the command's JECG through the Joint Staff J-7 DD JT.
- (18) Providing an Observation and AAR Team to present an after action report to the DJ-7 and Director, Joint Staff.

(19) Maintaining an internal Joint Staff J-7 DD JT CEPD AAR database on exercises from a Joint Staff perspective to better integrate and support the training audience.

(20) Identifying and providing Joint Staff J-7 focused objectives supporting DJ-7 training requirements.

h. Directorate for Force Structure, Resources, and Assessment, J-8.

(1) Provide requisite SME for planning and execution to support the scope and objectives of the exercise.

(2) Support the Joint Staff CME/T during exercise execution with appropriate functional expertise, as required.

(3) Identify and provide J-8 focused objectives supporting DJ-8 training requirements.

(4) Plan and execute the CJCS CMX as directed by CJCS on current or emerging threats or potential crisis situations. These narrowly focused tabletop, discussion-based exercises require planning and participation by SMEs from Directorates, appropriate CCMDs and OSD. Attendance generally includes the CJCS, all Directorates, senior OSD officials, CCDRs, and senior interagency representatives. The frequency is as directed by Director, J-8 in coordination with CJCS.

2. OSD Responsibilities. 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 as required and appropriate OSD staff components to participate in the planning and execution of the exercise.

d. Provide controllers in support of the JECG, as required.

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

f. Approve consolidated DoD inputs to after action reports for release to interagency partners.

g. In coordination with Joint Staff J-7 develop DoD inputs to the NEP Two Year Exercise Cycle.

h. Advocate DoD policy interests at the Joint Staff annual WJTC.

i. Represent DoD at the E&E Sub-IPC and coordinate results with relevant CCMDs.

3. Geographic Combatant Command (GCC) Responsibilities. Based on the exercise scenario and geographic locations involved, one or more CCMDs may participate in a particular exercise. Once the exercise linkages are agreed to, Joint Staff J-7, in coordination with the participating CCMDs, ensures that linkages are reflected in JTIMS. CCMD planning and participation responsibilities include the following:

a. Identify command exercise objectives.

b. Identify civilian mission partner exercise requirements in JTIMS to include roles, authorities, and capabilities or functions required; thematics such as Humanitarian Assistance/Disaster Relief, Stability Operations, Rule of Law, etc. Requirements should be entered into JTIMS as early as possible but NLT 30 days after the IPC.

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

d. Provide input to scenario development so as to make the exercise plausible and consistent with real world situations.

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

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

g. Participate in exercises at the appropriate level in order to attain overall and command specific exercise objectives, and support the objectives of other participating commands.

h. Establish a control cell linked to the overall Exercise Control Group to ensure coordination and synchronization of all aspects of exercise play.

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

j. Lead coordination, planning, conduct, and evaluation for NEP exercises that the command has nominated and that have been approved during the NEP scheduling process.

k. Submit lessons into JLLIS.

l. Coordinate with Federal and State partners to identify and participate in other Department and Agency exercises that offer opportunities to examine habitual and potential DoD support roles.

m. Participate in the annual WJTC.

#### 4. Functional Combatant Command (FCC) Responsibilities

a. U.S. Special Operations Command (USSOCOM). USSOCOM planning and participation responsibilities are the same as those delineated in paragraph 3 above for the CCMDS, less those that are GCC or AOR specific. Additionally USSOCOM will provide planning and advice and support joint exercises that have special operations requirements based on coordination between USSOCOM and the requesting command/organization.

b. USSTRATCOM/USCYBERCOM. USSTRATCOM/USCYBERCOM planning and participation responsibilities are the same as those delineated in paragraph 3 above for the CCMDS, less those that are GCC or AOR, specific. Additionally USSTRATCOM/USCYBERCOM will provide planning, advice and support to all exercises that encompass the Command's role as the DoD lead for strategic deterrence, space, cyberspace, integrated missile defense, nuclear command and control, or global strike operations.

c. USTRANSCOM. USTRANSCOM planning and participation responsibilities are the same as those delineated in paragraph 3 above for the CCMDS, less those that are GCC or AOR specific. Additionally USTRANSCOM will provide planning, advice, and support to all exercises that encompass the Command's missions. USTRANSCOM will also perform the following actions:

(1) Provide assistance to the Joint Staff J-7 OPR and to participating commands and agency 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. Service Responsibilities

- 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, 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 JTIMS to include roles, authorities, and capabilities or functions required; thematics such as Humanitarian Assistance/Disaster Relief, Stability Operations, Rule of Law, etc. Requirements should be entered into JTIMS as early as possible but NLT 30 days after the IPC.

6. Combat Support Agency (CSA)/Joint Activity Responsibilities. Participation in the planning of these exercises by agencies such as the Defense Threat Reduction Agency, Defense Logistics Agency, Defense Information Systems Agency, Defense Intelligence Agency, Defense Contract Management Agency, National Geospatial-Intelligence Agency, National Security Agency, and NGB will be dependent upon the overall concept, theme and objectives of the 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 H

POSITIVE RESPONSE (PR) EXERCISE

1. Concept. The 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 Director, Joint Staff. The overall scope and objectives of each PR exercise will be determined by the Joint Staff in conjunction with 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. These exercises will focus primarily on U.S. military core competencies such as mobilization, deployment, employment, sustainment, redeployment, but they may also address specific functional areas to include cyberspace warfare, strategic communications, combating WMD, Defense Support of Civil Authorities, continuity of operations/continuity of government, and adaptive planning. The CJTG, identifying the CJCS HITIs, provides an annually updated source for potential PR exercise themes.

2. Scope. The PR exercises will be characterized by, but not limited to, the following factors:

- a. Examination of plans, policies, and procedures related to the crisis situation portrayed by the exercise scenario.
- b. Regional or global crisis scenarios.
- c. CPX.
- d. Participation by one or multiple CCMDs.
- e. Participation of other federal departments and agencies based on the overall concept and objectives of the exercise.

3. Levels of POSITIVE RESPONSE (PR) Exercises. 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. Because of their flexibility, the 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 21.

<b>PARTICIPANTS</b>	<b>OBJECTIVES</b>	<b>LINKAGES</b>	<b>TYPICAL SUPPORT</b>
Staff Elements at Joint Staff and OSD with senior officials	Developed by Joint Staff and OSD	None – Pentagon internal	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
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 21. PR Exercise Variables

4. Planning. PR exercise planning will generally be conducted IAW the JELC timeline discussed in paragraph 5 of Enclosure E. For those PR exercises that are stand-alone exercises, prior to entering the JELC the following sequence will occur:

a. Using JTIMS and in coordination with potential CCMD participants, windows of opportunity for exercise execution will be identified. These exercises will normally be five to seven days in duration.

b. The Joint Staff J-7 DD JT CEPD Project Officer, will convene a PR Core Planning Group meeting approximately 12-15 months prior to anticipated exercise execution.

c. The Joint Staff J-7 DD JT CEPD Project Officer will brief the proposed exercise to the CJCS or Director, Joint Staff, after consensus has been reached by the Core Planning Group on the general theme and concept for the exercise.

5. Request Process. Commands must submit the request through JTIMS and simultaneously request a PR at the IEW (January timeframe). When asking for a PR, the matrix at Figure 62 should be used as a guide for identifying specific elements of support that the commands require from the Joint Staff in order to meet their TOs.

	SENIOR LEADER	CMT / CELL REQUIREMENTS	CJCS/ SECDEF	SVTC / TELECON REQ'TS	INTER-AGENCY	SERVICE SME/JS	J-7
Level of Support	06/5B SENIOR LEADERS	1 STAR/2 STAR SENIOR LEADER	2 STAR/3 STAR SENIOR LEADER	3 STAR/4 STAR SENIOR LEADER	06-LED 24 HR CME / CMT	TAILORED CME / CMT	DEDICATED JS
1	ON-CALL JS RESPONSE CELLS	24 HOUR OSD RESPONSE CELLS	LIMITED OSD RESPONSE CELLS	EXERCISE C/CS	EXERCISE SECDEF (NOTE 1)	GO/POS VTC/TELCON (NOTE 2)	06/5B SVTC/TELCON (NOTE 2)
2	OSD ASD/DASD SVTC/TELCON (NOTE 2)	OSD 06/5B SVTC/TELCON (NOTE 2)	OSD 06/5B SVTC/TELCON (NOTE 2)	NAT'L EVENT CONF W/ GO/FO	NCR INTERAGENCY CONF 06/5B	NCR INTERAGENCY SUPPORT	SERVICE INTERAGENCY ON-CALL SUPPORT
3	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)
4	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)
5	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)	SERVICE SVTC/TELCON (NOTE 2)

NOTES:  
1. SENIORITY OF EXERCISE CJCS AND SECDEF WILL BE DETERMINED BY SCENARIO  
2. SVTC/TELCON TOPICS FOR DISCUSSION/DECISIONS WILL BE DUE TO JOINT STAFF PRIOR TO END OF FINAL PLANNING CONFERENCE

ADDITIONAL INFORMATION:  
THIS IS A GUIDELINE ONLY; ALL LEVELS CAN BE TAILORED TO ACHIEVE EXERCISE SPECIFIC OBJECTIVES DESIRED  
PARTICIPATION IS SUBJECT TO AVAILABILITY  
THE JOINT STAFF RESERVES THE RIGHT TO ADJUST PARTICIPATION BASED UPON EXERCISE SCENARIO

Figure 62. PR Support Matrix

6. Execution

a. Depending on the scope and complexity of the exercise, a Joint Staff CME/T may be activated in the National Military Command Center (NMCC) and an OSD response cell may be activated in its Global Situation Awareness Facility (GSAF). Other agencies or departments may activate their crisis response organizations as appropriate.

b. A JECG will be activated at the Pentagon, at the J-7 (Suffolk) facilities, and at major participants' HQ. DJ-7 will have overall responsibility for control of the exercise.

c. If required, exercise warning, planning, alert, or execute orders will be issued. If included in exercise design, some forces may deploy to meet exercise objectives.

d. The exercise should be designed, through stage-setting MSEL, to focus on strategic and policy-level objectives to the maximum extent possible.

e. If required or requested by the CJCS or Director, Joint Staff, Joint Staff J-7 will provide operational training personnel to observe the interaction between Joint Staff/OSD/CCMD in order to identify any gaps and seams.

7. Post Exercise. The senior DoD participant will normally host an AAR briefing shortly after ENDEX to review the major emerging issues that have surfaced during the exercise. The Joint Staff J-7 will solicit, compile and

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publish a Quick Look Report approximately 60 days after ENDEX following receipt of inputs from all participating organizations. The Joint Staff J-7 DD JT CEPD lead planner will solicit mission critical findings (three sustain/three improve) from Joint Staff, OSD and Service participants. The Joint Staff J-7, Deputy Directorate Future Joint Force Development, Joint Lessons Learned Division will manage JLLIS and provide exercise participants with JLLIS and JLLP training to facilitate collection of mission critical findings and observations.

ANNEX C TO APPENDIX C TO ENCLOSURE H

DEPARTMENT OF DEFENSE LEVEL REHEARSAL

1. Concept. The DoD Sponsored National-Level Rehearsal (DLR) exercise is designed to improve the readiness of U.S. forces to conduct joint operations in conjunction with selected interagency Federal partners against real-world ongoing or emerging threats OCONUS. These exercises will focus on:

- a. Crisis action planning procedures.
- b. DoD relationship with other federal departments and agencies.
- c. C2 relationships.
- d. Communications connectivity.

2. Scope. The DLR exercises will be characterized by, but not limited to, the following factors:

- a. OCONUS-oriented.
- b. Regional rather than global crisis scenarios.
- c. CPX with potential FTX and no-notice components.
- d. Selected DoD forces, HQ, weapons platforms and communication elements could be expected to deploy when required by the exercise objectives.
- e. Selected interagency crisis response elements may deploy as dictated by the scenario and as agreed upon by participating departments and agencies to meet their objectives.
- f. Participation of other federal departments and agencies is dependent upon the overall concept and theme of the exercise.

3. Planning. DLR exercise planning will be led by the Joint Staff J-7 DD JT CEPD and generally be conducted IAW established methodology and sequencing as follows:

- a. Using JTIMS and in coordination with potential interagency participants through the NEP, windows of opportunity for exercise execution will be

identified. These exercises will normally be no more than four days in duration.

b. The Joint Staff J-7 DD JT CEPD Project Officer, will convene a series of DLR Core Planning Group meetings approximately 15 months prior to anticipated exercise execution. A small number of planners from OSD, the Joint Staff, and participating Federal agencies will be responsible for the initial exercise design.

c. The Joint Staff J-7 DD JT CEPD Project Officer will brief the proposed exercise to the CJCS or Director, Joint Staff, after consensus has been reached by the Core Planning Group on the general theme and concept for the exercise.

d. Once preliminary approval by the CJCS or Director, Joint Staff is obtained, detailed planning meetings will be conducted to develop the exercise specifics.

#### 4. Execution

a. Depending on the scope and complexity of the exercise, a Joint Staff CME/T may be activated in the NMCC and an OSD response cell may be activated in its GSAF. Other agencies or departments may activate their crisis response organizations as appropriate.

b. A JECCG will be activated at the Pentagon and at major participants' HQ.

c. If required, exercise warning, planning, alert, or execute orders will be issued. If included in exercise design, some forces will deploy to meet the contingency.

d. The exercise will be planned and executed to maximize free play for all staffs involved. The exercise should be designed, through stage-setting MSEL, to focus on strategic and policy-level objectives to the maximum extent possible.

5. Post Exercise. The senior DoD participant will normally host an AAR briefing shortly after ENDEX to review the major emerging issues that have surfaced during the exercise. The Joint Staff will publish a Joint After-Action Report (JAAR) approximately 30 days after ENDEX following receipt of inputs from all participating organizations.

6. Funding. Programming of funds will be based on the factors listed below. Estimates for programming will be based on one exercise of this type every eighteen months.

a. The Joint Staff may fund the airlift costs from the Joint Exercise Transportation Program. Responsibilities for coordinating and validating airlift must be clearly delineated during the planning phase of the exercise to ensure that required transportation is available.

b. The operations and maintenance costs will be absorbed within the existing exercise budgets of the CCDR's executive agent and/or Service components. Participating agencies and departments will bear their respective costs.

c. Services will fund the command, control, communications, and computer and weapon systems deployment, employment, and redeployment costs for those systems that are self-deploying.

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ANNEX D TO APPENDIX C TO ENCLOSURE H

NORTH ATLANTIC TREATY ORGANIZATION (NATO) CRISIS MANAGEMENT  
EXERCISE (CMX)

1. Background. The NATO CMX is NATO's only Alliance-wide strategic exercise where major NATO HQ, Commands, and all NATO nations participate. In select years, NATO CMX also includes participation with the European Union and other non-NATO nations having security arrangements with NATO. Unlike other CEP exercises, the U.S. is not responsible for overall control and management of NATO CMX; however, the U.S. is a prominent planner and participant from both Brussels, Belgium and Washington, DC. The exercise is conducted annually with up to 35 NATO and non-NATO nations participating from Brussels and from their capitals.
  
2. Joint Staff J-7 Planning Responsibilities. The Joint Staff J-7 serves as the U.S. coordinator for U.S. participation in the annual 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 and, in this capacity, plans and coordinates U.S. national civil-military participation. 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, Delegation to the Military Committee, and DHS. The core team may be augmented by Joint Staff J-4, U.S. Mission to the United Nations, U.S. Mission to the European Union, the National Security Agency, and civil Federal Departments and Agencies, as appropriate, to support specific exercise objectives. Additional Joint Staff J-7 DD JT CEPD responsibilities include:
  - a. Serve as Head of the U.S Delegation responsible for coordinating the appropriate U.S. policy and military exercise issues into the exercise.
  
  - b. Participate in the development of NATO exercise objectives (known as exercise specifications).
  
  - c. Establish direct liaison with NATO CMX planners in the NATO International Staff, NATO International Military Staff, and Supreme HQ, Allied Powers Europe, and Allied Command Transformation.
  
3. Documentation. The Joint Staff J-7 NATO CMX 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 for CEP, but are NATO-controlled with national inputs:

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

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

c. NATO First Impressions Report that is contributed to by all nations and is an AAR for NATO.

d. NATO Final Post-Exercise Report that is similar to the JAAR and is submitted to the NAC.

4. U.S. Co-Hosted Conferences. Most NATO exercise planning conferences are co-hosted by NATO and European nations. When requested by NATO, the U.S. and Canada have agreed to host, by alternating years, NATO CMX planning conferences in order 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 U.S. 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 U.S. These conferences could involve up to 225 attendees from over 35 countries.

ANNEX E TO APPENDIX C TO ENCLOSURE H

U.S.-RUSSIAN FEDERATION (U.S.-RF) COOPERATION PROGRAM

NOTE: This program has been temporarily suspended IAW a combined agreement by the U.S. and RF. However, the information in this annex will be pertinent should the program resume under CEP control.

1. Background. The U.S.-RF Cooperation is a bi-lateral program begun in 1994 when the U.S. and RF Presidents' in their Presidential Summit communiqué agreed that the two sides will conduct a joint exercise of theater missile defenses and early warning of missile launches. This agreement has been re-affirmed or expanded during subsequent Presidential Summit communiqués. OSD (Missile Defense Policy) and Joint Staff J-5 representatives set up the basic agreement with the RF Ministry of Defense representatives in early 1995. The Joint Staff J-7 was appointed as the lead for this exercise program in October of 1995. Seminars, exercises and war-game events are the primary tools available to both sides in developing and conducting combined events. In 2010, based on an agreement between the CJCS and the RF General Staff Chief of Staff, the Joint Staff J-7 was assigned the task of conducting a seminar (tabletop) followed by a war-game dealing with U.S.-RF WMD interdiction.

2. Scope. The principal focus of these programs is to coordinate, design and conduct a program of exercises and/or war-game events to support U.S. policy to forge a more positive security relationship with the RF through increased military cooperation in areas of mutual security interest. This program also promotes continued military-to-military dialogue; develops procedures that enhance the ability of U.S.-RF forces to operate together in future missions; and refines and validates developed missile defense coordination procedures. The scope of the program currently includes cooperation in three areas: missile defense, early warning and WMD.

3. Management and Coordination. The Joint Staff J-7 DD JT CEPD is responsible for day-to-day staff level coordination for the program. The two nations (O-6 level Heads of Delegation and their SMEs) are responsible for the planning for each U.S.-RF seminar, exercise or war-game event. The Heads of Delegation for the two countries are also the Exercise/Event Directors during the execution of each U.S.-RF event. Both the U.S. and Russia invite their general officers (O-7/O-8) to be the Senior Observers for each U.S.-RF event.

4. Annual Exercise Programming Process. The annual U.S.-RF Military Work Plan signed by the CJCS and the RF Chief of the General Staff provides the

framework for future contact events supporting the development of military interoperability.

5. Exercise Design, Development, and Conduct. With the approval of the Final Report from each event, each nation presents its proposal for a concept and the broad exercise objectives for the next U.S.-RF event.

NOTE: U.S.-RF experts meetings can be conducted approximately once every quarter with each nation alternating hosting responsibilities. U.S.-RF events are normally scheduled approximately eighteen months apart with each nation alternating hosting responsibilities.

6. Lessons Learned. The U.S.-RF observation process is the mechanism for identifying, analyzing, and addressing issues identified during each event and/or during preparation (if required). Each side maintains a copy of the final report for each exercise/event that identifies issues recommended for corrective action. These recommendations are incorporated into the planning for the next and/or future U.S.-RF events. As agreed by the U.S. and RF representatives and due to the sensitive nature of the U.S.-RF bi-lateral program, there will be no U.S.-RF event issues documented in each country's formal lesson learned program.

7. Evaluation Products. An AAR brief provides the initial documentation of the key issues noted during the U.S.-RF event. A final report agreed to by both sides is approved and published during the post-event U.S.-RF meeting.

8. Responsibilities. The Joint Staff J-7 as OPR will:

a. Provide the U.S. Head of Delegation and the Coordinator for the Program.

b. Coordinate resources and provide Joint Staff J-7 budget POM support for the planning and conduct of the program (including U.S.-only and U.S.-RF delegation meetings).

c. Oversee the tasks and work performed by the interpretation sources (government and/or contractor).

d. Participate and support the planning and conduct of U.S.-RF meetings and events identified in the U.S.-RF Military Work Plan. As a minimum, such participation will include coordinating support from both the supporting and supported CCMDs; from the U.S. Army and its commands for missile expertise; and from Missile Defense Agency/Missile Defense Integration and Operations Center for simulation requirements and event planning and support.

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e. Designate a POC to maintain the latest version of the U.S.-RF Procedures for Coalition Missile Defense Operations document and the Final Report documentation of each event for the Program.

9. Master Scenario Events List. The MSEL database and MSEL matrix displays are the primary tools for planning and executing each U.S.-RF event. Once changes are briefed to, discussed and approved by both sides' Heads of Delegation, acting as the Exercise/Event Directors, they will be published and disseminated as necessary to reflect agreed-upon changes to future events.

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## APPENDIX D TO ENCLOSURE H

### NATIONAL EXERCISE PROGRAM (NEP)

1. Authority. The NEP is established by title 6, U.S.C., Chapter 2, Subchapter II, Part A, Section 748(b)(1). The NEP directs the FEMA Administrator, in coordination with the heads of appropriate Federal agencies, the National Council on Disability, and the National Advisory Council, shall carry out a NEP to test and evaluate the national preparedness goal, National Incident Management System, NRF, and other related plans and strategies (references as and at).
2. Mission. The NEP serves as the principal exercise mechanism for examining the preparedness and to measure the readiness of the United States across the entire homeland security enterprise by designing, coordinating, conducting, and evaluating a progressive cycle of exercises that rigorously tests the Nation's ability to perform missions or functions that prevent, protect, respond, recover, and mitigate all hazards.
3. Governance. The NEP will be guided by the policy direction and decision-making provided by the HSC Principals Committee and its subordinate executive branch committees. These committees will also adjudicate NEP issues as they arise from the interagency exercise community. Approximately every 2 years, the HSC Principals Committee will issue the Principal Objectives that will drive the subsequent NEP cycle. These objectives may change as operational circumstances dictate. The Domestic Resilience Group will provide the routine guidance and direction to the NEP. At the operational level, the Exercise Implementation Committee, chaired by FEMA National Exercise Division, will be the primary agent for guiding the design, planning, and execution of each NEP event.
4. Concept of Operations. The NEP will be conducted as a 2-year, progressive exercise cycle based on an identified set of Principal Objectives and corresponding general objectives. Based on these objectives, the NEP will incorporate, to the highest degree possible, existing exercises established by the Federal interagency and State, local, tribal and territorial governments. Specifically, each NEP cycle will feature: (1) a series of Federal interagency-controlled senior-level exercises; and (2) exercises of all types at the State, local, tribal and territorial levels as well as exercises within the private sector, non-governmental, and faith based organizations that will be invited to be incorporated into the NEP schedule. Each NEP cycle will culminate in a national-level, NEPCE that will include participants from across the homeland security enterprise.

a. NEP Cycle: The inaugural NEP cycle began on 1 January 2013. Each NEP cycle will be two years in duration. Planning for each NEP cycle will begin no less than 6 months prior to the commencement of that cycle based on the new NEP.

b. Objectives and Scenarios: The NEP is objectives-driven and capability-based, with established Principal Objectives driving the focus and schedule of each NEP cycle. The HSC Principal's Committee will set the Principal Objectives for each cycle. In addition, some of the NEP Principal Objectives may be required by law or executive orders. In the event that national priorities change or real-world events compel a mid-course adjustment to the NEP, the HSC Principal's Committee may consider modifying the Principal Objectives to meet preparedness demands in an ever-changing homeland security environment.

## APPENDIX E TO ENCLOSURE H

### DOD INTERAGENCY TRAINING COORDINATION

#### 1. Background.

a. Integrated and aligned operations between DoD and civilian mission partners is emphasized in strategic guidance ranging from National Security and Homeland Security Presidential Directives to the Chairman's HITIs. This appendix provides the DoD Interagency Working Group Business Rules to govern the processes and responsibilities for identifying, requesting, and tracking civilian mission partner support to training, education, and exercises.

b. The capacity of DoD to plan and conduct training and exercises provides excellent opportunities for cooperation and collaboration with civilian mission partners. Consequently DoD training and exercises should be leveraged to improve USG readiness and to enhance collaboration and alignment that benefits participating organization's preparation for operating in complex environments.

2. Joint Staff J-7 Responsibilities. The Joint Staff J-7 serves as the DoD coordinator for civilian mission partners' participation in DoD training and exercises and for coordination of DoD participation in civilian mission partners' training and exercises. All participation requests will be collected, collated, coordinated, and tracked by the Joint Staff J-7. Joint Staff J-7 DD JT CEPD responsibilities include:

a. Serve as the focal point for DoD entities for civilian mission partners' participation in their training and exercises.

b. Serve as the focal point for civilian mission partners' requests for DoD participation in their training and exercises.

c. Chair the quarterly DoD Interagency Training Coordinator Working Group.

d. Host an annual IEW to facilitate early training and exercise collaboration.

e. Standardize the process for prioritizing, collating, requesting, and tracking participation requests.

f. Serve as proponent for DoD interagency engagement processes.

g. Collate, coordinate, and track support requests from DoD and non-DoD interagency partners.

h. Provide feedback on civilian mission partners' participation to requestors and partners as required.

3. Combatant Command (CCMD) Coordination. Regional CCMDs can directly consult or coordinate with Chiefs of Mission within their AOR to elicit support from USG agencies assigned to the respective country teams. In-theater support should be documented in JTIMS to provide full visibility on interagency exercise support activity to Joint Staff J-7.

4. Documentation. All non-DoD interagency partner training and exercise participation requests will be documented in JTIMS. The Joint Staff J-7 will coordinate requests for entities outside the CCMDs' and Services' assets, and AOR counterparts, and report the status using JTIMS.

a. Requestors will enter all civilian mission partners' requests in JTIMS including participation from CCMD resources.

(1) Initial entries will be made in JTIMS as soon as requirements are identified, ideally two years in advance of the exercise execution. Changes will be made throughout the year as they occur.

(2) Desired participation in JELC events should be specified and the options for participation (on-site, VTC, Defense Connect Online, email, etc.) should be identified.

(3) Availability of funds for travel and per diem must be indicated.

(4) Required capabilities, roles, authorities, functions, and scenario themes, e.g., Humanitarian Assistance/Disaster Relief, Stability Operations, Rule of Law, etc. for non-DoD interagency partners' participation should be clearly defined in the requirements/capability data field as well as in the event goals and objectives.

(5) Care should be taken, especially in JTIMS "free text" fields, to ensure classified entries are marked appropriately.

b. The Joint Staff J-7 DD JT CEPD will generate JTIMS Exercise Opportunity and Participation Reports quarterly, in preparation for the IEW, and to prepare coordination documents for civilian mission partners and in established training and exercise venues.

c. The Joint Staff J-7 DD JT CEPD will send DoD and civilian partners a quarterly 90-day projection of requests to ensure changes are noted and to facilitate tracking.

d. The Joint Staff J-7 DD JT CEPD will document in JTIMS the status of support requests as disposition is determined and will provide a quarterly status report.

e. After each supported event, requestors will update JTIMS with the results of non-DoD interagency partner participation based on METs and TOs.

5. Process Cycle and Conferences. This process (Figure 63) pertains to all training and exercise requirements involving the participation of non-DoD interagency partners. Direct interaction by CCMDs with partner entities resident within their CCMD HQs' and AOR is not precluded by this process. Fiscal quarterly process steps are as follows:

a. 1st, 3rd, and 4th Quarters

(1) Joint Staff J-7 provides civilian mission partners with the quarterly Exercise Opportunity and Participation Report.

(2) Joint Staff J-7 hosts quarterly DoD Interagency Training Coordinator Working Group secure VTC to provide updates regarding non-DoD interagency partners' participation to requestors and to discuss any changes to civilian partner exercise needs or interests.

b. 2nd Quarter

(1) Joint Staff J-7 provides civilian mission partners with the quarterly Exercise Opportunity and Participation Report.

(2) The Joint Staff J-7 hosts the annual IEW. Joint Staff J-7 will receive and review requests from interagency partners for DoD support to their exercise. The community discusses opportunities and expresses interest/commitments.

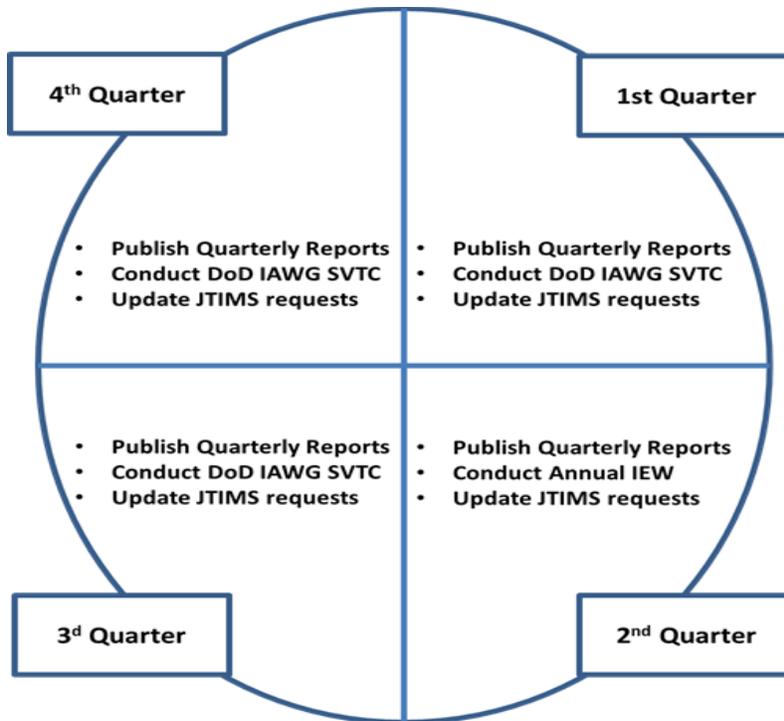


Figure 63. Civilian Mission Partner Process Cycle

## APPENDIX F TO ENCLOSURE H

### SIGNIFICANT MILITARY EXERCISE BRIEFS (SMEB)

1. Criteria. Military exercises deemed significant due to location within a politically sensitive area, size of forces involved, scope, scenario, participants, visibility, and/or timing require a SMEB. The SMEB process is supported by JTIMS for both tracking and reporting purposes.
2. Significant Military Exercise Brief Requirements. See references ae and av for detailed SMEB reporting criteria.
3. Significant Military Exercise Submissions
  - 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 at Annex A 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. CCDs greater than 30 days prior to the exercise require justification in the Financial Implications section of the SMEB.
  - 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 non-concurrence.
  - e. CCMDs will ensure that, with regard to exercises involving U.S. and foreign forces, the appropriate U.S. embassy is notified before any firm proposals are made to foreign military officials. This procedure will provide the DOS an opportunity to assess political ramifications early in the exercise

planning. This coordination will be documented in the Cross Boundary Coordination section of the SMEB.

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

5. Late SMEB Submissions. Late submissions of 10 days or more past the Joint Staff J-7 due date (see paragraph 3.b.) will require a General/Flag Officer Letter of Lateness (Annex B) forwarded to the Director, Joint Staff J-7. The letter (addressed to the Director for Joint Force Development, Joint Staff) will state a justification for the late submission and a brief outline of steps taken to preclude further late SMEB submissions.

6. Significant Military Exercise Maintenance in the Joint Training Information Management System (JTIMS)

a. CCMDs will ensure their exercises are updated in real time in the JTIMS database. CCMDs are required to keep JTIMS up-to-date on a continuous basis.

b. Forty-five days prior to the start of the 1st and 3d fiscal quarter, CCMDs will validate and confirm with the Joint Staff J-7 all scheduled significant military exercises in JTIMS for the respective quarter plus one full year.

c. In preparation for the regularly scheduled de-confliction conference and annual WJTC, the Joint Staff will ensure that CCMDs have verified the accuracy of their exercises submitted in the JTIMS database prior to attendance.

ANNEX A TO APPENDIX F TO ENCLOSURE H

SIGNIFICANT MILITARY EXERCISE BRIEF (SMEB) EXECUTIVE OVERVIEW

**CLASSIFICATION** **SMEB EXECUTIVE OVERVIEW** (Joint Staff commentary in blue – delete) Date of Submission  
COMBATANT COMMAND / EVENT NAME - FY / Month DD, YYYY

In general: follow this paragraph format, try to keep SMEB to two pages, use black Arial Font (no smaller than 10 pt), use proper classification markings for each paragraph, and remember the audience of this brief (NSC, State, and OSD), so spell out first use of acronyms and avoid technical / military jargon.

(X) **Critical Cancellation Date:** October 1, 2009.

(X) **Exercise Locations:** Base or Range, City, Country

(X) **Exercise History:** Include the following information:

1. How long the exercise series has been occurring,
2. When was the last time the exercise was conducted,
3. Is the scope and scale of the current iteration the same or different from previous iteration,
4. If there have been any issues (political, military, press, etc.) associated with this exercise in the recent past.

(X) **Exercise Type:**

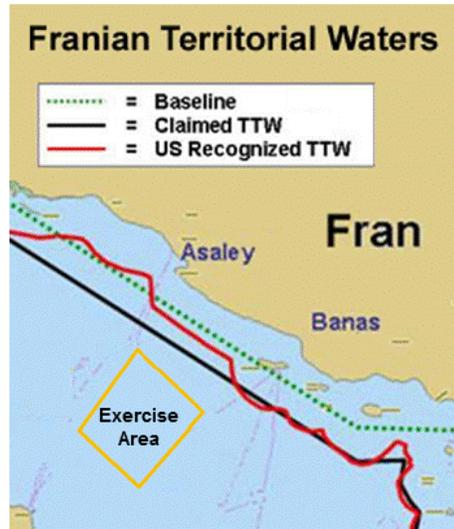
(X) **Exercise Purpose/Objective:** Include what units/participants will actually be doing during the exercise.

(X) **Exercise Scenario:** Scenarios should be clear, concise, and described in plain language.

(X) **Concept of Operations (by Phase):** Key Events/Dates, Timeline, and Phases for the Exercise: Examples:

- September 13-26, 2009: Final Planning Conference
- October 24-30, 2009: Field Training Exercise (FTX)
- November 1-5, 2009: Command Post Exercise (CPX)
- November 1-16, 2009: Redeployment Window

(X) **CCMD POC:** Mr. Point O. Contact, CCMD J7  
Luke AFB, AZ; Contact number and email



The map should give an accurate visual representation of where the exercise will take place – clearly highlight exercise, flight, and sailing areas with a box. Any activity located near sensitive areas (e.g. disputed territory or TTWs) should be delineated with exercise operating areas and/or corridors. This is to give the interagency a visual perspective of how close or far away the exercise activity will be to these sensitive areas. Also, specific bomber flight routes should be provided.

CLASSIFICATION

**SMEB EXECUTIVE OVERVIEW**

Date of Submission

COMBATANT COMMAND / EVENT NAME - FY / Month DD, YYYY

**(X) Participants:**

• **(X) United States (Summary):** Must list all personnel, aircraft (fighters, bombers, helicopters, etc.) and ships. Examples:

- Headquarters (HQ), CCMD (Support)	46
- 3 x F-16 (including ground crew)	93
- 1 x Destroyer	325
- 1 x Infantry Company	130
- Support Forces/Agencies	45
<b>TOTAL U.S. FORCES:</b>	<b>639</b>
<b>TOTAL U.S. FORCES DEPLOYING FROM CONUS:</b> Number or None	

• **(X) Foreign (Summary):** Must list all personnel, aircraft (fighters, bombers, helicopters, etc.) and ships - do not use TBD. NSC/State consistently requests the number of personnel and assets participating in the exercise. If the actual number of participants is not known at time of SMEB submission, please use your professional judgment based on previous exercises or known unit sizes to provide an estimate (est).

- Ministry of Defense	46
- 3 x F-16, 4 x Mirage, 1 x helicopter	50
- 1 x Corvette	225 (est)
- 1 x Infantry Company	130
<b>TOTAL FOREIGN FORCES (estimated):</b>	<b>451</b>

**(X) Communication Synchronization:**

Do not include any PA POC contact info in this section.

- **(X) PA Posture/PPAG Date:** Active (Active/Restricted Release), Passive (RTQ, No Response). Can be phased. Include ETA of PPAG to OSD(PA).
- **(X) Host Nation(s)' Sensitivities:** The host nation(s)' sensitivities to publicity of their participation in this exercise.
- **(X) USG & CCMD Supported Themes:** Most relevant national and theater themes for this exercise.
- **(X) Audiences/Stakeholders/Publics:** Specific publics to reach regarding this exercise - not required for passive posture.
- **(X) Key Milestones for Releases/Messaging:** - As required. Not required for passive posture.

**(X) Status of Forces Agreement (SOFA):**

Source/Derivative Classification and Declassification Instructions (if classified)

**(X) Cross Boundary Coordination:** What U.S. agencies/organizations and/or neighboring/regional states have been notified of the exercise? Be specific - include dates, names or offices, and means (message, meeting, etc.). At a minimum, the CCMD must document embassy coordination to ensure the SMEB is not their first notification of the exercise.

**(X) PRC Interaction:** Yes or No **DCP HOOP Number:** Number or N/A  
All CCMDs must answer these questions.

**(X) Converging Significant Assets:**

Operations, exercises, or major unit movements that will be in close proximity to the exercise location within one week preceding, after, or during the exercise. Political, Diplomatic, Cultural, or Military events preceding, concurrent, or post exercise/event.

**(X) Impact on foreign or defense relations if exercise were cancelled:**

**(X) Financial implications if exercise were cancelled or decision delayed past CCD:** Provide dollar amount and reason for expense (e.g., a delayed decision will cost \$10,000 in additional air fare expenses or cancellation would cost \$500,000 shipping. The interagency will request a reason specifically for CCDs that are set more than 30 days prior to the start of the exercise. An insufficient reason may result in a request to move the CCD to less than 30 days prior to the start of the exercise.

**(X) Department / Agency Assessment:**

• (X) CCMD: CCMD should provide a clear and concise assessment of the exercise underlining any points interest and/or addressing any issues for interagency consideration.

• (X) JS:

• (X) OSD:

• (X) State:

**Department / Agency Recommendations:**

DoD recommendation:  
DoS recommendation:

CLASSIFICATION

Figure 64. SMEB Executive Overview Template

ANNEX B TO APPENDIX F TO ENCLOSURE H

SIGNIFICANT MILITARY EXERCISE BRIEF (SMEB) LETTER OF LATENESS



COMMANDER, U.S. XXXCOM  
(XXXCOM)  
XXXXX, APO AE XXXXX-XXXX

To: Joint Staff J-7 Director for Joint Force Development, Pentagon,  
Washington, DC 20318-7000

Subj: HQ COMBATANT COMMAND SIGNIFICANT MILITARY EXERCISE BRIEF  
(SMEB) - LETTER OF LATENESS

Encl: (1) SMEB – Exercise name; Location; CCD; Execution date

1. (U) USXXXXCOM respectfully submits this Letter of Lateness for the late submission of the SMEB for (Exercise Name). USXXXXCOM clearly understands that the SMEB process has received close scrutiny from OSD and the NSC due to multiple late SMEB submissions by the Combatant Commanders. While no exercises have been canceled or delayed due to a late SMEB submission, last-minute notifications run counter to PPD-5 and DoD directives.
2. (U) Justification: (Give a justification for the late submission and briefly outline steps taken to preclude late SMEB submissions in the future).
3. (U) My point of contact is Lieutenant Colonel Joe Exercise, XXX, USXXXXCOM, DSN (XXX) 123-4567, JOE.EXERCISE@mail.smil.mil.

SNUFFY SMITH

MG, U.S. XXXX  
Director for Operations

(INTENTIONALLY BLANK)

ENCLOSURE I

REFERENCES

- a. CJCSI 3500.01 Series, “Joint Training Policy for the Armed Forces of the United States”
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- c. CJCSM 3511.01 Series, “Joint Training Resources for the Armed Forces of the United States”
- d. DoD Directive 7730.65, 3 June 2002, “Department of Defense Readiness Reporting System” certified current as of April 23, 2007
- e. CJCSG 3401 Series, “CJCS Guide to the Chairman’s Readiness System”
- f. CJCSI 3150.25 Series, “Joint Lessons Learned Program”
- g. CJCSM 3150.25 Series, “Joint Lessons Learned Program”
- h. Joint Publication 5-0, 11 August 2011, “Joint Operation Planning”
- i. CJCSI 3401.01 Series, “Joint Combat Capability Assessment”
- j. Joint Staff J-7 Deputy Director Joint Training Joint Training Handbook 2014
- k. CJCSM 3122.01 Series, “Joint Operation Planning and Execution System (JOPES) Volume I: Planning Policies and Procedures”
- l. CJCSI 3500.02 Series, “Universal Joint Task List Program”
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- n. CJCSM 3130.06 Series, “Global Force Management Allocation Policies and Procedures”
- o. DoD Instruction 1322.26, 16 June 2006, “Development, Management, and Delivery of Distributed Learning”
- p. Joint Knowledge Online (NIPRNET) - <http://jko.jten.mil> (Accessed 6 March 2014)
- q. Joint Publication 3-0, 11 August 2011, “Joint Operations”

- r. CJCSI 3100.01 Series, “Joint Strategic Planning System”
- s. CJCSI 3170.01 Series, “Joint Capabilities Integration and Development System”
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- af. CJCSI 3110.10 Series, “Communications Systems Supplement to the Joint Strategic Capabilities Plan (JSCP)”

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“International Agreements”
- ah. CJCSI 2300.01 Series, “International Agreements”
- ai. CJCSI 2120.01 Series, “Acquisition and Cross-Servicing Agreements”
- aj. CJCSI 6740.01 Series, “Military Telecommunications Agreements and  
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or Friendly Foreign Nations”
- ak. DoD Directive 4715.11, 10 May 2004 (current as of 24 April 2007),  
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## GLOSSARY

### PART I -- ABBREVIATIONS AND ACRONYMS

AAR	after action review
A/C	accreditation/certification
ALD	Available to Load Date
AMET	Agency Mission-Essential Task
AMETL	Agency Mission-Essential Task List
AOR	area of responsibility
B2C2WG	boards, bureaus, centers, cells, and working groups
BL	blended learning
BLTP	Blended Learning Training Support Packages
BLTS	Blended Learning–Training System
C2	Command and Control
C4	Command, Control, Communications, and Computers
C4AD	Command, Control, Communications, and Computers Assessments Division
C4I	Command, Control, Communications, Computers, and Intelligence
CAX	computer assisted exercise
CBI	computer-based instruction
CCD	critical cancellation date
CCDR	Combatant Commander
CCMD	Combatant Command
CCW	Command and Control Wing
CDR	commander
CD-ROM	compact disk – read only memory
C-day	unnamed day on which a deployment operation begins
CEP	Chairman’s Exercise Program
CEPD	Chairman’s Exercise Program Division
CE2	Combatant Commanders exercise engagement
CE2T2	Combatant Commanders exercise engagement and training transformation
CFX	command field exercise
CJA	Comprehensive Joint Assessment
CJCS	Chairman of the Joint Chiefs of Staff
CJCSI	Chairman of the Joint Chiefs of Staff Instruction
CJCSM	Chairman of the Joint Chiefs of Staff Manual
CJTG	Chairman’s Joint Training Guidance
CME/T	Crisis Management Element or Team
CMX	Crisis Management Exercise
COA	courses of action
CONOPS	Concept of Operations

CONPLANs	concept plans
CPX	command post exercise
CRS	Chairman's readiness system
CSA	Combat Support Agency
CSP	campaign support plan
CSR	Commander's Summary Report
DCO	defensive cyberspace operations
DD JT	Deputy Directorate Joint Training
DHS	Department of Homeland Security
DJ-7	Director, Joint Staff J-7
DL	distributed learning
DLR	DoD Level Rehearsal
DoD	Department of Defense
DoD CSR	DoD Cyber Security Range
DODIN Ops	DoD Information Network Operations
DOS	Department of State
DOTMLPF-P	doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy
DPG	Defense Planning Guidance
DRRS-S	Defense Readiness Reporting System-Strategic
DVD	Digital Video Disc
E-Day	Exercise Start Date
E&E Sub-IPC	Exercise and Evaluation Sub-Interagency Planning Committee
ENDEX	exercise termination
FAAR	facilitated after-action review
FCC	Functional Combatant Command
FEMA	Federal Emergency Management Agency
FORMEX	Forming Exercise
FTX	Field Training Exercise
FY	fiscal year
GCC	Geographic Combatant Command
GEF	Guidance for Employment of the Force
GFM	global force management
GFM-TS	global force management-toolset
GSAF	Global Situation Awareness Facility
HITI	high interest training issues
HITR	high interest training requirement
HQ	headquarters
HSC	Homeland Security Council
HTML	hypertext markup language

HTTP	hypertext transfer protocol
IA	information assurance
IAW	in accordance with
IEW	Integration and Exercise Workshop
IGO	intergovernmental organizations
IO	information operations
IPC	Initial Planning Conference
IPO	input, process, and output
JAAR	Joint After-Action Report
J/AMET	joint and/or agency mission-essential tasks
J-6	Joint Staff Director Command, Control, Communications, Computers, and Cyber and Chief Information Office
J-7	Joint Staff Director Joint Force Development
J/AMETL	joint and/or agency mission-essential task list
JC4PC	Joint C4 Planners Course
JCCA	Joint Combat Capability Assessment
JCIDS	Joint Capabilities Integration and Development System
JCRM	Joint Capabilities Requirements Manager
JDDS	Joint Doctrine Development System
JECC	Joint Enabling Capabilities Command
JECG	Joint Exercise Control Group
JEL+	joint electronic library+
JELC	Joint Event Life Cycle
JEP	Joint Exercise Program
JFC	Joint Force Coordinator
JFP	joint force provider
JFRR	Joint Force Readiness Review
JILD	joint individual learning database
JIOR	Joint Information Operations Range
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
JMSEL	Joint Master Scenario Event List
JNTC	Joint National Training Capability
JOPES	Joint Operation Planning and Execution System
JOPP	Joint Operational Planning Process
JPME	Joint Professional Military Education
JPOI	joint programs of instruction
JSCP	Joint Strategic Capabilities Plan
JTE	joint training environment

JTF	joint task force
JTF HQ	Joint Task Force Headquarters
JTIMS	Joint Training Information Management System
JTP	joint training plan
JTS	Joint Training System
JTT	joint training team
KSAA	knowledge, skills, abilities, and attitudes
LNO	liaison officer
LVC	live, virtual, and constructive
MAGTF	Marine Corps Air-Ground Task Force
MAP	Mitigation Action Plan
MCTP	mission command training program
MECC	Military Education Coordination Council
MET	mission-essential task
METL	mission-essential task list
MOC-TT	Maritime Operations Center Training Team
MPC	Mid 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 Command
NCR	national capital region
NEP	National Exercise Program
NEPCE	National Exercise Program Capstone Exercise
NFC	Numbered Fleet Command
NGB	National Guard Bureau
NGO	non-governmental organizations
NIPRNET	Non-Secure Internet Protocol Router Network
NLT	not later than
NMCC	National Military Command Center
NMS	National Military Strategy
NRF	National Response Framework
NSC	National Security Council
NSS	National Security Strategy
NUWAIX	nuclear weapons accident/incident exercise
OCE	organization conducting the event
OCONUS	outside Continental United States
OP	operational task

OPFOR	opposing forces
OPLANs	operation plans
OPR	office of primary responsibility
OPTEMPO	operating tempo
OSD	Office of the Secretary of Defense
OSE	Organization Scheduling the Event
P	partially trained
PE	practical exercise
PERSTEMPO	personnel tempo
PFG	preferred force generation
PME	Professional Military Education
POA&M	plan of action and milestones
POC	point of contact
POM	Program Objective Memorandum
PR	POSITIVE RESPONSE
PSI	Proliferation Security Initiatives
RC	reserve component
RFC	request for certification
ROM	rough order of magnitude
SCP	Security Cooperation Plans
SecDef	Secretary of Defense
SGST	Small Group Scenario Trainer
SIPRNET	Secret Internet Protocol Router Network
SITFOR	situational forces
SME	subject matter experts
SMEB	Significant Military Exercise Brief
SOP	standard operating procedure
ST	strategic task
STAFFEX	staff exercise
STARTEX	start of exercise
T2	Training Transformation
T	trained
TAL	Training Audience Leader
T/C/S/O	tasks/conditions/standards/organizations
TO	training objective
TPA	Training Proficiency Assessment
TPE	Training Proficiency Evaluation
TPFDD	time-phased force and deployment data
TPO	task performance observations
TSC	theater security cooperation
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
U.S.	United States
U.S.-RF	U.S.-Russian Federation
USCYBERCOM	U.S. Cyber Command
USG	U.S. Government
USSOCOM	U.S. Special Operations Command
USSTRATCOM	U.S. Strategic Command
USTRANSCOM	U.S. Transportation Command
VDJ-7	Vice Director, Joint Staff J-7
VTC	video teleconference
VTT	video tele-training
WFX	Warfighter Exercise
WJTC	Worldwide Joint Training Conference
WMD	Weapons of Mass Destruction
WWW	World Wide Web

## PART II – TERMS AND 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 JMETs, conditions, and standards stated in terms of TOs for the commander to evaluate training proficiency. 2. An analytical review of training events that enables the training audience, through a facilitated professional discussion, to examine actions and results during a training event. Also called AAR.

agency mission-essential task list (AMETL) -- A list of AMETs selected by an agency director to accomplish an assigned or anticipated mission that includes associated tasks, conditions, and standards and requires the identification of command-linked and supporting tasks. Also called AMETL.

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-DoD and interagency partners to improve overall United States Government readiness. Also called CEP.

Civilian Mission Partner -- Other USG agencies, NGOs, and IOs

collective joint training -- Instruction and applied exercises that prepare organizational teams within joint forces to integrate and synchronize owned and provided capabilities to execute assigned missions. (CJCSI 3500.01)

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 CSA outside the command or directive authority of the joint force, if the joint force is to successfully perform its missions. (CJCSI 3500.01)

common training -- Training that is not unique to a particular DoD Component; training that has no special distinction or quality to an individual DoD Component and is widely required. (CJCSI 3500.01)

exercise -- A military maneuver or simulated wartime operation involving planning, preparation, and execution that is carried out for the purpose of training and evaluation. (JP 3-34)

exercise objective -- Specific statement of purpose, guidance, and/or direction for an exercise. (CJCSI 3500.01)

global force management -- A process that aligns force apportionment, assignment, and allocation methodologies in support of the National Defense Strategy and Joint Force availability requirements. (GFMIG)

Global Force Management-Toolset -- An analytical mission application that brings together authoritative force management data from Service and Joint systems, providing GFM analytical users with timely and accurate current and archived information on the availability and readiness of U.S. forces. GFM-TS also provides on-line management of mission risk and sourcing risk assessments supporting Joint Individual Augmentation sourcing.

high interest training issue -- An un-prioritized list of special interest broad mission areas or operational capabilities selected and published annually by the Chairman of the Joint Chiefs of Staff to ensure visibility by the CCMDs and CSA in developing their JTPs. Also called HITIs. (CJCSI 3500.01)

high interest training requirement -- CCDR designated training requirements that require joint resources and training focus from JFPs to achieve desired readiness to support CCDR mission capability requirements. Also called HITR. (CJCSI 3500.01)

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. (CJCSI 3500.01)

interagency training -- Training of individuals, units, and staffs considered necessary to execute their assigned or anticipated missions in support of interagency operations. (CJCSI 3500.01)

interoperability -- The ability to operate in synergy in the execution of assigned tasks. (JP 1-02)

Joint Capabilities Requirements Manager (JCRM) -- The DoD program of record and database for all CCDR operational force requirements. It is used for registering, staffing, and recording CCDR rotational and emergent unit and capability-based force requirements. (CJCSM 3130.06)

joint event life cycle -- Describes the design, planning, preparation, execution, and evaluation and reporting stages required to execute successfully a discrete training event. Also called JELC. (CJCSI 3500.01)

joint exercise -- A joint military maneuver, simulated wartime operation, or other Chairman of the Joint Chiefs of Staff- or CCDR-designated event involving joint planning, preparation, execution, and evaluation. (CJCSI 3500.01)

Joint Exercise Program (JEP) -- 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. CCDR designated JEP events train to both mission capability requirements described in the command JMETL, as well as support theater and/or global/world-wide security cooperation requirements as directed in theater or campaign plan. CCDR designated JEP events include CCMD Service component, joint, and multinational training events. JNTC-accredited Service and USSOCOM training program events are included within the JEP. Also called JEP.

joint force -- A general term applied to a force composed of significant elements, assigned or attached, of two or more Military Departments operating under a single joint force commander. (JP 3-0)

Joint Force Coordinator (JFC) -- The Joint Staff J-35 Vice Deputy Director for Regional Operations and Force Management is the JFC and has the following duties:

- a. Coordinating staffing of all force requirements among the JFPs.
- b. Consolidating all execution and contingency sourcing recommendations from the JFPs.
- c. Staffing draft GFM Allocation Plan Annexes A-D with all CCDRs, Secretaries of Military Departments, and affected DoD Agencies.
- d. Performing the duties of JFP, as specified in reference aw, for all conventional force requirements. Responsible for coordinating with the force providers and CCMDs 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. (CJCSM 3130.06)

joint force headquarters -- A staff organization operating under a flag officer with a joint C2 element to conduct military operations or support to a specific situation. Also called JFHQ. (Derived from JP 3-33)

joint force providers (JFPs) -- Organizations responsible for recommending to the Joint Chiefs of Staff trained and ready capabilities and forces for allocation by the Secretary of Defense to support CCMD requirements. The JFP will be assigned by the Joint Staff to develop and submit a sourcing recommendation in response to a validated capability or force requirement. The JFP responsibilities should be considered overall management of conventional, special operations or mobility forces but may or may not include being the force provider for a particular requirement. The actual Force Provider is the CCDR or Secretary of a Military Department assigned to provide forces by the Secretary of Defense via a Chairman of the Joint Chiefs of Staff deployment order. Also called JFP. (CJCSM 3130.06)

joint learning continuum -- A coordinated progression of integrated and disciplined processes and events that qualifies DoD personnel to defined performance standards through education, training, self-development, and experience to inculcate habits of mind, skills, abilities, and values. (CJCSI 3500.01)

joint mission-essential task (JMET) -- A mission task selected by a joint force commander deemed essential to mission accomplishment and defined using the common language of the UJTL in terms of task, condition, and standard. Also called JMET. (JP 1-02)

joint mission-essential task list (JMETL) -- A list of JMETs selected by a commander to accomplish an assigned or anticipated mission that includes associated tasks, conditions, and standards and requires the identification of command-linked and supporting tasks. Also called JMETL. (CJCSI 3500.01)

joint readiness -- The CCDR's ability to integrate and synchronize ready combat and support forces to execute his or her assigned missions. (JP 1-02)

joint training -- Training, including mission rehearsals, of individuals, units, and staffs using joint doctrine or TTP to prepare joint forces or joint staffs to respond to strategic, operational, or tactical requirements considered necessary by the CCDRs to execute their assigned or anticipated missions. (CJCSI 3500.01)

joint training audience -- An individual, staff element, staff or joint command that performs a particular joint task or set of joint tasks. (CJCSI 3500.01)

joint training 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. TOs are derived from JMETs, conditions, and standards and based on joint doctrine, commander's guidance, and organizational standing operating procedures. (CJCSI 3500.01)

joint training plan -- A plan developed and updated annually by each 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. (CJCSI 3500.01)

Logbook -- A collaborative staffing capability that enables JFCs and Force Providers to manage force and capability sourcing efforts, to include recording, editing, and tracking all documentation associated with processing of force requests. (CJCSM 3130.06)

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. (JP 1-02)

mission training assessment -- A commander's subjective assessment of the organization's demonstrated proficiency for each mission based on TPAs and subordinate and supporting organizations' MTAs for the J/AMETs comprising that mission. Also called MTA. (CJCSI 3500.01)

multinational exercise -- An exercise containing one or more non-U.S. participating force(s). See also exercise. (JP 1-02)

multinational training -- Training of individuals, units, and staffs considered necessary to execute their assigned or anticipated missions in support of multinational operations, including coalition operations. (CJCSI 3500.01)

National Exercise Program (NEP) -- The NEP 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 organization, usually staff elements, that should be kept informed or coordinated on a JMET. Also called OCR.

office of primary responsibility -- The single staff element with overall staff responsibility for managing a JMET on behalf of the commander. Also called OPR.

preferred force generation -- An automated capability for planners to rapidly and accurately identify and select "unit based" "preferred forces" for operational plans in order to optimize employment, sustainment and transportation planning; improve feasibility and risk assessments to better inform command IPR processes. Also called PFG.

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 CCMDs to execute assigned missions. (CJCSI 3500.01)

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), etc.

subordinate unit task -- Subordinate unit tasks are performed by organizations in the J/AMETL owner's chain of command. For ongoing operations, these will be assigned forces, such as in place forces or existing JTFs or components. For planned or assigned named operations, these will be a mix of assigned or allocated, organizations and units, joint and/or Service. 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 JMET. See also staff tasks, subordinate unit tasks, command-linked tasks. (CJCSI 3500.01)

task performance observation -- The raw observed performance data of the training audience performing a task in the training environment established as the training situation in the training objective. Also called TPO. (CJCSI 3500.01)

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 METs that also supports cumulative assessments of overall joint readiness. (CJCSI 3500.01)

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 JMETL 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 evaluation -- The process used to measure the demonstrated ability of the training audience to accomplish specified TOs. (CJCSI 3500.01)

training event -- Training events are distinguished from exercises. A training event focuses primarily on improving individual or collective ability to perform. An exercise focuses primarily on evaluating capability, or an element of capability (such as a plan or policy).

training proficiency assessment -- An assessment of the organization's training status for each J/AMET relative to the task standards and associated conditions. Derived from the primary trainer's subjective assessment of an organization by comparing collective TPEs and other training inputs over time against JMETs, conditions, and standards. Also called TPA. (CJCSI 3500.01)

training proficiency 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 TPE. (CJCSI 3500.01)

transmedia storytelling -- A technique of telling a single story or story experience across multiple platforms and formats using digital technologies. It involves creating content that engages the audience using various techniques to deliver unique pieces of content. These pieces of content are linked together and in narrative synchronization with each other. Transmedia storytelling allows the educator the ability to lead students to think critically, identify with the material and gain knowledge.

war game -- A simulation, by whatever means, of a military operation involving two or more OPFOR, using rules, data, and procedures designed to depict an actual or assumed real-world situation. (CJCSI 3500.01)

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