Army Training and Leader Development Strategy

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Army Training and Leader Development Strategy

Introduction

This strategy builds from the initial Army Training and Leader Development Strategy (AT&LDS) effort approved by the Vice Chief of Staff during ACP (Army Campaign Plan), Decision Point 104, in August 2007 and reflects and expands upon the Chief of Staff's intent recently promulgated in the Army Training and Leader Development Guidance in August 2008. It is intended to send a clear message that we will not return to the old way of training and that we will demand innovation and change as we adapt unit training and leader development in the years ahead. Training and leader development will be different. This strategy provides specific direction to help the Army restore balance and emerge from a challenging environment driven by the effects of persistent conflict, Army Force Generation (ARFORGEN), doctrinal changes, and modular conversion, with an agile, disciplined Warrior Team that is dominant across the spectrum of 21st Century conflict.

A key component of the ACP is the development of an overarching strategy to guide our efforts to train the Army and grow agile leaders. This requirement is met through the AT&LDS, comprised of a vision statement, specific goals and objectives, and supporting training models, guidance and systems. Based on fundamental assumptions that we will be engaged in a decade or more of persistent conflict against networked, adaptive, asymmetrically capable and equipped adversaries; and that we are a combat-seasoned force that knows how to fight, the AT&LDS provides a common vision for all stake holders and guides the allocation of resources across the Army. Figure 1 lists the major components, training models, and other supporting policy and systems that are derived from and support the AT&LDS.
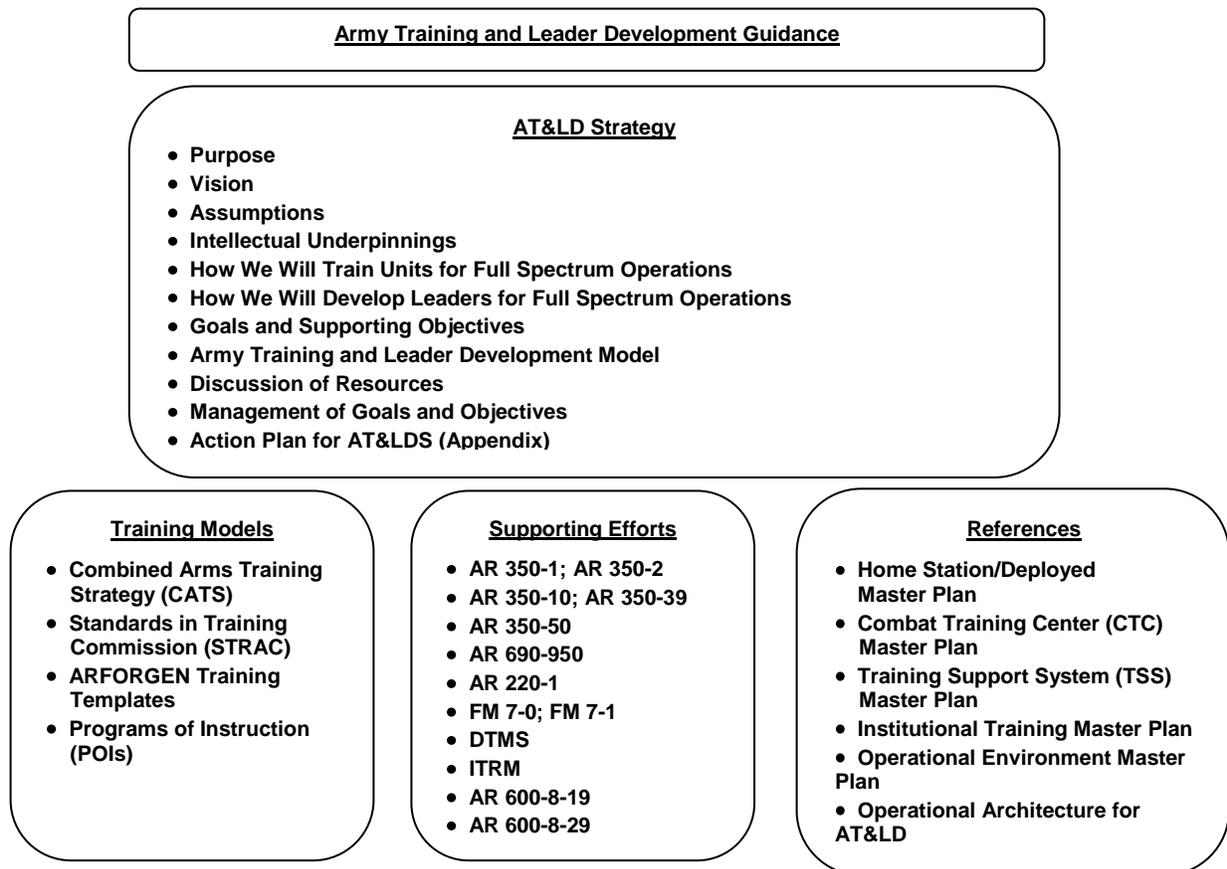

Army Training and Leader Development Guidance

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References
- Home Station/Deployed Master Plan
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- Institutional Training Master Plan
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Figure 1 – Components of the Army Training and Leader Development Strategy

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Army Training and Leader Development Strategy

Figure 2 (below) shows the nesting of AT&LDS goals within the ACP and also shows the "drill down" from Army imperatives to campaign objectives to major objectives (required capabilities). Some of the AT&LDS goals stand alone against ACP major objectives, while others span multiple ACP-required capabilities. Army training and leader development is a multifaceted effort that supports many readiness aspects of Army imperatives to restore balance. This is especially true for leader development as leader development occurs across all training domains and is dependent upon the confluence of multiple factors to support the leader or potential leader.
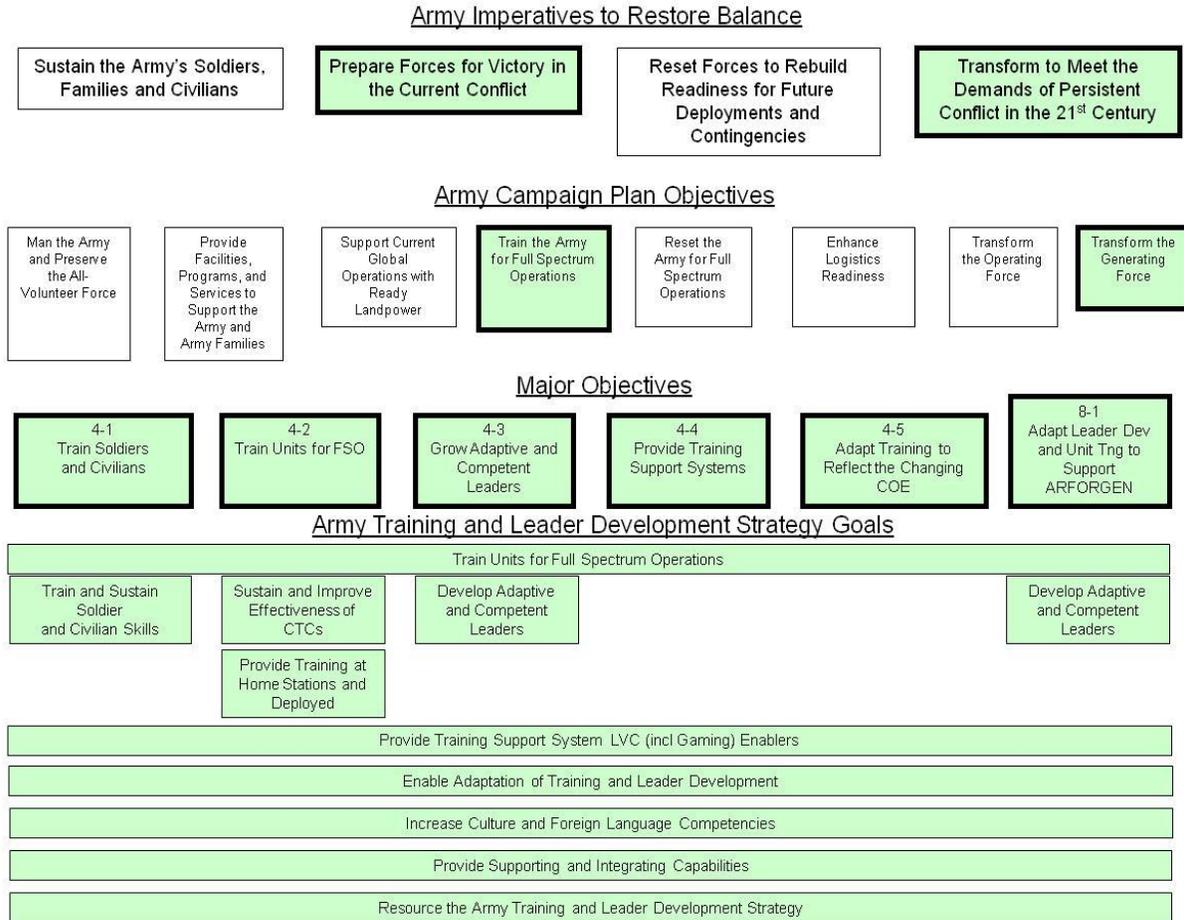
Army Imperatives to Restore Balance

Sustain the Army's Soldiers, Families and Civilians	Prepare Forces for Victory in the Current Conflict	Reset Forces to Rebuild Readiness for Future Deployments and Contingencies	Transform to Meet the Demands of Persistent Conflict in the 21st Century

Army Campaign Plan Objectives

Man the Army and Preserve the All-Volunteer Force	Provide Facilities, Programs, and Services to Support the Army and Army Families	Support Current Global Operations with Ready Landpower	Train the Army for Full Spectrum Operations	Reset the Army for Full Spectrum Operations	Enhance Logistics Readiness	Transform the Operating Force	Transform the Generating Force

Major Objectives

4-1 Train Soldiers and Civilians	4-2 Train Units for FSO	4-3 Grow Adaptive and Competent Leaders	4-4 Provide Training Support Systems	4-5 Adapt Training to Reflect the Changing COE	8-1 Adapt Leader Dev and Unit Tng to Support ARFORGEN

Army Training and Leader Development Strategy Goals

Train Units for Full Spectrum Operations				
Train and Sustain Soldier and Civilian Skills	Sustain and Improve Effectiveness of CTCs	Develop Adaptive and Competent Leaders		Develop Adaptive and Competent Leaders
	Provide Training at Home Stations and Deployed			

Provide Training Support System LVC (incl Gaming) Enablers
Enable Adaptation of Training and Leader Development
Increase Culture and Foreign Language Competencies
Provide Supporting and Integrating Capabilities
Resource the Army Training and Leader Development Strategy

Figure 2 – Army Training and Leader Development Strategy Nested with ACP

Purpose

The AT&LDS describes the ends, ways and means required to adapt Army training and leader development programs to an era of persistent conflict, to prepare units and leaders to conduct Full Spectrum Operations and to rebuild strategic depth over the short-term (FY 09-11) and the Program Objective Memorandum (POM) years FY 12-17. To meet this central challenge we will have to rekindle our Major Combat Operations (MCO) skills, taking advantage of the combat experience of our Soldiers and leaders, while resting our combat-seasoned force without losing our Irregular Warfare skills. Regaining our balance will require that we think differently about how we train units and develop leaders.

Army Training and Leader Development Strategy

Vision

The Army Training and Leader Development Strategy will generate cohesive, trained, and ready forces that can dominate at any point on the spectrum of conflict, in any environment, and under all conditions.

Assumptions

This strategy assumes that over the next decade or longer there will be a period of persistent conflict, during which the Army will operate with allied, coalition, and other government and non-government partners across the full spectrum of operations against networked, adaptive, asymmetric adversaries, in order to gain the support of indigenous populations and to positively influence them. This will require the Army to accomplish the following:

- Train units and staffs in their core competencies under operational conditions.
- Produce a steady stream of broadly skilled, agile leaders who can conduct Full Spectrum Operations, anywhere on the spectrum of conflict, which integrate lethal and nonlethal means.
- Realistically portray the operational environment for targeted regions and integrate observations, insights, and lessons to adapt training and leader development.
- Deliver an integrated network that connects the deployed and non-deployed operating force with the generating force and supports the Live, Virtual, Constructive (LVC), including gaming, training environments which will connect to the network.
- Provide unified action enablers as routine partners in our training and leader development.
- Set the conditions to move toward realizing joint interdependence through all training and leader development domains.
- Responsively transform the generating force, and deliver relevant fully integrated solutions to the deployed force and next to deploy force.
- Build our Stability and Civil Support operations capabilities while maintaining balance with our traditional offensive and defensive capabilities.
- Deliver cross cultural and language competencies to all Soldiers and units.
- Train across the US Intelligence Community to develop the capacity and the ability to generate actionable intelligence at all levels of the force in order to target networked adversaries.
- Develop, publish and promulgate policy, doctrine, and plans required to institutionalize civilian training and sustain the competencies of the Civilian Corps.

Intellectual Underpinnings

Our Training and Leader Development strategy supports execution of the Army's Full Spectrum operational concept as described in FM 3-0, *Operations*:

> "Army forces combine offensive, defensive, and stability or civil support operations simultaneously as part of an interdependent joint force to seize, retain, and exploit the initiative, accepting prudent risk to create opportunities to achieve decisive results. They employ synchronized action — lethal and nonlethal — proportional to

the mission and informed by a thorough understanding of all variables of the operational environment. Mission command that conveys intent and an appreciation of all aspects of the situation guides the adaptive use of Army forces."

Training and leader development to support this operational concept is executed by a modular, brigade-centric Army, with the Reserve Components (RC) transitioning from a strategic reserve to an operational reserve. The reality of this period of persistent conflict compels us to transfer the deep knowledge resulting from the combat experience of our Soldiers, leaders, and units to those preparing to deploy.   Our training and leader development programs will focus on this reality and prepare units and leaders for how we intend to operate in this era of persistent conflict — a fight characterized by the massing of effects over time, decentralized to platoon and company-level, where the integration and synchronization of precision lethal and nonlethal effects and units are especially key. We will train smart, reduce overhead, and balance our training needs with the need to rest a seasoned force. Use virtual and constructive capabilities wherever possible and use field time judiciously.

We must train and develop leaders to be proficient not only on the science of war at the tactical level, but on both the science and art of war at all levels. Our focus must be on the populace as well as our adversary, conducting operations from either a fixed or a field base, and typified by unified action at all levels. The addition of Stability Operations as a Full Spectrum Operations task requires that we add training which emphasizes civil security, civilian populace control, restoration of essential services, governance, and support for economic and infrastructure development. Soldiers, civilians, and units must train to develop intelligence from the bottom up, and units must be provided the resources in training to refine intelligence from the top down. To support precision of execution, units must train to achieve high levels of intelligence-operations integration.

Our leaders must be able to frame and analyze their environment through a multitude of operational variables — political, military, economic, social, information, infrastructure, physical environment, and time. We must be able to defeat an enemy who presents asymmetric threats, who is a fleeting target and embedded in the populace, who is adaptive and unpredictable, and who has the capability to shift between irregular and conventional warfare. We must also be able to defeat a near-peer enemy capable of conventional offense and defense operations as well. Soldiers and military leaders must be able to fight among the populace, denying support to our adversaries, while encouraging support to the local government. Paramount to our training and leader development efforts, we must maintain an offensive mindset and be prepared to engage multiple adversaries with multiple agendas simultaneously. The leader and functional competencies we adopt must provide us with the capability to successfully interact at the human level with not only our own Soldiers, but with joint, interagency, intergovernmental, and multinational partners; the indigenous populace and government; and with local, US, and international media.

Army leaders must understand the complexities, subtleties, and operational requirements to integrate Information Engagement into plans and operations. They must be able to nest Army information effects with those of higher military headquarters and governmental offices to generate conditions required for the accomplishment of national objectives.

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The AT&LDS develops Full Spectrum operational capability through the ARFORGEN process and across the spectrum of conflict. Given sufficient dwell time within the ARFORGEN process, units may shift from their core mission-essential task list (CMETL) to a directed mission-essential task list (DMETL) at any point after Reset. CMETL training under an Army Service Component Command (ASCC)-designated operational theme focuses a unit on its "as designed" MTOE core capabilities for Full Spectrum Operations and provides the greatest flexibility for the Nation. DMETL training focuses on the conditions expected for a specific mission and set of assumptions. We must be ready for the current operational environment and prepared for any future operational environment (see Figure 3).

The Army's new operational concept will be executed during a period of persistent conflict, and will face traditional, irregular, catastrophic, and disruptive influences. These factors will place greater demands on our Soldiers and units than ever before.

Secretary of Defense Gates reinforced this concept in a recent speech when he stated:

> "One of the Army's concerns…is getting back to training for high intensity situations — a capability vitally important to deter aggression and shape the behavior of other nations….one of the principal challenges the Army faces is to regain the traditional edge at fighting conventional wars while retaining what it has learned — and relearned — about unconventional war — the ones most likely to be fought in the years ahead."

- **Ready for Operational Environment**

- **Prepare for future Operational Environment**

Figure 3 – Purpose of the Army Training and Leader Development Strategy

Army Training and Leader Development Strategy

In an era of persistent conflict, the Army must be prepared for the potential execution of Full Spectrum Operations (a combination of Offense, Defense, and Stability or Civil Support Operations) in all Army operations — the amount of each type of operation will vary based on the mission and the conditions under which those operations are executed. ARFORGEN is the process we use to man, equip, and train units to meet Combatant Commander requirements. The focused ARFORGEN process produces increased readiness over time, in predictable periods of availability of trained, ready, and cohesive units prepared for operational deployments. It is designed to focus training and other resources to prepare units to enter the available pool. The initial focus for this training is a unit's CMETL which will be Full Spectrum tasks executed under a focused set of conditions as portrayed by an ASCC Commander-designated operational theme. The Aim Point (large GREEN circle) in Figure 3 conceptually illustrates how the focus of CMETL training must shift from our pre-9-11 focus on offensive and defensive operations in MCO during General War (RED circle in Figure 3) to Full Spectrum Operations in conditions, found midway between General War and Insurgency.

Since we cannot build or sustain readiness for operations across the entire spectrum of conflict, across all operational themes and under all conditions, commanders must identify and accept the risks associated with not training every task. We mitigate this risk by developing training and leader development programs which can rapidly prepare units and leaders for execution of their DMETL for any point on the spectrum of conflict (small dotted BLUE circles in Figure 3).

How we will Train Units for Full Spectrum Operations

Unit training will focus on the assigned CMETL throughout ARFORGEN, until required to shift focus to DMETL. The CMETL consists of full spectrum **tasks** for a designated operational theme or themes. The **conditions** for CMETL-focused training are depicted by these operational themes (see Figure 3). These conditions are further narrowed by the ASCC Commander who designates themes for CMETL training. HQDA has established standard CMETLs for units at brigade level and above. The combination of focused training on important tasks (units do not have the time to train on all CMETL task groups and supporting collective tasks) and conditions supports the rapid assembly of force packages, and minimizes required additional training for the most probable directed missions. Maintaining a CMETL training focus, given sufficient dwell time, provides the Nation the strategic depth and flexibility required for unforeseen contingencies and to execute the National Military Strategy. Brigade-based units have a unique training strategy described in CATS and ARFORGEN Training templates that defines required capability levels by ARFORGEN Force Pool. These training strategies also describe the planned collective training events that enable units to achieve the required capability levels.

Within the ARFORGEN cycle, the intent of Reset is to recover the unit's personnel and equipment to a deployable level so they can effectively begin preparation for their next mission. There will be no HQDA-directed training, or taskings which would cause the unit or individuals to leave their installations or local areas during the Reset period.

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While brigade commanders may direct training during Reset period as required, such training should focus on:

- physical training

- Officer Education System (OES) and Noncommissioned Officer Education System (NCOES)

- critical functional training

- new equipment training

- individual training and qualifications such as EIB/EFMB

- crew and team training/certification

- post-deployment health screening

- property accountability

Upon assignment of a directed mission as part of a Deployment Expeditionary Forces (DEF) or Contingency Expeditionary Forces (CEF), the commander will analyze his mission and develop his directed mission METL, and then seek approval from his next higher commander for execution of his DMETL and training plan. Once approved, the basis for training adjusts to the unit's DMETL, at the appropriate point in time as mutually determined by the unit and higher commander.

Since a directed mission may be assigned at any point in the ARFORGEN cycle, training and training support systems must be capable of responsively adapting from a CMETL to a DMETL focus in order to effectively support training. In most cases the DMETL will be a refinement or narrower focus of training tasks than CMETL training. CMETL training and proficiency provide the foundation for narrowing training focus to accomplish a directed mission under predicted conditions for the specific operational environment.

Commander-to-commander dialogue is key to the continuous process of developing training plans. During the pre-training briefing dialogue, commanders must focus their training on important tasks by agreeing on specific collective tasks that support core or directed tasks (CMETL or DMETL) and on the conditions found in one operational theme for CMETL training and in the expected theater conditions for DMETL training, the resources required to replicate theme conditions, and the risks associated with not training specific tasks or operational themes. This candid dialogue will, appropriately, place the responsibility with the higher commander to underwrite the risks associated with not training specific tasks or operational themes. Commanders of Army Service Component Commands will establish the operational theme that will drive the conditions for CMETL training. FM 7-0, *Training for Full Spectrum Operations*, will describe this process; FM 7-1 will expand on it.

All unit training must be performed to **standard** — commanders use standards to determine training proficiency. We are a standards-based Army. A standard is the minimum proficiency required to accomplish a task; however, the goal in all training is to achieve not simply proficiency, but rather mastery. Commanders strive to achieve mastery

by continually challenging Soldiers and units by progressively varying training conditions and raising the bar in a thoughtful and calculated manner to make it more challenging to achieve the standard.

Training conditions must realistically portray the operational environment with units operating from either a fixed base or from the field. These conditions must be able to replicate the operational environment for the core or directed mission. Training conditions may include or replicate our partners in unified action, joint and special operations forces interaction with the populace (people, government, non-governmental organizations) and media, the information and physical environment, mission-specific equipment, and the ability to replicate the effects of nonlethal actions.

Combat Training Centers will lead the Army's transition to Full Spectrum Operations as described in FM 3-0, *Operations*. This transition includes a bridging period between now and FY 11 when CTCs will continue to train deploying units to conduct Irregular Warfare and to re-establish training superiority in Major Combat Operation skills. Success is defined as growing the next generation of adaptive Army leaders and providing relevant land forces for ARFORGEN requirements; both equally skilled and trained to standard in offense, defense, and stability operations. The CTC Program has led Army cultural changes throughout their history and will continue to lead our transition to Full Spectrum Operations Capability.

We support the National Military Strategy by preparing for ground combat at any point on the Spectrum of Conflict and in support of any combination of the Operational Themes. Based on guidance from their ASCC Commander, units undergoing CMETL training will be directed to adjust training conditions to optimize readiness for a specific Operational Theme. When given, this direction will apply principally to maneuver forces. Some Brigade Combat Teams (BCTs) will optimize training for MCO. Other BCTs will optimize for Limited Intervention or Irregular Warfare.

Units redeployed for less than 18 months (36 months for RC) will focus on training to achieve proficiency for their DMETL. They will not be required to conduct CMETL training, unless specifically directed. Commanders may conduct CMETL training at their own discretion. Corps and Division Headquarters scheduled to deploy will execute a CTC-supported, DMETL-focused Mission Readiness Exercise (MRX). Deploying BCTs assigned an Area of Operation will conduct a DMETL-focused Mission Rehearsal Exercise (MRE) at a maneuver CTC.

Units redeployed for 18 months or more (36 months for RC) will devote time (approximately 90 days AC and approximately 180 days RC) to regain CMETL proficiency in addition to training to achieve DMETL proficiency. Such CMETL training should be conducted at home station and leverage live, virtual, and constructive devices and facilities available there. Deploying Corps and Division Headquarters will execute a DMETL-focused MRX, and a CMETL-focused (MCO operational theme) exercise. Deploying BCTs will execute a DMETL-focused MRE at a maneuver CTC.

Units redeployed for 24 months or more (48 months or more for RC) will achieve proficiency in both CMETL and DMETL. They will plan for a CMETL-focused Exportable Training Capabilities (ETC) or CTC rotation and a mission rehearsal exercise for their

directed mission. Deploying Corps and Division Headquarters will execute a DMETL-focused MRX and a CMETL-focused (MCO operational theme) BCTP Warfighter Exercise. BCTs will execute a CMETL Brigade Warfighter, a DMETL-focused MRE at a maneuver CTC, and a CMETL-focused CTC supported rotation at a CTC or home station.

Live, virtual, constructive, and gaming capabilities, delivered by the Army's TSS, should be used to gain greater efficiency and effectiveness in training during the ARFORGEN cycle. During Reset, when manpower and equipment assets may be limited and units not fully formed, gaming and virtual simulators can support training of individual and small unit/team skills. Soldiers can re-qualify on individual weapons on live small arms ranges. During Train-Ready, units can progressively employ virtual, constructive and live training systems to support a crawl, walk, run training construct. As proficiency is achieved, more demanding conditions can be created. When the Live, Virtual, Constructive Integrated Training Environment (LVC-ITE) capability is eventually fielded, it will provide the BCT commander with the means to conduct a seamless home station BCT-level training event utilizing all three training environments simultaneously.

How We Will Develop Leaders for Full Spectrum Operations

Our goal is to develop expeditionary leaders who are knowledgeable and experienced enough to be confident that they can conduct Full Spectrum Operations anywhere along the Spectrum of Conflict and under the conditions of any operational theme. This occurs through military and civilian education, experience gained during assignments in operating or generating force units, and self-development – specifically, the three training and leader development domains. This strategy must produce a steady flow of agile leaders who are proficient in core leader and functional competencies across the Operational Themes and comfortable with risk. Leader competencies for Full Spectrum Operations will expand to include cross-cultural communications, language, and the ability to enable economic development, governance, and conflict resolution through negotiations. These competencies must be incorporated into our leader development programs. Each of the three domains will work in concert to produce leaders, at each level who are:

- Leaders of character
    - Values
    - Empathy
    - Warrior Ethos
- Leaders with presence
    - Military bearing
    - Physically fit
    - Composed, confident
    - Resilient
- Leaders with intellectual capacity
    - Mental agility
    - Sound judgment
    - Innovative
    - Interpersonal tact
    - Domain knowledge

- Able to demonstrate core leader competencies
    - Lead others
    - Extend influence beyond the chain of command
    - Lead by example
    - Communicate
    - Create positive environment
    - Prepare self
    - Develop others
    - Get results
- Leaders with functional skills
    - Understand the operational environment
    - Effectively employ organizational assets
    - Able to operate across the spectrum of conflict
    - Able to operate in a joint, interagency, and multinational environment
    - Understand how to effectively use knowledge management tools within a unified action environment

The initial focus for leader development is built on this base and develops junior leader competencies for mastery of their core, Full Spectrum, or generating force skills. As leaders progress through a career of service, focused developmental assignments and experiences, training, education, and self-development will broaden their skill sets and produce the leaders we need. To grow officers, noncommissioned and warrant officers, and civilian leaders for success in Full Spectrum Operations, we must:

- Continue to impart fundamental MCO skills to our leaders in the institutional domain, as long as the operational domain remains principally focused on Irregular Warfare;

- Create an environment that encourages subordinates to value self-development and lifelong learning;

- Afford leaders, to include our civilian leaders, the opportunity to attend PME on schedule — work to reduce OES/NCOES backlog and increase awareness and participation in the Civilian Education System(CES) by FY 11;

- Provide our leaders the opportunity for self-evaluation of their leadership skills through periodic multi-source assessment and feedback (360 assessment);

- Draw on the experience that our young leaders have gained — harness the intellectual agility that served us so well in combat;

- Create and encourage relevant opportunities outside the operational force for broadening experiences which enhance Full Spectrum thinking without penalizing careers (e.g., graduate school, teaching, training with industry or other governmental agencies, training and advising our allied partners);

- Take time during Reset to review, analyze, write down and share lessons from personal experiences with peers and subordinates — others will face our same challenges;

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- Increase opportunities for leaders to expand their cultural and language proficiency;

- Integrate civilian training management functions with the military model and maximize use of TRADOC schools as a resource for civilian functional education.

We must continuously assess which leadership and functional competencies are developed in the operational domain and the operational themes under which the competencies are developed. We must then adjust the balance of competencies developed in the institutional and self-development domains. The end state is to maintain proficiency across the Operational Themes for all Army leaders.

Goals and Supporting Objectives

Goal 1 Title: Train Units for Full Spectrum Operations

Goal 1 Lead: HQDA G-3/5/7; assist, Army Commands (ACOMs), Army Service Component Commands (ASCCs), Direct Reporting Units (DRUs), Army National Guard (ARNG)

Goal 1 Statement: Responsively generate T1 ready units, capable of accomplishing their CMETL, and, when assigned, their DMETL, in support of Combatant Commander requirements now and in the future, under the conditions of the contemporary operational environment, with joint, interagency, intergovernmental, and multinational interoperability and interdependence.

Goal 1 Objectives:
a. 100% of deploying AC and RC units are trained to T1 standards on DMETL prior to deployment.

b. 100% of mobilizing RC units arrive at their mobilization station at T2 on METL tasks for unit level of employment and with proficient staffs at battalion and brigade levels.

c. 100% of AC units are T1 on METL tasks prior to entering the Available Pool.

d. 100% of non-mobilizing RC units enter the Available Pool at T3 for unit level of employment on METL tasks and staff proficiency at battalion and brigade levels.

Goal 2 Title: Develop Adaptive and Competent Leaders

Goal 2 Lead: TRADOC; assist, HQDA G-3/5/7, HQDA G-1, ACOMs, ASCCs, DRUs, ARNG

Goal 2 Statement: Develop agile, competent, and broadly skilled Soldiers, civilians, and their leaders capable of effectively leading the generating and operating forces in Full Spectrum Operations and the operational environment while anticipating the requirements of the future operational environment.

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a. Adapt OES, NCOES, and CES to support an expeditionary Army during a period of persistent conflict by the end of FY 11. Include use of distributed learning and mobile training teams as appropriate to achieve validated educational outcomes and ARFORGEN requirements, while complying with fiscally responsible practices.

b. Implement broadening educational opportunities, e.g., graduate school, teaching, training with industry or governmental agencies, and advising our allied, to prepare Army leaders to assume senior-level leadership in joint assignments, and be able to work effectively with partners in unified action by the end of FY 09.

c. Develop training strategies in support of leader development in unit collective training by the end of FY 10.

d. Identify functional competencies and establish supporting generating force activities to develop leaders to execute and support Full Spectrum Operations by the end of FY 10.

e. Establish training, education, and supporting assignment policies necessary to support an expeditionary Army at war by the end of FY 10.

f. Reduce the Professional Military Education (PME) backlog for all education levels and cohorts by 90% for grade held in both AC and RC by FY 14.

g. Monitor Army Science and Technology efforts, and identify investment areas to address leader development capability gaps.

h. Establish procedures and systems to monitor and adjust training requirements in the operational, institutional, and self-development training and leader development domains to ensure leaders are educated and trained for Full Spectrum Operations by the end of FY 10.

i. Publish guidelines and procedures for leader development by FY 10.

j. Expand the availability of developmental assignments for civilians (to include deployments) among critical core functional areas to build the type of agile civilian employee we need to serve as future Army leaders.

k. Establish and maintain systems that enable self-development in order to fill gaps in leader development that are not provided in the institutional or operational domains by FY 14.

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Goal 3 Title: Enable Adaptation of Training and Leader Development

Goal 3 Lead: TRADOC; assist, HQDA G-3/5/7, HQDA CIO/G-6, ACOMs, ASCCs, DRUs, ARNG

Goal 3 Statement: Institutionalize the Army's capability to anticipate and responsively adapt training and leader development, as the mission, threat, or operational environment changes in order to meet the Army's Title 10 and Combatant Commander requirements.

Goal 3 Objectives:
a. Institutionalize in the operational Army and generating force the capability for anticipating and identifying requirements to responsively adapt (0-3 year planning horizon) training and leader development by developing fully integrated solutions for changes in Army missions, in threats against Army forces, and in the operational environment.

b. DA assigns responsibility to an organization for responsive adaptation (0-3 years) by addressing lessons learned, observations, insights, and issues; validating Army solutions (rapid and/or deliberate); and disseminating fully integrated solutions.

c. Develop the training portfolio of information systems to manage a net-centric, knowledge-based training architecture for the adaptive learning environment and develop a Single Army Training and Leader Development Enterprise (SATLDE) by the end of FY 09.

d. Develop, implement, and institutionalize a sustained Army Operational Knowledge Management (AOKM) leadership and education program which addresses all levels of professional development across the total Army.

Goal 4 Title: Train and Sustain Soldier and Civilian Skills

Goal 4 Lead: HQDA G-3/5/7; assist, HQDA G-1, HQDA G-2, ACOMs, ASCCs, DRUs, ARNG

Goal 4 Statement: Transform new recruits into Soldiers through a rigorous initial training process that builds on combat relevant tasks and drills, Army values, and the Warrior Ethos. Transform new employees into Army Civilians through a series of foundational courses that build on the Army Civilian Corps Creed. Provide those increasingly complex and progressive skills that Soldiers, civilians, and leaders require to adapt to a changing operational environment through all phases of ARFORGEN.

Goal 4 Objectives:
a. Provide Soldiers and Army Civilians capable of functioning as individual members of a team upon arrival at their units.

b. Fully leverage the capability and capacity of all Army School System (TASS), joint, DOD, interagency, foreign, and civilian school assets to train AC and RC Soldiers.

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c. Execute the Army Program for Individual Training (ARPRINT) with a fill rate of 95% vs. seats programmed and a graduation rate of 90% vs. seats programmed after the completion of Training Resource Arbitration Panel (TRAP) adjustments.

d. Where practical, enhance our capability to bring training to the Soldier through (Mobile Training Teams (MTT) and Distributed Learning (DL).

e. Minimize the time a Soldier spends in Army schools by scaling content and duration to the Soldier's ability as identified by previous certification or testing.

f. Achieve 90% of authorized Duty Military Occupational Specialty Qualification (DMOSQ) in Reserve Components' units at the end of the Ready Phase and sustain 95% DMOSQ in the Available Phase of ARFORGEN.

g. Determine by 4th quarter FY 09 the right management system that will improve the efficiency and effectiveness of institutional training for all AC, RC, and Army Civilians.

h. By 1st quarter, FY 10, align civilian functional training with the uniformed military system. Expand civilian career field functional training requirements to include all Army Civilian occupational series and maximize use of TRADOC schools for civilian functional training.

i. Provide deploying Army civilians with pre-deployment training.

j. Synchronize institutional training with ARFORGEN and the operating force to provide realistic, agile, and collaborative skill development to meet Force training requirements.

k. Provide and modify Institutional Programs of Instruction to adapt to operational environment training requirements.

l. Revise AR 690-950, *Career Management*, and synchronize with AR 600-3, *The Army Personnel Proponent System*. Ensure both regulations complement and support the structure of Civilian Broad Career Groups.

m. Apply LVC, including gaming, training systems to improve the effectiveness and efficiency of training Soldier and civilian skills.

Goal 5 Title: Sustain and Improve Effectiveness of CTCs

Goal 5 Lead: HQDA G-3/5/7; assist, HQDA G-1, HQDA G-2, TRADOC, FORSCOM, USAREUR, USASOC, USARPAC, ARNG

Goal 5 Statement: Adapt Army Combat Training Center capabilities to realistically portray the operational environment and train units and battle staffs on their CMETL or DMETL and to generate ready units and agile expeditionary leaders who are confident in their ability to operate in complex environments.

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Goal 5 Objectives:

a. The CTC capacity will support ARFORGEN training requirements for DEF (MRE/MRX) and CEF by the end of FY 12.

b. All units and battle staffs are provided high intensity, high fidelity engagement realism, ground-truth observations, and effective AARs.

c. All units and battle staffs experience a realistic portrayal of the operational environment and unified action implications of their directed mission.

d. Establish the training capacity for ASCCs, Corps, Theater Brigades, Division HQs, selected Multi-functional Support Brigades, and Functional Brigades to execute BCTP Warfighter Exercises and MRXs by the end of FY 12.

e. Field BCTP Operations Groups Sierra and Foxtrot to train Multi-functional Support Brigades and select Functional Brigades and Theater Sustainment Commands' Commanders and their staffs during Support Brigade Warfighter Exercises (SWFX) and during higher level Warfighter Exercises/MRXs.

f. Field BCTP Operations Group Bravo to train Brigade Combat Teams' commanders and staffs during Brigade Warfighter Exercises (BWFX).

g. Build Exportable Training Capabilities (ETC). By FY 12, the Army must establish two CONUS-based ETCs to meet ARFORGEN requirements. The first ETC will be stationed at Ft. Irwin, CA, with an Initial Operating Capability in FY 10 and Full Operating Capability in FY 11. The second ETC will be stationed at Ft. Polk, LA, with an Initial Operating Capability in FY 11 and Full Operating Capability in FY 12. ETC training will be conducted at home stations.

h. Provide an equitable level of resourcing and training enablers within the CTC program to support ARFORGEN requirements. Ensure each Maneuver CTC is ready to train any type of BCT.

i. Identify innovative training methods to reduce overhead without sacrificing training quality, standards, or outcomes. The measure of effectiveness for all BCTs is to be a level 1 (T-Rating or Directed Mission Training Rating) for either CMETL or DMETL upon completion of their maneuver CTC Rotation as determined by the unit's Commander.

j. Modernize the instrumentation, training aids, devices, simulators, and simulations (TADSS), and facilities at the CTCs to enable the adaptation of training conditions and the collection of objective unit performance data.

k. Develop an all compo Army collective training capability to enable culminating training events for CS/CSS units.

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Goal 6 Title: Provide Training at Home Station and while Deployed

Goal 6 Lead: HQDA G-3/5/7; assist, HQDA G-2, HQDA CIO/G-6, ACOMS, ASCCs, DRUs, ARNG

Goal 6 Statement: Enable home stations and key RC training sites to adequately portray the operational environment in training venues/facilities with the appropriate mix of LVC, including gaming, training enablers and integration architecture that enables units and battle staffs to achieve proficiency in their CMETL or DMETL.

Goal 6 Objectives:
a. Home Stations and key RC training sites are adequately resourced to enable units and battle staffs to achieve T1 readiness for CMETL and DMETL.

b. In support of deployed forces, provide training capability for Reception, Staging, Onward-Movement, and Integration (RSOI); and mission rehearsal.

c. Develop Full Spectrum unit CATS that are available to unit leaders through the Digital Training Management System (DTMS) and supported with ARFORGEN training templates and Event Menu Matrices by the end of FY 09.

d. Provide modular brigade based training strategies in FY 09 that describe required capability levels by Force Pool and also describe the planned collective training events that enable units to achieve the required capability levels.

e. Adapt established RC training strategies to enable an increase in pre-mobilization readiness, and provide for seamless transition from pre-mobilization to post-mobilization training to support a train-mobilize-deploy paradigm. Develop and resource collective training venues for selected functional and support brigades and their assigned units.

f. Identify innovative training methods to reduce overhead without sacrificing training quality, standards, or outcomes. The measure of effectiveness for all units is to be a level 1 (T-Rating or Directed Mission Training Rating) for either CMETL or DMETL. Adapt virtual and constructive training capabilities wherever possible and use field time judiciously. Decentralize and reduce training overhead, and maximize use of mobile training teams and distributed learning whenever practical.

g. Synchronize home station training strategies with TSS delivered capabilities to support the right total Army collective training capability.

Goal 7 Title: Provide Training Support System LVC (including Gaming) Enablers

Goal 7 Lead: HQDA G-3/5/7; assist, HQDA G-2, HQDA CIO/G-6, ASA (ALT), ACOMs, ASCCs, DRUs, ARNG

Goal 7 Statement: Deliver relevant LVC (including gaming) training enablers through the Army's Training Support System products, services and facilities to create training conditions that realistically portray the operational environment and enable CMETL- and

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DMETL- based operational training strategies within the ARFORGEN construct, as well as institutional strategies reflected in POIs.

Goal 7 Objectives:

a. Implement Army Campaign Plan, Decision Point 91 (TSS) and establish the TSS Enterprise to improve the management and execution of the Army's Training Support System across all commands.

b. Provide a consistent level of training support services (manpower and day-to-day support operations), equivalent to other Garrison services funding levels, for Range operations, Integrated Training Area Management (ITAM), Battle Command Training Center operations, Training Support Center (TSC) operations, and sustainment of fielded TADSS to support ARFORGEN training and reduce training overhead on units.

c. Develop and field modernized LVC, including gaming, training enablers that create realistic conditions for CMETL and DMETL training and support the execution of individual, collective, leader, and staff training, in accordance with proponent school or Center of Excellence-based LVC, including gaming, training strategies for both institutional and operational unit training. Sustain the fielded system through TADSS maintenance and sustainment.

d. Modernize and/or build new ranges, urban operations training complexes, virtual and constructive training facilities, and acquire land at selected locations to support individual, collective, leader and staff training and create training conditions that realistically portray the operational environment.

e. Develop and field a LVC-ITE in support of BCT level and higher training and mission rehearsal exercises using Ft. Bliss, TX, as a prototype beginning in FY10. Incrementally field LVC-ITE at selected sites beginning in FY12 to improve home station training, during ARFORGEN "Train-Ready" and "Available" phases.

f. Develop, field, and sustain modernized LVC, including gaming, training systems and OPFOR equipment to maintain relevancy and to improve fidelity of instrumentation TADSS and facilities pillars at the CTCs, including Exportable Training Capability, in accordance with the CTC Way Ahead and Operational Environment Master Plan (OEMP).

g. Improve Army training capability within the OSD Joint National Training Capability (JNTC) construct by strategically focusing our requirements based on the CMETL and DMETL training. Participate in JFCOM training initiatives and leverage Joint Improvised Explosive Device Defeat Organization (JIEDDO) funding to enable IED-D Training Support.

h. Improve the acquisition process to integrate system-specific LVC; including gaming, TADSS, and Future Combat Systems embedded training, with the Army's training support system. Rapidly acquire and field training systems (system and non-system) to respond to commanders' operational needs or to support training on rapidly acquired equipment. Integrate training and testing LVC, including gaming, solutions where feasible and where economies are achieved. Leverage the Army Evaluation Task Force (AETF) training and testing requirements at Ft. Bliss, TX to initially assess common goals.

i. Capitalize on the Army Science and Technology program investment areas identified in FY 08 that can address TSS capabilities and LVC-ITE gaps.

j. Assess the training effectiveness and value added of fielded training systems through the TSS Enterprise process to ensure they are meeting command training requirements within the ARFORGEN construct.

Goal 8 Title: Increase Culture and Foreign Language Competencies

Goal 8 Lead: TRADOC; assist, HQDA G-3/5/7, G-2, TRADOC, ACOMs, ASCCs, DRUs, ARNG

Goal 8 Statement: Provide the capability in the institutional, operational and self-development domains to train and educate Soldiers, civilians, and their leaders to achieve culture and foreign language knowledge, skills, and attributes required to be effective in the operational environment.

Goal 8 Objectives:
a. Develop culturally competent Soldiers, civilians and their leaders capable of functioning in the operational environment where they can build upon a base of cross cultural competence with increased regional competence as units transition from CMETL to DMETL.

b. Develop cultural competence in Soldiers, Army Civilians, and their leaders that enables them to successfully interact with the indigenous populace/government, and reflects the appropriate culture sensitivities in positive interactions with the media (local, US, international).

c. Develop Army language requirements for the general purpose force which achieve skill levels beyond survival, but less than linguist, which facilitate the accomplishment of military objectives.

d. Determine the languages that are the most important to the Army, and use this approved language list(s) to focus Army language training in the three domains.

e. Promulgate by 1st QTR FY 09 the Army's culture and language strategy to build capabilities required to deliver Soldiers, civilians, and their leaders who can leverage culture and language to accomplish military objectives.

f. Develop and sustain a feedback process from the operator to ensure culture and foreign language education and training remains current with and relevant to the operational environment.

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Goal 9 Title: Provide Supporting and Integrating Capabilities

Goal 9 Lead: HQDA G-3/5/7; assist, G-1, G-2, CIO/G-6, G-8, ASA (ALT), TRADOC

Goal 9 Statement: Ensure resources in addition to TSS are available to enable the essential individual, collective and joint training strategies to support Full Spectrum Operations across the operational themes in the spectrum of conflict.

Goal 9 Objectives:
a. Ensure sufficient personnel and modernized equipment (systems and non-systems TADSS) are available and synchronized with ARFORGEN to support institutional, home station, and CTC training in order to achieve required readiness objectives.

b. Improve the acquisition process to support all required training and leader development components of each fully integrated solution.

c. Leverage LandWarNet across training domains to create a realistic, adaptive, and collaborative training and mission rehearsal environment, accessible to the deployed operating force, as well as the non-deployed operational Army and generating force.

d. Ensure the munitions management system is flexible, supportable, and supports unit CATS, STRAC, and POIs.

Goal 10 Title: Resource AT&LDS

Goal 10 Lead: HQDA G-3/5/7; assist ASA (FM&C), HQDA G8

Goal 10 Statement: Ensure that the Army Training and Leader Development Strategy is incorporated into the Program Objective Memorandum (POM) justification process. Ensure that training programs demonstrate clear linkages to and objective outputs that support the AT&LDS Goals and Objectives. Ensure AT&LDS Goals and Objectives are incorporated in the development of the Army Program Guidance Memorandum.

Goal 10 Objectives:
a. Provide resources to conduct required Initial Military Training to transform civilians into Soldiers.

b. Provide resources to conduct known qualification and sustainment of cultural competencies and language skill training.

c. Provide resources for units to execute the Combined Arms Training Strategies in accordance with ARFORGEN focusing on Active Component units achieving CMETL T1 readiness levels.

d. Provide resources to execute Combat Training Center program operations and to modernize CTCs to support ARFORGEN requirements.

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e. Provide resources to enable self-development and execution of PME, civilian education, and advanced civil schooling through resident, distributed learning, and mobile training teams as the Army achieves sufficient dwell time.

f. Provide resources to develop, produce, and sustain LVC, including gaming, capabilities and, at selected installations, the LVC-ITE.

g. Provide resources to execute the Battle Command Training Strategy.

h. Provide resources to adapt AC and RC unit and institutional training to accurately portray the current operational environment at the CTCs and home stations.

i. Provide resources to increase pre-mobilization training proficiency of the RC in accordance with approved operational RC decisions.

j. Optimally balance and synchronize fully integrated training resource solutions in support the AT&LDS.

Discussion of the Army Training and Leader Development Model

The Army training and leader development model (see Figure 4) portrays interaction among three separate but over-lapping training and leader development domains (operational, institutional and self-development) that must be synchronized in order to achieve the goal of trained Soldiers, civilians, their leaders, and ready units. Training is what the Army does every day. Training and leader development are inextricably linked. Training builds Soldier and civilian confidence and competence, while providing essential skills and knowledge. Leader development is the deliberate, continuous, sequential, and progressive process — grounded in Army values — that develops Soldiers and civilians into competent and confident leaders capable of decisive action, mission accomplishment, and taking care of Soldiers, civilians, and their Families. All training and leader development actions occur within the Army culture — a culture that embraces values and ethics, the Warrior Ethos, standards, and enduring principles and imperatives.

The support Soldiers, civilians, and their leaders throughout their careers and support units on a continuous basis. The institution is a key enabler for unit readiness, providing initial military training, subsequent PME and civilian education and direct support to units for functional training through mobile training teams (MTTs) or other means. The institutional training domain takes lessons-learned from the operational training domain and updates doctrine; and tactics, techniques and procedures (TTPs) and disseminates this information back to the field and to individuals.

Collective training involves more than one Soldier and supports the unit mission. It includes training at home station, training at CTCs, training while deployed, and training within the National or Joint Exercise Program. Collective training must develop or sustain the unit's capability to deploy rapidly and accomplish any mission across the spectrum of conflict. Commanders are responsible for unit readiness. Subordinate leaders assist commanders to achieve training readiness proficiency goals by ensuring training is conducted to standard in support of the unit's CMETL or DMETL.

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Learning in the Army is a career-long process. Training and education in the institution and in units cannot meet the needs of every individual. When preparing for current operations or Full Spectrum Operations, Soldiers and civilians must continuously study Army and joint doctrine, lessons learned, observations, key insights, and best practices. Commanders and other leaders create an environment that encourages subordinates to maximize self-development as an investment in their future.

Figure 4 – Army Training and Leader Development Model

Discussion of Resources

Despite the challenges inherent in today's constrained resource environment, the Army must be relevant and ready and able to produce trained Soldiers, civilians, and their leaders who are broadly skilled and agile throughout the Army and joint community. Resource constraints are a reality that must be overcome through steadfast and professional cooperation and communications.

The Army must have sufficient resources available to train and grow adaptive leaders in order to achieve expeditionary readiness. This may ultimately depend on establishing the correct balance between manning, training, and equipping the force.

Army units and leaders must be trained under conditions that realistically portray the circumstances and aspects of the operational environment. Individual Soldiers, as well as units in collective training exercises, must be trained to prevail during events that are uncertain and volatile.

Leader development requires a programmatic balance between unit readiness, institutional training, self-development and the training support systems. A reduction in funding for any training leg impacts leadership training as well as unit capabilities. Resource requirements must flow from the generating force to the operating force as units move through ARFORGEN (see Figure 5).

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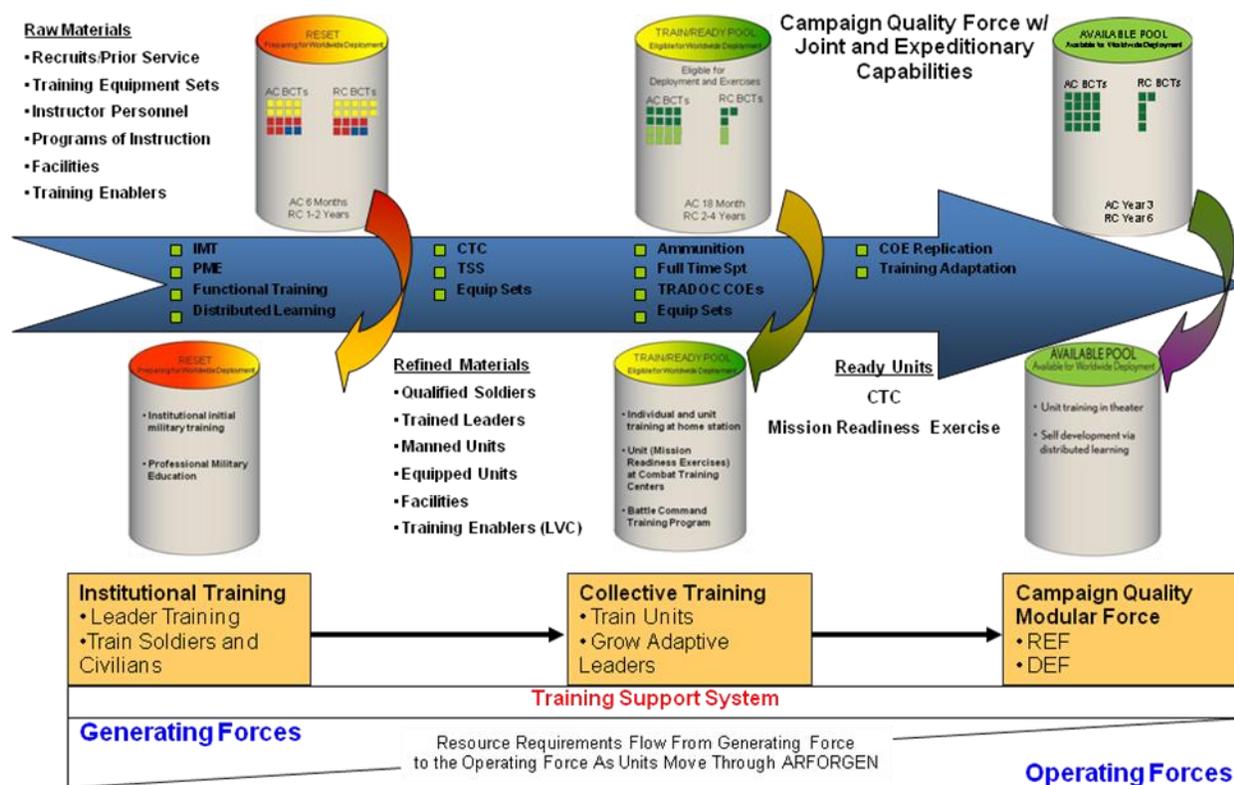
ARFORGEN MODEL

Figure 5 – Resourcing Army Training and Leader Development to Support ARFORGEN

Ensuring the proper amount of resources are at the right place at the right time is critical in ensuring the overall success of the training support system, from institutional training through collective training and ultimately to the Campaign Quality Modular Force.

Resources are finite, and the allocation of training dollars must be managed to achieve the highest pay-off while simultaneously ensuring that all training programs are adequately resourced. The Army's mission is to insure funding is available to sufficiently train and sustain capable and skilled units worldwide.

Resources must be identified to support investments in science and technology that TRADOC has identified as priorities to support Army Training and Leader Development for the future. This includes adaptive training systems (developing means to effectively and efficiently capture operational experience/knowledge and incorporate it in institutional, unit and self-development training), and tools to enable units to incorporate lessons learned and adapt training rapidly to the mission, enemy, terrain, troops available, time, and civilian considerations (METT-TC) to meet immediate mission requirements and readiness goals. Similarly, resources must be identified to support experimentation and studies that directly support training, leader development, and education in the future, in order to demonstrate the current system and inform future capabilities development.

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Management of Goals and Objectives

Each AT&LDS goal is assigned a lead from among the Army staff or TRADOC, and assists from among the Army staff, Army Commands, Army Service Component Commands, or Direct Report Units. Goal leads are responsible for managing progress on their assigned objectives. In Appendix A to this strategy, appropriate organizations are tasked to complete or revise supporting master plans or other high impact deliverables. The primary vehicles for managing AT&LDS progress are the Training General Officer Steering Committee (TGOSC) and the management process described in the Army Leader Development Program Charter, dated December 2007. Goal leads will determine appropriate metrics for measuring progress and recommend redirection of resources when appropriate. Any changes or additions to goals or objectives will be approved by DA G-3/5/7 through the TGOSC or CG, TRADOC through the Army Leader Development Program. Progress on selected goals and objectives will be presented semi-annually during ACP Updates and annually during the Army Training and Leader Development Conference (ATLDC).