



*"Praecipere Militi"  
"Teaching the Soldier"*



# Training Development Guide



**U.S. Army Soldier Support Institute  
Training Development Directorate  
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Fort Jackson, South Carolina 29207**

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## Training

### TRAINING DEVELOPMENT GUIDE

**Summary.** The Training Development Directorate (TDD) Training Development Guide (TDG) is for Soldier Support Institute (SSI) TDD personnel, including Army School of Music (ASOM), and supported schools. This TDG covers training development processes, policies, products, and programs. The goal is to develop the best possible training and education products and programs that support Soldiers and Civilians undergoing training at SSI courses.

**Applicability.** This guide applies to all SSI and ASOM personnel involved in developing training and education products.

**Suggested Improvements.** The proponent for this guide is the SSI TDD. Users are invited to send comments and suggested improvements on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the Training Development Directorate, 10000 Hampton Parkway, Fort Jackson, SC 29207.

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**This TDD Training Development Guide supersedes the Training Development Guide dated July 2020**

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## Chapter 1 Introduction

**1-1. Purpose.** This guide provides guidance for training developers, subject matter experts (SMEs), and training development managers in the SSI. It covers the training development processes, products, and programs. The goal is to assist training developers in developing high quality, standardized training products and programs that support an Army undergoing rapid change. This guide provides detailed procedures, examples, samples, and worksheets, quality control (QC) criteria, training analysis job aids, links to training analysis information, and sample correspondence needed to perform and support the training and education development process.

**1-2. References.** The references for this guide are listed in [Appendix M](#).

**1-3. Explanation of abbreviations and terms.** Terms and abbreviations used in this guide are explained in [Appendix N](#).

**1-4. Desk Reference Overview (Scope).** Training development is a complex, multifaceted process that impacts the Total Force and supports the three pillars of the Army's training and education system, individual training and education (training in schools and through distance learning), operational assignments, and self-development training. It encompasses a wide range of training products, such as resident and nonresident courses; Combined Arms Training Strategies (CATS); Distributed Learning (dL) courseware; Soldier Training Publications (STP); and, Training Aids, Devices, Simulators, and Simulations (TADSS). Many of these products are interrelated so that a change in one requires a change in another. The training development process must be managed closely so that products are developed and revised through a coordinated effort across the SSI and with other agencies in the U.S. Army Training and Doctrine Command (TRADOC). All TRADOC Regulations (TR) and TRADOC Pamphlets (TP) are located at <https://adminpubs.tradoc.army.mil/index.html>.

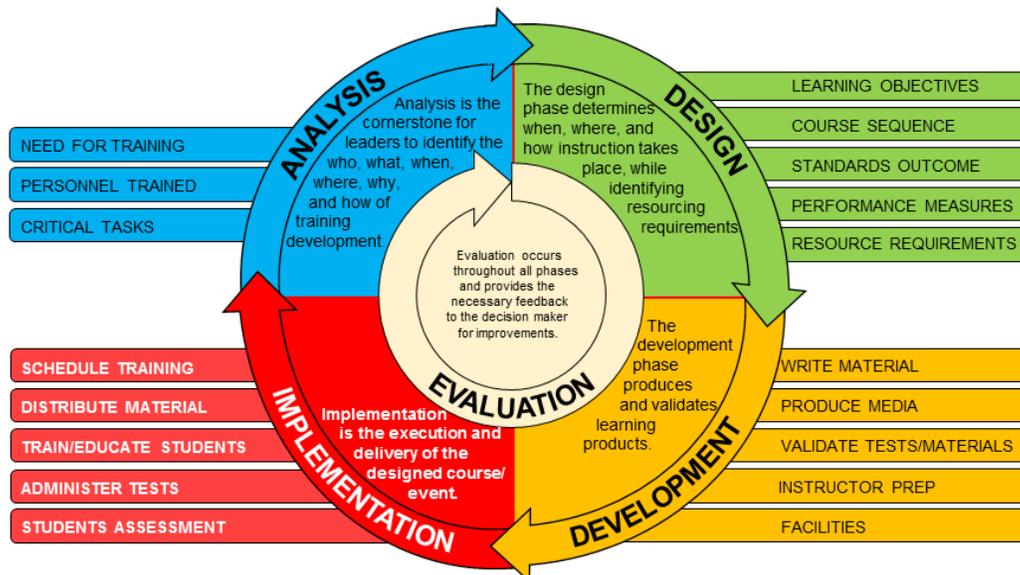
**1-5. Responsibilities.** [Appendix A](#), Training Development Functions Matrix, summarizes the responsibilities of each organization. The term "school" refers to Adjutant General School (AGS) and Finance and Comptroller School (FCS), Noncommissioned Officers Academy (NCOA), 369<sup>th</sup> Adjutant General (AG) Battalion, and Army School of Music (USASOM), located on JEBLC-FS Virginia Beach, VA.

**1-6. Use of Contractors.** Periodically contractors may be used to conduct training and development functions within SSI for both individual and collective training. The Performance Work Statement (PWS) and contract will provide the expected roles, expectations, and specific procedures for the development of training products under each contract. In general, the contractor will be expected to adhere to the same procedures within this guide. The Contracting Officer Representative (COR) will be responsible for determining additional procedures and review processes to ensure compliance with the contract.

## Chapter 2 Analysis, Design, Development, Implementation, and Evaluation (ADDIE)

**2-1. Description.** TRADOC Regulation (TR) 350-70 (Army Learning Policies and Systems) and associated pamphlets are the resources for training and education, including the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) process. ADDIE is a five phase process used to organize and guide all learning product development activities. ADDIE is the basis of a systematic, cyclic, iterative approach to conceive, plan, organize, and document all Army learning products. It supports the production of Army learning products to meet learning requirements, focus on critical job and/or function requirements, provide assessment and/or evaluation feedback, identify alternative learning methods, and gain efficiencies by focusing resources on critical learning requirements. .

- a. The ADDIE process builds on the outputs of the preceding phases, the phases are not sequential. A change in any phase requires review and may require adjustments to preceding phases.
- b. Requirements and outputs for individual learning products focused primarily on educational outcomes such as PME may follow alternate process guidelines.



*The ADDIE process for learning product development.*

**2-2. Analysis.** The analysis phase is a systematic way to diagnose problems and identify solutions to individual and unit performance shortfalls. The analysis processes used to identify the learning products to be designed (revised or created), developed, implemented, and evaluated are needs, mission, doctrine, target audience, individual task, collective task, and job analysis.

**Note:** A critical task is a collective or individual task a unit or individual **must** perform to accomplish their mission and duties and to survive in the operational environment and across unified land operations. a. Needs Analysis. Needs analysis

identifies gaps between current and required Army capabilities or performance. Needs analysis may indicate a required change or modification to training and education learning products. Actual or perceived performance deficiencies may be in any area of Doctrine, Organization, Training, Materiel, Leadership and Education, Personnel, Facilities, - policy (DOTMLPF-p). There may be a training solution, an education solution, or a combined solution. A needs analysis may also identify that training and education is no longer needed. Training developers must conduct a needs analysis to produce the following outputs:

- (1) Training and education solutions or improvements (as applicable)
- (2) Recommendations for non-training and education solutions (as applicable)
- (3) Learning product development requirements

b. Mission Analysis. Mission analysis identifies missions and critical tasks units perform. Mission analysis is conducted as a result of a needs analysis or a change to a unit's mission, capabilities, tasks, performance requirements, equipment and/or personnel. The primary outcome of mission analysis is the development of the Unit Task List (UTL) which provides the foundation for all unit training products.

c. Job Analysis. A job analysis is the process used to identify all the individual critical tasks to be trained/taught in order for jobholders to accomplish their duties. A job analysis is conducted on all new and existing jobs in the Army. The outcome of a job analysis includes:

- (1) The total task inventory (TTI) and/or professional objectives
- (2) Field survey data
- (3) Individual task performance data
- (4) Individual Critical Task List (ICTL)

d. Individual Task Analysis. An individual task analysis is performed to determine the job performance requirements requisite of each task performed on the job. Individual task analysis provides the detail to design and develop individual learning products and support collective training. Supported schools must analyze the ICTL to determine any deficiencies in the proponent tasks and capabilities and provide training developers a list of any deficiencies to conduct individual task analysis. Individual task analysis products provide the detail to design and develop individual learning products and provide the framework for individual skills and knowledge to support collective training.

e. Collective Task Analysis. Collective task analysis is a direct result of a mission analysis that develops the UTL. Collective task analysis is conducted when the mission analysis process identifies gaps in unit training. The mission analysis team provides

results in terms of doctrinal deficiencies in the proponent missions and/or tasks to conduct collective task analysis.

f. Outputs of the Analysis phase.

Analysis Requirement	Analysis Output	Output Description	Cmdt Approval	Briefing Rqmt
<b>Needs Analysis</b> TP 350-70-14, Chapter 14 para 4-3	Needs Analysis Data	Data used to identify gaps between current and required Army capabilities or performance.	No	NLT every 24-36 months
	Training and education solutions or improvements	Solution(s) to fix actual or perceived performance deficiencies. May be a combination of both training and education.	Yes	Quarterly ICW L2 Trends Brief
	Recommendations for non-training and education solutions	Non-training / education solution(s) to fix actual or perceived performance deficiencies (e.g., equipment, resources, time).	Yes	Quarterly ICW L2 Trends Brief
	Learning product development requirements	Learning products to be developed. May include various media (e.g., slides, IMI, video, etc.) and methods of delivery.	No	Quarterly ICW L2 Trends Brief
<b>Educational Outcomes</b> TP 350-70-14, para 3-2h (1)	Learning Outcomes	Cognitive knowledge, skills, and attributes attained as a result of involvement in a particular set of educational experiences.	Yes	During POI development / Post-CTSSB
<b>Job Analysis</b> TP 350-70-14, Chapter 4 para 4-3	Job Analysis Survey	Army-wide survey for a specific target audience. May also include site visits, interviews, focus groups, and etc. data. Used by the CTSSB during deliberations.	Yes	Pre-CTSSB
	Total Task Inventory (TTI)	Comprehensive list of individual tasks associated with an MOS / AOC by grade for all components.	Yes	Pre-CTSSB
	Individual Critical Task List (ICTL)	List of critical tasks that job incumbents must perform to successfully accomplish their missions / duties and location where it should be trained (Institution, Unit, or Self-Development). Output of CTSSB.	Yes	Post-CTSSB
	CTSSB Documents	Official record of CTSSB findings and recommendations.	Yes	Post-CTSSB
<b>Individual Task Analysis</b> Chapter 4 TP 350-70-6, para 6-18 TP 350-70-1, Chapter 7 TP 350-70-1, Chapter 8	Individual Task Analysis Report (ITAR)	Used to identify how the task is actually performed, under what conditions it is performed on the job, and how well the individual must perform the task. <i>NOTE: Approval can be delegated.</i>	No	Monthly Cyclic Review
	Soldier Training Publications/Officer Foundation Standards	Contains critical tasks used to train all Soldiers to the same standards. Provides guidance for individual Soldier training in the unit and aids all Soldiers in the training of critical tasks	Yes	Monthly Cyclic Review

**2-3. Design.** The design phase of the ADDIE process is when managers and training developers translate analysis data into an outline for learning, create a blueprint for learning product development, and determine the sequence and how to train. The design phase identifies all resource requirements, the learning environment, learning objectives, test items, learning sequence, and student evaluation and/or graduation requirements. The blueprint identifies when, where, and how learning outcomes are achieved to serve Army requirements. Design identifies the required support for learning products and resources needed to develop, distribute, implement, and evaluate those products. Training developers must conduct these steps during the design phase:

- a. Identify the tasks, supporting skills and knowledge.
- b. Group and sequence tasks and/or professional objectives.

- c. Translate individual critical tasks, supporting tasks, skills, and knowledge into learning objectives.
- d. Determine the optimum training and/or education strategy for each individual critical task, critical professional objective, and supporting skills and knowledge.
- e. Identify all resource requirements.
- f. Establish course structure to include phases, modules, and lessons.
- g. Identify the how (media, method of instruction (MOI)), when, and where to conduct the course.
- h. Identify the mandatory instructional sequence, if any.
- i. Identify any student assessment criteria.
- j. Identify the graduation requirements (knowledge, skills, and attributes that must be attained to graduate).
- k. Outputs of the Design phase.

Analysis Requirement	Design Output	Output Description	Cmdt Approval	Briefing Rqmt
<b>Training Requirements Analysis System (TRAS)</b>  TR 350-70, Chapter 4  TP 350-70-9, Chapter 4 (CAD, ITP, POI)	Course Administrative Data (CAD)	Proponent's initial estimate or projection of a course's administrative data and resource requirements.	Yes	Monthly Cyclic Review
	Individual Training Plan (ITP)	Long-range planning document that articulates the proponent's career-long training and education strategy for a MOS, area of concentration, or separate functional area.	Yes	Submit every 3 years / Review Annually
	Program of Instruction (POI)	Provides a specific description of course content, duration of instruction, types of instruction, and lists resources required to conduct the course/phase.	Yes	Monthly Cyclic Review
<b>Course Design</b>  TP 350-70-14, Chapter 6	Purpose and scope	Reason for creating the course. The scope identifies the types of skills and knowledge provided and the level of complexity of jobs a graduate will be qualified to perform upon completion of the course.	Yes	During POI development
	Prerequisites	Identify the minimum requirements (knowledge, supporting skills, and tasks) the target audience must possess or be able to perform to attend the course.	Yes	During POI development
	Learning Objectives	A three-part statement consisting of an action, condition, and standard. This statement clearly and concisely describes learner performance at the prescribed level of learning required to demonstrate competency in the instructional material.	Yes	During POI development.
	Structuring and sequencing	Course phases, modules, and lessons, using different media for various modes of course delivery (resident, non-resident, DL, or blended), as applicable.	Yes	During POI development
	Learning Steps and/or Activities (LSA)	LSAs are the foundation for a lesson. LSAs also provide a structured means to focus learning on a small part of what a student needs to learn, and provide the basis for identifying specifications, including such items as the method of instruction and resources required to present the lesson.	Yes	During POI development
	Individual Student Assessment Plan	Informs students, instructors/facilitators, and other personnel of graduation requirements. <b>NOTE: ISAP approval delegated to AGS DOT (Officer), Deputy DOT</b>	Yes	Annually

		<i>(Enlisted) and Director, IPTA (F4 / F5) for AGS, and Deputy Commandant for FCS).</i>		
	Test/Evaluation Plan	Quantity of questions needed to assess enabling learning objective or LSA.	No	No

**2-4. Development.** The ADDIE development process is the act of improving the design by expanding on the learning activities, refining the course management plan, refining the resources, and creating the learning products. It is the production phase of ADDIE. The development phase provides the details about the intended training, instruction, or learning product. These details justify the resources required to execute the learning product. Training developers use design outputs and develop them into completed, approved, validated products including the details required to implement the instruction, assess the students, and evaluate the program. Training developers must ensure Army learning products comply with the following requirements:

- a. Use common products for Active Army (AA) and Reserve Components (RC) unless TRADOC, DCS, G-3/5/7, in coordination with United States Army Reserve Command (USARC) and National Guard Bureau (NGB), grants and approves an exception.
- b. Include USARC/NGB-designated SMEs during all ADDIE phases, including any synchronization meetings (e.g., Critical Task and Site Selection Board (CTSSB)), product validation, final approval process, and product evaluation. Reserve Component collaboration and participation must be timely to prevent readjustment and to ensure product completion without unnecessary delay.
- c. Use Training Development Capability (TDC) and appropriate management tools for their required purposes such as development, posting, displaying, linking, managing, and tracking learning products.
- d. Write content at the appropriate reading level for the learning product target audience per TR 25-30 (Preparation, Production, and Processing of Army wide Doctrinal and Training Literature (ADTL)).
- e. Maintain distribution restriction, foreign disclosure, safety, and environmental considerations of all assessment items and scenarios as required.
- f. Check the Army Publishing Directorate (APD) list of electronic Department of the Army (DA)-level publications to verify the currency of references.
- g. Validation of learning products is a required step in the development process. During the development phase, training developers must validate the effectiveness of learning products during development to ensure the learning products provide the learner with the knowledge, skills, and attitudes to meet job performance requirements.
- h. Outputs of the Development phase.

Analysis Requirement	Development Output	Output Description	Cmtdt Approval	Briefing Rqmt
<b>Learning Products</b>  TP 350-70-14, Chapters 7, 8, 9, &10  <b>Definitions</b>  <b>Major:</b> A brand new Learning Product or one where content is significantly changed to teach new / revised tasks or information.  <b>Minor:</b> Corrects or updates an existing Learning Product but does not significantly change content (e.g., update references, admin information, etc.)	Advance Sheets	Derived from the lesson plan. Provides the student with key information about the lesson scope, learning objectives, and study requirements. <i>NOTE: ELM lessons only.</i>	Yes - Major No - Minor	Monthly Cyclic Review
	Lesson Plans	Information and resources used to execute the instruction prescribed in one lesson within the prescribed time limits using the specified resources.	Yes - Major No - Minor	Monthly Cyclic Review
	Practical Exercises	An activity where learner proficiency is enhanced by practicing a new or recently learned skill or task.	Yes - Major No - Minor	Monthly Cyclic Review
	Student Handouts	A booklet, schematic, circuit diagram, table, or similar material that augments the study guide, work book, learner text, or otherwise supports course objectives.	Yes - Major No - Minor	Monthly Cyclic Review
	Job Aids	A supporting product that can be a checklist, procedural guide, decision table, worksheet, algorithm, or other device used as an aid in performing duty position tasks.	Yes - Major No - Minor	Monthly Cyclic Review
	Case Studies	The instructor/facilitator presents a description of a situation and the learners must solve problems or identify actions related to the situation.	Yes - Major No - Minor	Monthly Cyclic Review
	Training Support Packages (TSP)	A complete, exportable package integrating training and education products and materials necessary to train/teach one or more lesson plan.	Yes - Major No - Minor	Monthly Cyclic Review
	Tests/Pre-/Post-Assessments/Rubrics	Measurement of student learning. Assessment of a learner is often accomplished through a test of whether skills, knowledge and/or performance have been attained.	Yes - Major No - Minor	Monthly Cyclic Review
	Training Development Capability (TDC) products	TDC is a web-based, CAC-approved, automated system used to develop, store, and manage learning products for all training domains.	No	No
<b>Planning Documents</b>  TP 350-70-3, para 3-2(c), Figure B-1	Course Management Plans (CMP)	Document that tells the course manager and instructors/facilitators how to conduct the course.	Yes	Annually

**2-5. Implementation.** The implementation phase of the ADDIE process is the conduct and delivery of the course/event according to its design. Implementation applies to the operational, institutional, and self-development (OISD) domains and includes student assessment to measure achievement of standards and course outcomes. Implementation of learning products must also include program or course evaluation for continuous improvement of course and/or event conduct and learning. Core implementation requirements are as follows:

- a. Ensure products comply with applicable laws, regulations, safety guidelines and environmental protection rules.
- b. Confirm currency and availability of appropriate reference materials needed for instruction.
- c. Ensure implementation is based only on proponent-approved learning products.
- d. Outputs of the Implementation phase.

Implementation Requirement	Implementation Output	Output Description	Cmdt Approval	Briefing Rqmt
<b>Courseware</b> <i>TP 350-70-14, para 11-9</i>	Instructor/facilitator preparation	Instructor and Key Personnel Training (IKPT) for new or revised courseware.	No	No
<i>TP 350-70-14</i>	Content Validation	A type of formative evaluation and the process used to verify that the information in the lesson / course is technically accurate and integrates current and emerging doctrine.	No	Monthly Cyclic Review
<i>TP 350-70-5, Chapter 5</i>  <i>TP 350-70-14, Chapter 8</i>	Test Validation	A process used to determine if a test successfully measures the intended objectives.	No	Monthly Cyclic Review
<i>TP 350-70-5, Chapter 8</i>  <i>TP 350-70-14, para 8-10</i>  <i>AR 611-5, Chapters 3 and 4</i>	Academic Security/Test Control	Application of security measures to protect tests and test items and related sensitive material from unauthorized disclosure from the time of their creation until they become obsolete or are destroyed.	No	Annually
<i>TP 350-70-14, para 6-11, Table 6-3</i>	Individual Student Assessment Plan (ISAP)	Informs students, instructors/facilitators, and other personnel of graduation requirements. NOTE: <i>ISAP approval delegated to AGS DOT (Officer), Deputy DOT (Enlisted) and Director, IPTA (F4 / F5) for AGS, and Deputy Commandant for FCS).</i>	Yes	Annually

**2-6. Evaluation.** The evaluation phase of the ADDIE process is the quality control mechanism for learning and learning product development. Evaluation is a systematic and continuous method to appraise the quality, effectiveness, and efficiency of a program, process, product, or procedure. It provides the mechanism for decision-makers to ensure the application of consistent standards of quality. During the evaluation phase schools must:

- a. Conduct internal evaluations and coordinate for external evaluations of all courses in support of pre-accreditation and/or accreditation.
- b. Conduct formative evaluations during each phase of the ADDIE process to ensure the quality of every learning product meets consistent standards.
- c. Conduct summative evaluations after implementation of the Army learning product to ensure Soldiers and Army Civilians achieved the intended outcomes. Observations, insights, and lessons (OIL), after-action reviews, faculty/instructor-led Post-Instructional Conferences (PIC) and feedback provided from unit observations serve as the primary summative evaluation points used to modify learning products.
- d. Conduct other testing and assessments for formative and summative evaluation as appropriate.
- e. Outputs of the Evaluation phase.

Evaluation Requirement	Evaluation Output	Output Description	Cmdt Approval	Briefing Rqmt
<b>Evaluation Plan</b> <i>TP 350-70-14, Table 11-5</i>	After Action Reviews (AAR) (informal and formal)	Informal: Discussion with instructors and/or students about what worked and what didn't. If possible, conducted immediately after training event. Formal: End-of-Course Online survey administered by Quality Assurance Element (QAE).	No	After course graduation - provided by AGS QAE
<i>TP 350-70-7, para 3-3</i> <i>TP 350-70-14, para 11-11</i>	Formative Evaluation	An ongoing review and adjustment of course/lesson design, content and methodologies throughout the development and implementation phases.	No	No
<i>TP 350-70-7, para 3-4</i> <i>TP 350-70-14, para 1-7c5(b)</i>	Program (summative) Evaluation	Occurs after completion of the ADDIE process, and determines whether the learning product development and implementation meet established Army and center/school standards on a program level and thereafter on the job itself.	Yes	Monthly Cyclic Review - by exception
<i>TP 350-70-5, Chapter 5</i>	Test Item Analysis	Test item and test analysis provide statistical data to help make viable decisions concerning student assessment and validity and reliability of tests. Tests analysis data should also be used to identify areas for lesson, course, and instructor improvements.	No	Monthly Cyclic Review
<b>Army Enterprise Accreditation Standards (AEAS)</b>	TRADOC Accreditation	Accreditation is the formal authority to conduct (or continue to conduct) training and education. Formal accreditation certifies that an institution's administration, operations, and logistical support are adequate to support training to course standards. It certifies that all training and education follows approved academic processes and methods. <b>NOTE:</b> QAE monitors progress and provides periodic updates throughout the year.	No	Every 3 years
<b>Learning Enterprise (Training and Education (LE(T&amp;E)))</b>	LE (T&E) Cyclic Review Report	Monthly formal review of currency and relevancy of POIs, ITPs, ICTLs, ICTs, *STPs/OFS and lesson plans.  <i>*Electronic ICTLs on the Central Army Registry (CAR) may be used in the place of STPs/OFS at the Commandant's discretion.</i>	Yes	Monthly Cyclic Review

## 2-7. Inter-relationship of ADDIE phases. All the phases build upon each other.

a. The normal TD process for a new TD requirement begins with evaluation (a perceived training requirement) and proceeds with other analyses, followed by design, development, and implementation of the training/training product.

b. Each phase and product must meet minimum essential requirements.

c. All phases do not have to be followed in order; each phase can be entered individually as needed for revisions. The process is a continuous series of development, revision, and implementation events to maintain product currency.

d. Evaluation is continuous throughout the ADDIE process with feedback for corrective actions. It permeates all phases and is the cement that ensures all training and training products are effective in producing trained units and Soldiers. Products are evaluated either formally (i.e., product validation) or informally to determine currency, efficiency, and effectiveness, followed by revisions as required.

e. The entire process must operate within a given set of resources.

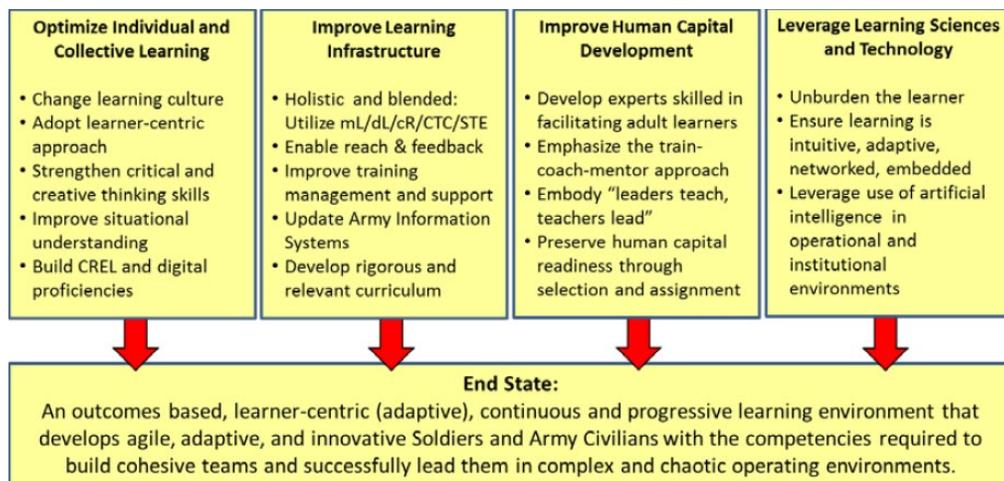
f. The model drives training and TD requirements.

NOTE: The decisions made during the ADDIE process are similar to those made during the Military Decision Making Process (MDMP) (Reference: FM 6-0, Commander and Staff Organization and Operations). The following diagram illustrates this comparison.

Estimate (continual process)	<b>Military Decision-Making Process (MDMP)</b>		<b>ADDIE Process</b>		Evaluation (continual process)	
	Receipt of Mission	=	Input			
	Mission Analysis	=	Analysis			
	COA Development	=	Design			
	COA Analysis (Wargaming)					
	COA Comparison					
	COA Approval					
	Orders Production	=	Development			
	<b>Post-MDMP Events</b>					
	Rehearsal	=	Implementation & Evaluation			
	Execution & Assessment					

### 2-8. The U.S. Army Learning Concept for Training and Education - 2020-2040.

TRADOC Pamphlet (TP) 525-8-2, The U.S. Army Learning Concept for Training and Education (ALC-TE), describes a future Army learning environment that meets the need to develop adaptable, thinking Soldiers and Army civilians with the learning competencies to generate and sustain trained teams. The concept focuses on individual learning to enable individualized and career-long learning that is integrated seamlessly with unit training capabilities to support the conduct of joint combined arms operations.



**Four themes of the ALC-TE 2020-2040**

a. **Future Learning Environment.** The future learning environment must evolve to support the training and education requirements of teams, Soldiers, and Army civilians. Learning will focus on the learner; either the individual or the team.

b. **Global Environment.** Replicating the complex global environment within the learning context and conditions is critical to providing tough and realistic training and education.

c. **Policy and Procedures.** Army policy and procedures need to allow rapid adaptation of learning. Uncertain and complex operational environments require rapid adaptation of learning and continuous infusion of lessons learned. Curricula and learning products will need to adapt to include operational environment implications to provide increased rigor and improve relevance.

d. **Learner-Centric Training and Education.** Learner-centric training and education requires institutional Army facilities to support remote locations. This requires collaboration between trainers and educators pushing for greater system access and security specialists trying to increase control of systems access.

e. **Technology.** Technology enables scalable, effective, and efficient training and education. Projected technological innovations allow the inclusion of a dynamic operational environment to challenge future Soldiers and Army civilians thereby maximizing their learning potential.

f. **Human Dimension.** Army leadership recognizes improving human dimension capabilities requires investment in future technologies. It is essential leaders look to the future having a smaller, leaner, more technologically advanced force with further emphasis on operations across the land, air, maritime, space, and cyberspace domains in contested environments.

g. **Chain of Command Involvement.** Chain of command involvement remains key to increasing readiness. The institutional Army will continue to support readiness with a blend of resident and distributed learning. Technology provides tools that expand the chain of command's ability to leverage learning to enhance readiness.

h. **Training Developers.** Soldiers and Army civilians who develop training and education must consider future learner capabilities and needs. Training and education must be interactive, engaging, and challenging to all types of learners; and at the collective level emphasizing collaborative problem-solving events. Training and education must engage learners to think and understand the relevance and content of what they learn, acquiring, and demonstrating their knowledge and ability to retrieve that knowledge, practice through repetitions and demonstrate their level of performance and adaptive capability for the future.

## Chapter 3 Development of New Courses

**3-1. Overview.** The majority of the TDD courseware development work consists of changes to existing courses. However, new courses are occasionally developed in response to major DOTMLPF-p changes like a new system (e.g., Integrated Personnel and Pay System-Army (IPPS-A)) or a program or training deficiency. New course development should begin 5 years before the implementation date. This lead time can be shortened to 3 years, but that is normally the minimum required to develop course materials, acquire necessary resources, train cadre, and schedule facilities.

**3-2. Course Growth.** When developing a new course, initial consideration must be given to "course growth."

a. Definition. Course growth is defined as any action resulting in increased resources or an increase in the trainees, transients, holdees, and students (TTHS) account. It includes addition of new courses or revisions to existing courses that change Instructor Contact Hours (ICH), Instructor Action (IA), optimum class size, increased course length, or programming more students to attend instruction. Commandants must manage new courses within the prescribed baseline and priorities established by TRADOC in command training guidance.

b. Resource Tradeoffs. Schools submitting a CAD/POI for a new or extended course with resource increases must identify and justify growth. Schools must recommend specific course tradeoffs ("bill-payers") in the Memorandum of Transmittal (MOT) and provide supporting TRAS. When resource increases are required for which tradeoffs are not available within the school's baseline, schools are required to submit the following documentation ICW the Combined Arms Command (CAC course growth procedures:

(1) TRAS Abbreviated Cost-Benefit Analysis (TAC-BA). The format for TAC-BAs is provided in TR 11-20 (Cost-Benefit Analysis to Support Army Enterprise Decision Making).

(2) CAD/POI/MOT.

(3) RC concurrence.

(4) TRAS Quad Chart containing the following information:

(a) Purpose. Clear statement on why the proposed growth is necessary, citing the specific document, guidance, or gap analysis driving this requirement (e.g. ICTL review, branch initiative, higher headquarters directive, etc.)

(b) Category. Identify whether this growth affects Safety, Certification, Regulatory, readiness, branch gap or initiative (include all that apply).

(c) RC Impacts. Short description of how this growth impacts the RC (if applicable).

(d) Analysis and options considered. Summarize each considered Course of Action (COA) from the TAC-BA.

(e) Describe mitigation efforts/offsets, trade-space considerations, such as transfer (all/some) to existing PME or functional training, modify delivery means (e.g. hybrid of resident, DL, IMI), re-prioritize other tasks or learning outcomes, etc.

(f) Bill-payer(s). Identify other courses or organization providing the offset to proposed growth (if any).

(g) Risk (specific, not generic): Describe the impacts for not accepting the proposed growth (e.g., will violate law, increase safety concerns, impact readiness, etc.).

(h) Resource impacts. Coordinate with CASCOM G-8 to obtain costing data for proposed course growth.

(i) RC recommendations. Provide the NGB and/or USARC position (Concur, Concur with Comment, Non-Concur) with a short statement with specific comments or rationale for non-concur.

**TRAS Quad Example**

 <b>AMERICA'S ARMY:</b> Globally Responsive, Regionally Engaged	UNCLASSIFIED//FOUO	ATRRS Course Name and Title; Course #; and COE																																																																																										
Army G-3/5/7																																																																																												
Analysis	Resource Impacts (\$k)																																																																																											
<p><b>Senior Leader Guidance/Directive:</b> Provide senior level guidance/directive that caused the change. Citing the specific document/guidance i.e. NDAA 2017, AR xxx-xx, new certification, DODI xxx, FORSCOM request, ICTL review, Branch initiative, Operational Requirements Document, EXORD from CSA, etc)</p> <p><b>Course Description:</b> Brief one or two sentence description about what the course is. If longer narrative desired, include it in the slide notes section.</p> <p><b>Purpose:</b> Clear statement on why the proposed growth is necessary or gap analysis driving this requirement. What capability does the growth provide to the operational Army.</p> <p><b>Category:</b> Identify how this growth affects Readiness. For example: Safety, Certification, Regulatory, Branch. Identify if the course grants an ASI. Identify if course is taught MTT.</p> <p><b>RC Impacts:</b> Short description of how this impacts the RC (if applicable)</p> <p><b>Analysis:</b> Options considered: Describe analysis of options of how to mitigate the increases. Mitigation efforts: Trade space considerations, such as transfer (all/some) to existing PME or functional training, modify delivery means (e.g. hybrid of Resident, dL, IMI), reprioritize other tasks or learning outcomes, coordinate with PM for increased NET content, etc... or note restraints, such as dL infeasible due to TS content. Proposed bill payers shift tasks between PMDE level I i.e. SLC to ALC), levy as an EE PEG requirement, etc..</p> <p><b>Risk:</b> (Specific operational impacts, not generic. For example: Will violate law, increase safety concerns, shift specific requirement to operating force or Soldier (Self-Development), preclude RC Soldiers from obtaining required training, X number of BCTs will not get qualified Soldiers, etc...)</p> <p><b>Bill Payers (s):</b> Must have unique bill payer(s) identified.</p> <p><b>Analysis POC:</b> Name, email, phone</p>	<table border="1"> <thead> <tr> <th>Course Name</th> <th>Current</th> <th>Proposed</th> <th>Delta</th> </tr> </thead> <tbody> <tr> <td>Course Length</td> <td>0</td> <td>5W</td> <td>5W</td> </tr> <tr> <td>Course Seats (AC/NG/Res)</td> <td>0/0/0</td> <td>1400/50/50</td> <td>1500</td> </tr> <tr> <td>TTHS</td> <td>0</td> <td>143.84</td> <td>143.84</td> </tr> <tr> <td>TRADOC Manpower (Mil/Civ/CME)</td> <td>0</td> <td>58</td> <td>58</td> </tr> <tr> <td>TRADOC Equip/TADSS Costs (Proc)</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>TRADOC Equip/TADSS Costs (Sust)</td> <td>\$0</td> <td>\$1,588</td> <td>\$1,588</td> </tr> <tr> <td>TRADOC School Cost</td> <td>\$0</td> <td>\$1,594</td> <td>\$1,594</td> </tr> <tr> <td>TRADOC CME Contract Cost</td> <td>\$0</td> <td>\$6,351</td> <td>\$6,351</td> </tr> <tr> <td>TRADOC Non-CME Contract Cost</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td><b>TRADOC Bill Total</b></td> <td><b>\$0</b></td> <td><b>\$9,513</b></td> <td><b>\$9,513</b></td> </tr> <tr> <td>Student Travel (AC Only)</td> <td>\$0</td> <td>\$1,455</td> <td>\$1,455</td> </tr> <tr> <td>USAR P&amp;A, Travel and Per Diem</td> <td>\$0</td> <td>\$37</td> <td>\$37</td> </tr> <tr> <td>ARNG P&amp;A, Travel and Per Diem</td> <td>\$0</td> <td>\$3,936</td> <td>\$3,936</td> </tr> <tr> <td>Ammunition</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>IMCOM</td> <td>\$0</td> <td>\$390</td> <td>\$390</td> </tr> <tr> <td>AIC</td> <td>\$0</td> <td>\$434</td> <td>\$434</td> </tr> <tr> <td>Facilities</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>Army Equip/TADSS Costs (Proc)</td> <td>\$0</td> <td>\$10,822</td> <td>\$10,822</td> </tr> <tr> <td>Other Costs</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>MEDCOM</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td><b>Army Est Total:</b></td> <td><b>\$0</b></td> <td><b>\$26,386</b></td> <td><b>\$26,386</b></td> </tr> </tbody> </table>	Course Name	Current	Proposed	Delta	Course Length	0	5W	5W	Course Seats (AC/NG/Res)	0/0/0	1400/50/50	1500	TTHS	0	143.84	143.84	TRADOC Manpower (Mil/Civ/CME)	0	58	58	TRADOC Equip/TADSS Costs (Proc)	\$0	\$0	\$0	TRADOC Equip/TADSS Costs (Sust)	\$0	\$1,588	\$1,588	TRADOC School Cost	\$0	\$1,594	\$1,594	TRADOC CME Contract Cost	\$0	\$6,351	\$6,351	TRADOC Non-CME Contract Cost	\$0	\$0	\$0	<b>TRADOC Bill Total</b>	<b>\$0</b>	<b>\$9,513</b>	<b>\$9,513</b>	Student Travel (AC Only)	\$0	\$1,455	\$1,455	USAR P&A, Travel and Per Diem	\$0	\$37	\$37	ARNG P&A, Travel and Per Diem	\$0	\$3,936	\$3,936	Ammunition	\$0	\$0	\$0	IMCOM	\$0	\$390	\$390	AIC	\$0	\$434	\$434	Facilities	\$0	\$0	\$0	Army Equip/TADSS Costs (Proc)	\$0	\$10,822	\$10,822	Other Costs	\$0	\$0	\$0	MEDCOM	\$0	\$0	\$0	<b>Army Est Total:</b>	<b>\$0</b>	<b>\$26,386</b>	<b>\$26,386</b>			
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<p><b>NGB position:</b> Concur, Concur with Comment, Non Concur (Short statement with specific comments or rationale for non-concur) include RC POC</p> <p><b>USARC Position:</b> Concur, Concur with Comment, Non Concur (Short statement with specific comments or rationale for non-concur) include RC POC</p>	<p>a. <b>Concur:</b> identify appropriate category (Must Do, Core, Defer)</p> <p>b. <b>Concur with Comment:</b> Propose alternative solution(s) for consideration or Defer to next POM cycle</p> <p>c. <b>Non-Concur:</b> not a TRADOC bill, no compelling requirement, SMDR reqt, etc.</p>																																																																																											
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**3-3. Course Concept.** TDD works with the AGS and FCS while the ASOM works within their school, to develop a concept that addresses purpose, target audience, prerequisites, course strategy, course length, and milestones:

a. **Analysis.** Before course design begins, it is essential to revisit the job and individual task analysis data. The task analysis data provides the material needed to design and develop the appropriate training and education needed by Soldiers and civilians. CTSSBs and needs analyses are triggers that can generate new courseware development.

(1) CTSSBs help determine which tasks are critical and will be trained.

(2) Needs analyses determine why new courseware should be developed.

b. **Course Design Considerations.** Course design translates analysis data into sequential, progressive instruction. Designing a course includes determining the purpose of the course, establishing learning objectives, creating evaluation and assessment plans, determining course materials, and learning activities, organizing, and structuring course content, and identifying all resource requirements. It answers the questions “What do you want the students to know once the course is over?” and “How do you assess what the students need to know or do?”

c. **Course strategy.** Design of the course is explained in the course strategy and identifies use of phases and/or tracks (e.g., all students must complete common lessons and then branch off to different lessons) and method of delivery (e.g., instructor led, distributed learning, or blended). The course strategy should also include the focus of instruction (i.e., will the instruction focus on field training or emphasize simulations-based training exercises?).

d. **Commandant Approval.** TDD prepares and staffs the course concept briefing to the proponent and commandant. After incorporating appropriate feedback, TDD conducts a decision brief to the commandant, with appropriate organizations in attendance. Upon commandant approval of the course concept, the ADDIE process continues.

**3-4. Course Design Requirements.** Course design establishes how (media/method), when and where training will be conducted, training structure (courses, phases, lessons, etc.), sequence requirements as applicable, assessment plan, and graduation requirements. The course design procedures are for an initial course design effort. Required course design outputs are captured in the course master in TDC to populate select fields in the CAD and POI. The required design fields consist of:

a. **Course purpose and scope.** The scope will include the approved course outcomes. State the purpose of the course in a clear and concise statement. The purpose statement must completely answer the question: What is the reason for creating this course? The purpose statement should generally align with the course

outcomes. The scope identifies the types of skills and knowledge provided and the level of complexity of jobs a graduate will be qualified to perform upon completion of the course.

b. **Course prerequisites.** Course prerequisites identify the minimum requirements (knowledge, supporting skills, and tasks) the target audience must possess or be able to perform to attend the course. Prerequisites might include a minimum grade requirement, military education level, or a security clearance requirement.

c. **Structure and sequence.** A course can be comprised of phases, modules, and lessons. Courses can have one or more phases and usually have several modules. Course design translates lessons into sequential, progressive learning modules and phases. This ensures the overall efficiency and effectiveness of the total course, including identification of all resource requirements. Establish the mode(s) of delivery for each module or phase and consider any recommendations from the CTSSB. Developers must consider continuity and retention factors when designing course structure and sequencing.

**3-5. Course Development.** The development phase of ADDIE refers to developing the details of the product. Course development is a matter of providing the products that comprise the details of the course. These include:

a. **Course Management Plan (CMP).** TDD develops a CMP for all courses, including exportable courses, such as those taught in TASS battalions. The CMP contains the basic information the instructor must know to conduct the course. An example CMP is provided in [Appendix E](#). The CMP includes:

- (1) Course structure (derived from the POI)
- (2) Course map (derived from the Course Lesson Sequence Summary)
- (3) Training sequence
- (4) Course manager qualification
- (5) Course manager guidance
- (6) Instructor certification requirements
- (7) Student guidance
- (8) Assessment administration guidance
- (9) Required references

(10) Trainer guidance

b. **Lessons.** See [Chapter 6](#), Lesson Plan Development.

c. **Individual Student Assessment Plan (ISAP).** ISAPs are developed for all courses. ISAPs are approved by the commandant or designated representative (normally the Training Department Director or Deputy Commandant) and signed by the training developer who developed the ISAP.

(1) Tests are developed during the design phase utilizing the procedures found in TP 350-70-14. 5 During and after development, tests must be controlled IAW the SSI Test Control SOP. Test plans must be developed for every test to ensure that each objective of the course is properly measured. Procedures in TP 350-70-14 will be used to develop a test plan.

(2) Test item analysis is conducted on tests developed by TDD utilizing test item analysis spreadsheets developed by TDD personnel or, for electronic testing administered via Blackboard® Academic Suite, training developers may use the “Attempts Statistics” feature in Blackboard’s gradebook. Training developers will coordinate with instructors to ensure test item analysis is conducted on a regular basis and results reported to TDD for review, filing, and appropriate changes to courseware.

d. **Course map and course schedule.** The course map is the compilation of the course structure, based on the course outline previously developed, with the addition of the lessons (sequenced as necessary or appropriate). When the lessons and lesson plans are completed, detail the final establishment and sequence of the lessons in the course map, a graphic portrayal of the overall course’s presentation. The course map ensures horizontal and vertical alignment of the phases, modules, and lessons to support the learning outcomes. The mapping process involves identifying where in the course to introduce, develop, and master each of the learning outcomes. The course map is published in the CMP.

e. **Course length.** Course length is the total time required to present training. It includes both academic and administrative time and is expressed in weeks and days. The course length is reported to Army G-1 through input to Army Training Requirements and Resources System (ATRRS). The major output of this design function is an approved course length that allows for efficient and effective training and student management.

(1) **Academic Hours.** Academic hours are the total length of time actually required to present training. Academic time includes teaching, assessments, assessment reviews, and after-action reviews (AARs). An academic hour is 50 minutes. Academic time allotted for each method of instruction (MOI) in a lesson must be identified. When using self-paced instruction, use the academic hours necessary if taught in residence.

(2) **Academic Week.** The academic week consists of the number of academic hours trained during any given training week.

(a) The minimum AA peacetime 5-day academic week is 36 hours; mobilization is 54 hours. The minimum AA peacetime 6-day week is 44 hours. A proponent may establish academic week with more than 36 academic hours or 44 academic hours, 5-day academic week and 6-day academic week, respectively. TRADOC approval is required for academic weeks of less than 36 or 44 academic hours.

(b) The minimum RC peacetime academic week is 48 hours, based upon an 8-hour training day, 6 days a week. A 7-day academic week minimum is 56 hours, based upon an 8-hour academic day. The maximum is 60 hours, based upon a 10-hour academic day, 6 days a week.

(3) **Administrative Time/Hours.** Administrative time/hours consists of all the non-academic time included in a course. This is the total time required to perform required administrative activities. Scheduling courses requires the identification of administrative time as well as academic time to determine the full length of time a student must attend the course. Administrative time includes:

- (a) In processing
- (b) Commander's orientation
- (c) Retesting
- (d) Army Combat Fitness Test (ACFT)
- (e) Commandant's time
- (f) Remedial training
- (g) Guard detail
- (h) Out processing

**NOTE:** Total administrative time (not including Physical Readiness Training (PRT)) should not exceed 4 hours per training week. Additional administrative time must be requested from HQ TRADOC. The request must be fully justified, including an explanation for why the administrative activity cannot be accomplished before or after normal training time.

f. **Student guide.** The student guide provides information students need to meet their responsibilities for learning and successful completion of the course. If used, the guide can contain the learning/training objectives, expected educational outcomes, or any other course-specific information.

g. **Resource requirements.** TRAS documents provide the planning and justification documentation to clearly articulate resourcing requirements. Produce and refine TRAS documents concurrently with course design and development. The goal for budgeting and resourcing for Army learning products is for the products to link with the resource processes and systems to acquire the necessary resources in time and at the right place to accomplish training/education. The two TRAS documents for resourcing courses include the CAD, and POI. The POI and CAD are developed and stored in TDC.

(1) Develop the CAD. TDD, working with the AG and FC schools, develops the CAD (see TP 350-70-9, Chapter 4, for additional information). CADs for new courses should be submitted 36 months prior to the start of the new course. CADs for new or revised courses with growth that require resource changes must be developed and submitted to compete for resources IAW the CAC course growth procedures and timelines IAW paragraph 3-2.

(2) Develop the POI. Once the lesson plans are approved, the POI, to include the lesson titles, tasks taught, and resources, are entered in TDC by the training developer. In addition, TDD develops the MOT, course map, and for dL courseware, the Distance Learning Questionnaire. POIs supporting approved resource changes through the CAC course growth process must be developed and submitted at the earliest opportunity.

h. **Instructor/facilitator guide.** An instructor/facilitator guide is a document that contains information needed to teach a course. This guide should include enough detail for a novice instructor to fully implement the lessons. If developed, the guide may include such items as classroom requirements; a list of necessary training materials such as workbooks and reference manuals; administrative notes and other course-specific information.

i. **Updating/revising course design as needed.** The final step in course development is to review and update/revise any portion of the course design and development steps prior to submitting for approval. Pay attention to the course structure or course map that may need to be adjusted.

j. **Obtaining course and Program of Instruction (POI) approvals.** The course is complete when the commandant approves the developed course and the POI is validated by HQs TRADOC.

**3-6. Course Evaluation and Validation.** Evaluation and validation of courses helps identify and correct instructional system imperfections. The evaluation and validation processes determine if instructional system content, sequence, methods, and media decisions are sound. Before course validation, the school and TDD must develop a validation plan that describes how data will be collected, (e.g., interviews, student/instructor surveys, observation, test item analysis, etc.). During the course validation, TDD evaluates the effectiveness, efficiency, and reliability of the instruction and course

materials. Those results form the basis for recommended course revisions to be completed. TDD will ensure all revisions have been captured in the lesson plans, POI, and ITP.

**NOTE:** Refer to TP 350-70-14 for guidance on conducting training course and courseware validation, including the process and procedures for developing a validation plan.

## Chapter 4 Changes to Existing Courses

**4-1. Types of Course Changes.** Changes to courses are categorized as “routine” or “major”. A routine change is one that corrects a lesson plan or task summary. Routine corrections may include additional safety information, updating of references, doctrinal changes, software version changes, etc., which do not impact resources or tasks taught. A major change is one that impacts resources (e.g., equipment, instructor contact hours, facilities, etc.) or significantly changes several tasks taught in a course.

**4-2. Routine Changes.** NCOA, AG/FC training departments, and AITD may make routine changes to their lesson plans with pen and ink while awaiting corrections to be completed through formal channels. FJ Form 350-100-86 (Course Material Inquiry Sheet), memorandum, email or the “Courseware Change Request” workflow option on SharePoint, may be used to recommend changes to training and education products.

**4-3. Major Changes.** Major changes to courses are managed through the job analysis process, including conducting a CTSSB.

a. The job analysis may be generated by a triggering event such as major changes to tasks, requirements for new tasks based on doctrine, materiel, organization, personnel changes, or a course manager’s annual review of the ICTL during which the ICTL may be assessed as no longer current. CTSSBs should be held on a cyclic nature, as determined by the proponent school commandant, for occupational specialties and skill levels. TDD will coordinate with the proponent school's DOT to determine the appropriate timeframe to conduct a CTSSB. An extended lead-time is required when planning CTSSBs to ensure adequate funding and resources are available.

b. A CTSSB may be required after a significant change in doctrine or changes in the operational environment to review tasks and ensure critical tasks are relevant to the force. Proponents may conduct a face-to-face or virtual CTSSB to develop the list of individual critical tasks.

c. The purpose of the CTSSB is to recommend additions, changes, and deletions to the ICTL, to prioritize tasks for training, and select critical tasks. The CTSSB should include representatives from U.S. Army Forces Command (FORSCOM), Combat Training Centers (CTC), NGB, USARC, other proponents, and the AG and FC schools, respectively.

d. During the Pre-CTSSB process, units and training directors propose institutional training changes to the commandant. The purpose is to obtain initial guidance from the commandant (e.g., the commandant can preliminarily validate proposed changes align with needs of jobholders and supervisors in the field, emerging concepts, etc.). It is not intended to discuss issues in depth and it is not a replacement for the CTSSB. TDD coordinates and prepares the Pre-CTSSB Brief.

e. The CTSSB is comprised of SMEs from across the operational force representing a wide range of backgrounds. A CTSSB normally consists of 10-12 voting members with the senior person also serving as board president. The school commandant approves all board members.

CTSSB Members	Responsibilities
<b>1. Chairperson (tie-breaker: casts tie breaking vote only)</b>	a. Convenes the individual board. b. Ensures adequate AA and RC representation. c. Leads the discussions on critical task selection. d. Advises board on procedural matters. e. Is an SME.
<b>2. Developers (non-voting members)</b>	Advise board on educational, analysis, and procedural matters, to include explaining: <ul style="list-style-type: none"> <li>- Learning product development process, especially the job analysis.</li> <li>- Task and critical task definitions.</li> <li>- Task performance data.</li> <li>- Task selection model.</li> </ul>
<b>3. SMEs (voting members)</b>	a. Recommend changes, such as rewording, combining, additions, or deletions of tasks to the total task inventory. b. Provide technical information and advice to the board. c. Determine criticality of each task based on the task selection model. d. Recommend (rate) each task as critical or non-critical.  <i><b>NOTE:</b> To serve on this board, SMEs should be one skill level higher than the job for which the tasks are being recommended.</i>
<b>4. QA Evaluator (non-voting member)</b>	a. Ensures recommendation of tasks as critical/non-critical based on an appropriate task selection model. b. Ensures task title meets the regulation requirements.
<b>5. RC representative(s) (voting member(s))</b>	a. Ensures RC requirements are included in the decision. b. Functions as an SME.

f. The first step in the CTSSB process is developing a TTI of all possible critical tasks conducted in a specific MOS. Several methods are used to gather information for the TTI including SME input, proponent QAE field surveys, interviews, site visits, and doctrinal publications. Using job analysis, the information gathered during this process is used to prioritize and rank the tasks in order of their importance. Job analysis is the process used to identify individual tasks and critical tasks (including leader tasks) a job incumbent must perform to successfully accomplish his/her mission and duties as well as survive on the battlefield. These tasks are critical for that job. The results of the job analysis are analyzed and prepared for presentation to the CTSSB members to guide their recommendations during board deliberations regarding task criticality.

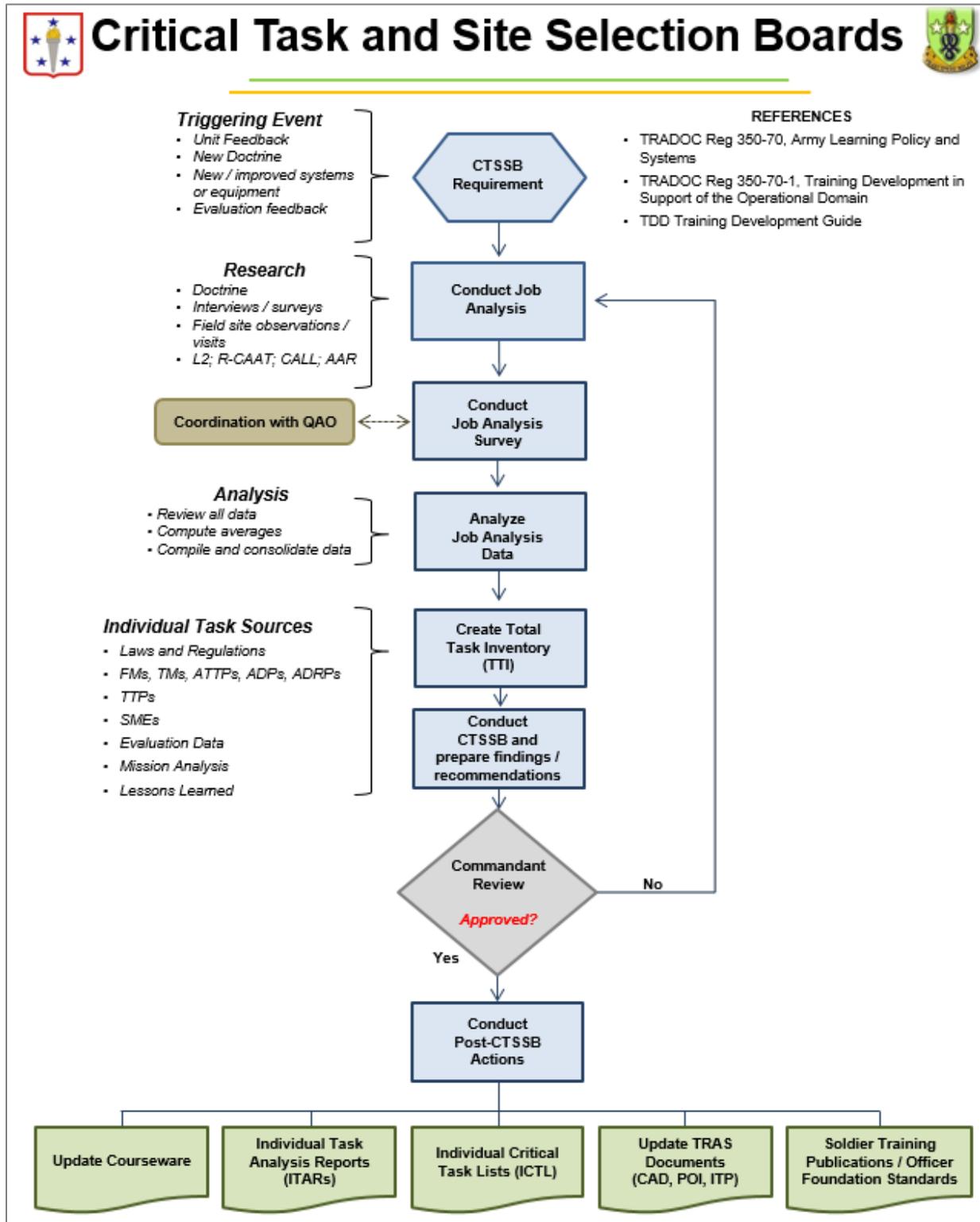
g. Either based on the job analysis results and/or in conjunction with board member expertise, the board votes on the criticality of each task in the total task inventory. Specific voting procedures vary, but may rely on one of several models for producing numerical ratings or a simple "Yes/No" vote. One popular model is the Difficulty-Importance-Frequency (DIF) Model, in which tasks are identified as critical based on the difficulty, importance, and frequency with which they are performed. Other models and methods also exist, and their application at a CTSSB is at the discretion of the CTSSB president and TDD CTSSB facilitator.

h. In addition to identifying critical tasks, the CTSSB recommends an official training site: institution, unit, or self-study. Recommendations are often driven by personal experiences and resource or time constraints. Some tasks are obviously better suited for training at the unit or via self-study based on the task characteristics, equipment requirements, and training demands.

i. A CTSSB does not have to be convened to adjust 1-2 tasks. This can be accomplished internally by preparing a memorandum with justification for the commandant's approval. Maintain an audit trail and document any changes to individual tasks or the ICTL.

j. Within 30 days of completing the CTSSB, training development personnel review the CTSSB's recommendations for the critical task list and site selection, apply their own knowledge and experience regarding appropriate site placements, and staff the board results to the school commandant for approval. The commandant may revise the outcomes, as necessary, accounting for their own expertise, feedback from the field, and understanding of Army needs and available resources.

#### 4-4. Critical Task and Site Selection Board (CTSSB) Process Map.



**4-5. Changes to Learning Products.** Changes to learning products may be required after a CTSSB is conducted based on a needs analysis that may include:

a. Changes in threat and doctrine (current and emerging), organizations and missions, materiel, leader development, or occupational specialty structure (DOTMLPF-p).

b. The need to eliminate leader competency and/or performance deficiencies.

c. Efforts to improve learning efficiency and effectiveness.

d. Changes to learning products used in the classroom based on a needs analysis (lesson plans, practical exercises, tests/assessments, job aids, etc.) can be made at any time by training developers in coordination with the instructor/facilitator and school's DOT. The commandant (or designated representative) can approve changes regardless of when the CTSSB was held or the date of the most recently approved POI.

e. These changes may require revision or development of new TRAS documents (CAD and POI) to reflect current and/or future individual learning strategies and course design.

**4-6. Changes to Method of Instruction.**

a. Changes to methods of instruction are normally developed through the collaborative efforts of the training developer, instructor/facilitator, and course directors and then staffed through the school leadership for the commandant's approval. Improvements or changes to methods of instruction are also guided by TP 525-8-2 (The U.S. Army Learning Concept for Training and Education 2020-2040) and TR 350-70 (Army Learning Policy and Systems) which encourage the development of innovative methods of instruction. The SSI further promotes new methods of instruction through the sharing of "best practices" across the institute and the introduction of enhanced instructional tactics, techniques, and procedures.

b. Choosing the appropriate learner-centered method of instruction enables effective achievement of educational goals and outcomes. The method of instruction will vary based on the subject matter, learning objectives, and target audience analysis (e.g., students' existing experiences, knowledge, and abilities).

c. The challenge for the training developer and the instructor/facilitator is to determine which method of instruction is most appropriate and effective. While the learning domain (cognitive, affective, or psychomotor) and levels of learning are primary considerations other factors may include optimal class size, instructor/facilitator role, classroom configuration, time constraints, and available technological resources (e.g., hardware, software, simulators, etc.).

## Chapter 5 Individual Task Analysis

**5-1. Description.** Individual task analysis is the process used to identify the task performance detail needed to develop individual training. An individual task analysis is conducted for each critical individual task to identify all task performance specifications for that specific task. These specifications focus on how task steps are actually performed, under what conditions, and how well the Soldier must perform the task. Critical task analysis data serves as the foundation for the design and development of efficient and effective individual training and education.

**NOTE:** TR 350-70 (Army Learning Policy and Systems), Chapter 4; TP 350-70-1 (Training Development in Support of the Operational Domain), Chapter 7; and TP 350-70-14 (Training and Education Development in Support of the Institutional Domain), Chapter 4, provide guidance for individual task analysis and development.

**5-2. Individual Tasks.** An individual task is a clearly defined and measurable activity accomplished by individuals. An individual task must be produced using the construct of action, condition(s), and standard(s) to ensure the task can be assessed against established performance standards that are observable, measurable, and achievable. It is the lowest behavioral level in a job that is performed for its own sake. Individual tasks trace directly to a specific job and/or function.

### 5-3. Individual Task Types and Descriptions.

Type	Description
<b>Unique (MOS-specific) task</b>	An MOS-specific individual task. Unique task numbers use a proponent code, a three-character MOS ID, and a four-digit number unique to the proponent
<b>Common Soldier task</b>	An individual task performed by all Soldiers. Common tasks numbers use a proponent code, the three characters "COM," and a four-digit unique number.
<b>Shared Individual task</b>	An individual task shared between MOS within CMFs. Shared tasks numbers use a proponent code, a "000" and a four-digit unique number.
<b>Skill level/CMF and officer rank task</b>	An individual task performed by: (a) every enlisted Soldier in a specific skill level, regardless of MOS or CMF; or (b) every officer in a specific rank, regardless of grade or branch.
<b>Leader task</b>	An individual task performed by leaders from different branches or jobs, or a task shared by different skill levels at the same organizational.
<b>Staff task</b>	An individual task performed by a unit staff member.

**5-4. Individual Task Titles.** Task titles must adhere to the following criteria:

- a. Correlate to an observable action to create measurable tasks (e.g., "perform" is an observable action verb, but "participate" is not observable or measurable).
- b. Indicate a task or action to be trained and completed, not a continuous never-ending job function (e.g., "oversee" is a continuous function of a position that is only completed when a person leaves that position).
- c. Describe an action performed by personnel, not equipment.
- d. Provide and/or promote clarity without being vague (e.g., "use" does not describe a clear action).
- e. Allow analysts, trainers, and Soldiers to understand the scope of the activity.

**NOTE:** Refer to TP 350-70-1, Appendix D, for Standard Verb Rules for Task Titles.

**5-5. Responsibilities.** TDD has the lead on individual task analysis and in coordination with the proponent school, is responsible for:

- a. Identifying new individual tasks aimed at individual readiness in support of unit readiness.
- b. Developing/revising task analysis data (e.g., task actions, conditions, standards, steps, measures, knowledge, skills, references, etc.) in the TDC system.
- c. Coordinating with other proponent schools and integrating schools on task analysis issues (e.g., The Army University (ArmyU), Combined Arms Support Command (CASCOM), etc.).
- d. Coordinating proponent CTSSBs to determine which tasks are critical and determine the domain, skill level, and frequency each task should be taught.
- e. Participating as training development analysts on CTSSBs.
- f. Producing task-based training literature (e.g., Soldier Training Publications) based on school commandant's guidance.
- g. Exporting individual task summary reports from TDC to the Central Army Registry (CAR) for use by the field.
- h. Maintaining an audit trail of all individual task changes.

**5-6. Individual Task Analysis Development.** Refer to [Appendix C](#) of the TDD TDG for detailed information on task analysis and a task analysis checklist.

### **5-7. Individual Critical Task Lists (ICTL).**

a. **ICTL Content.** The ICTL contains all proponent individual critical tasks for each MOS and AOC. The ICTL includes information that directs in which operational, institutional, or self-development (OISD) domain the individual task must be taught or learned, its skill level, and its frequency for instruction. Training developers and proponent schools produce learning content based on the commandant-approved ICTL. ICTLs are maintained in TDC and exported to the CAR for Army-wide use.

b. **Changes to the ICTL.** Any organization can recommend changes, additions, or deletions to the ICTL. All recommendations for ICTL changes must be submitted with supporting rationale (e.g., doctrinal changes, recommendation of the CTSSB, approved lessons learned, etc.) to TDD, for appropriate action. ICTLs may also be revised when there are required changes to DOTMLPF-p. For minor or administrative changes to an ICTL (e.g., rewording or combining tasks), it is not necessary to reconvene a CTSSB.

c. **ICTL Approval.** TDD staffs ICTLs through the school's Director of Training (DOT) to the commandant, as needed or when changes are required, for review and/or approval. School commandants are the approval authority for all changes to the ICTL.

### **5-8. Critical Task and Site Selection Boards (CTSSBs).**

a. CTSSBs support the development and maintenance of the ICTL and are an important step to ensure curriculum and training requirements are focused and relevant. While all ICTLs are an output of the CTSSB, ICTLs can be maintained and updated with minor changes without conducting a CTSSB. In either case, ICTLs require a review of workload to inform the decision on CTSSB planning.

b. To maintain minimal currency of learning products, ICTLs are required to be reviewed every three years as part of a predictive maintenance cycle workload. However, un-forecasted requirements may necessitate a review of an ICTL which may require the conduct of a CTSSB to ensure the proper rigor and relevant development of learning products. These event driven learning product requirements have priority over maintenance cycles and may result in delays in updating an ICTL due for maintenance reviews.

**NOTE:** Additional information on conducting CTSSBs is in [Chapter 4](#) of this guide. TRADOC guidance on conducting CTSSBs is in TP 350-70-1, Appendix E.

## Chapter 6 Lesson Plan Development

**6-1. Lessons.** Lessons are the basic building blocks of all instruction. A lesson plan may include Enabling Learning Objectives (ELOs) (as applicable) or learning steps/activities (LSAs) that lead to a Terminal Learning Objective (TLO)/educational outcome. The lesson is structured to facilitate learning and normally includes telling or showing Soldiers what to do and how to do it, providing an opportunity for Soldiers to practice, and providing feedback about their performance. Tasks can be reinforced in any number of lessons, but the intent is for the lesson to teach the task or educational objective(s) in accordance with the designed performance measures. Ideally, a lesson structures the educational experience so that it produces maximum learning by all students.

**6-2. Lesson Design.** Lessons are designed based on the skills and knowledge identified in the individual task analysis and/or the educational outcome analysis. Additionally, lessons must:

- a. Be current and cover the task or subject.
- b. Provide adequate technical information and support material for standardized instruction and/or student objective achievement.
- c. Ensure each learning activity can be assessed objectively and associated with one or more task performance step.

The table below identifies the differences between an individual task-based lesson and an educational-based lesson and the various elements used for designing each.

Elements	Lesson Type	
	Single Individual Task-Based	Education/Topic Based
<b>Task / Topic</b>	Import/convert one approved task from TDC into a lesson plan format.	Develop lesson plan from a topic. Non-task-based.
<b>TLOs / ELOs</b>	Has one TLO and no ELOs. The three parts (Action, Condition, Standard) of the TLO are from the approved task.	Has one TLO, and, if necessary, as many ELOs (minimum of two) as necessary to cover the topic.
<b>LSAs</b>	Learning step/activities are aligned or very closely related to the approved task performance steps.	Learning step/activities chunks the TLO into digestible pieces and appropriate learning levels.
<b>Performance</b>	Performance goal related to observable task standard.	Performance result related to student proficiency.
<b>End Result</b>	At the end of this lesson, the task will be taught to standard.	At the end of this lesson the student will be able to do X, Y, and Z to the defined learning level.

**6-3. Lesson Outlines.** A detailed lesson outline, which later becomes an input to the POI, includes the lesson title; number; the task/competency taught, supported, and/or reinforced; the learning objectives; and the LSAs (in the required sequence). A lesson outline includes:

- a. Lesson title/number
- b. Task/competency taught, supported, and/or reinforced
- c. TLO
- d. ELO(s) (if used)
- e. Learning Steps and Activities
  - (1) Method of Instruction (MOI)
  - (2) Instructor-to-student ratio (ISR)
  - (3) Time of instruction (minutes)
  - (4) Media (as applicable)
  - (5) References
  - (6) Security classification
  - (7) Resource requirements
  - (8) Academic hours
  - (9) Assessment/testing requirements

**6-4. Lesson Numbers.** Consistency in lesson numbering and versioning is a key to product search capability and management within TDC and for POI development. See [Appendix G](#), Lesson Identification Numbering, for the standard lesson plan numbering conventions within TDD.

**6-5. Lesson Titles.** The lesson title describes the subject or focus of the lesson and must provide complete clarity when read. Following these rules will greatly improve database search capability, and strengthen the relationship between supported task and supporting lesson.

a. For single individual task-based lessons use the subject found in the task title of the supported task as the title of the lesson. Do not use the course name or a collective task name for the lesson.

b. For education or topic based lessons, the lesson title and the subject found in the TLO/ ELO action statement should be identical or closely related.

## 6-6. Learning Objectives.

a. A learning objective is a three-part statement (Action, Condition, and Standard) describing expected learner performance under specific conditions to accepted standards. Training developers, with proponent input, must develop learning objectives clearly and concisely to describe learner performance required to demonstrate competency in the material being taught. Learning objectives serve as:

- (1) The foundation for instructional design.
- (2) Provide the basis for instructional strategy decisions.
- (3) Establish clear, concise learner goals.
- (4) Determine content of the instruction.
- (5) Serve as a basis for learner assessment.

b. Types of Learning Objectives. The two types of learning objectives are TLOs and ELOs.

(1) **TLOs.** The TLO is the main objective of a lesson, not a module or course. The TLO describes exactly what the student can perform (the action/behavior), under the stated conditions, to the prescribed standard on lesson completion. There is only one TLO per lesson, regardless of presentation method or media, and it has only one verb. The TLO may cover one critical task, part of a critical task (i.e., a skill or knowledge), or more than one critical task. A TLO may be identical to the task/competency it covers. The learning level of the TLO is always equal to or at a higher level than the ELOs.

(2) **ELOs.** ELOs provide the prerequisite skill(s) and/or knowledge required to achieve the TLO. They are the supporting learning objectives identified in the task/competency analysis. ELOs describe the component action, skill, or knowledge that the Soldier must learn before achieving mastery of the TLO. The standard statement of the TLO will provide many of the action statements for the supporting ELO(s).

c. Both TLOs and ELOs are comprised of three parts - the Action statement, the Condition statement, and the Standards statement.

(1) **Action Statements.** An action statement specifies the learner leader competency or performance expected after completing the lesson. Begin with only one present tense, observable, measurable, and reliable action verb. The verb selected for the action statement must be compatible to the level of complexity of the action described. Although action verbs are an indication of the level of learning expected, look at the total behavioral statement (Action, Condition, and Standard) to accurately determine the learning objective level because the same verb may appear in different levels of learning.

(2) **Conditions Statements.** Conditions statements set parameters that explain what to provide and what to withhold, and may be modified if necessary. They describe the setting or situation under which the objective is taught or measured, as well as the relevant factors associated with desired performance. The condition includes environment, safety considerations, resources, and constraints. Conditions should be realistic and reflect the job as closely as possible. Adjust the condition as appropriate to the learning environment.

(3) **Standard Statements.** The standard statement is written in **present tense**. It provides the criteria or degree of achievement used to measure whether learners meet the objective at an established baseline. Without good standards, a learning objective cannot be determined to be valid or reliable. Standards:

(a) Describe the minimum acceptable level of performance learners must demonstrate to show they have mastered the required learning.

(b) Are used to teach learners, assess learner performance, provide feedback, and sustain learned performance.

(c) Must be measurable, observable, objective, valid, reliable, usable, comprehensive, achievable, and discriminating.

d. **Learning Steps/Activities (LSAs).** LSAs are the actions a learner must demonstrate to perform a supported objective to an established standard. These specifications are the foundation for the lesson. The lesson must ensure that each learning activity and assessment is based on a learning objective and include supporting knowledge. Additionally, task-based lesson plans must identify at least one applicable skill. An LSA is written in terms of the action the learner performs and begins with an action verb that describes what the learner does in response to the instructional method that the instructor uses to accomplish the learning. Each LSA will identify the MOI, instructor type (to include instructor to student ratio), time of instruction, instructional strategy, media type, and the security classification.

**6-7. Lesson Plan Development.** Lesson plans include the administrative data and specific resources that support the lesson. The lesson plan is a detailed blueprint for presenting instruction and includes all the details required for the presentation, includes sufficient detail that a new instructor/facilitator needs to teach the lesson(s) with no decrement of learning, and allows enough flexibility to adjust to changing operational environments (OEs). Training developers and instructors/ facilitators must continuously review and update lessons and lesson plans to keep them current.

**6-8. Training Development Capability (TDC) Lesson Plans.** Lesson plans are developed using TDC. Some data elements in the 23-step process may not be required and the training developer may adjust their lesson plan and data input accordingly.

## TDC LESSON PLAN DATA ELEMENTS

### STEP 1 – General Information

- General Information
- ICTL
- Lesson ID
- \*Version Code
- \*Title
- \*Proponent
- \*Security Domain
- \*Management Category
- Time of Instruction

### STEP 2 – Action Officers

- Creator
- Developer/Analyst
- Manager
- Confirmer/Approver
- SME Search

### STEP 3 – Lesson Plan Structure

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Taught Individual Tasks</li> <li>• Supported Individual Tasks</li> <li>• Reinforced Individual Tasks</li> <li>• Supported Collective Tasks</li> <li>• Knowledge</li> <li>• Skills</li> </ul> | <ul style="list-style-type: none"> <li>• Multimedia</li> <li>• References</li> <li>• Facilities</li> <li>• Materiel Items (NSN) (multiple items required)</li> <li>• Instructor Types / ISR / Actions</li> <li>• Support Personnel</li> <li>• TADDS</li> <li>• DODIC</li> <li>• *Check on Learning</li> <li>• *Review Summary</li> </ul> |
|---|--|

#### Introduction

- General Information
  - Security Classification
  - Time of Instruction
  - Time Category
- \*Technique of Delivery
  - Instructional Strategy
  - \*Method of Instruction
- Instructor Types / ISR / Actions

#### TLO

- \*General Information - \*Action
- \*Condition
- \*Standard

#### ELO/LSA

- \*General Information
- \*Technique of Delivery
- Instructional Strategy
- Media
- Other Media
- \*Method of Instruction
- Multimedia

- References
- Facilities
- Materiel Items (NSN)
- Instructor Types / ISR /Actions
- Support Personnel
- TADDS
- DODIC
- \*Check on Learning
- \*Review Summary
- Security Classification
- **Time of Instruction**
- **Time Category**

#### **Practical Exercise**

- \*General Information-PE Text
  - Security Classification
  - \*Method of Instruction
  - \*Instructor to Student Ratio
  - \*Time of Instruction
  - \*Risk Assessment
  - Special Instructions
- \*Procedures

- \*Statements (I) - Introduction
- \*Safety Considerations
- \*Environmental Considerations
- \*Motivator
- \*Statements (II) - Instructional Lead-in
- \*Solution
- \*Evaluation(s)
- \*Feedback Requirements
- \*Instructor and Student Resources
- Multimedia

#### **Summary**

- General Information
  - Security Classification
  - Time of Instruction
  - Time Category
- \*Technique of Delivery
  - Instructional Strategy
  - \*Method of Instruction
- Instructor Types / ISR

#### **STEP 4 – Statements - Safety**

#### **STEP 5 – Statements – Environmental**

#### **STEP 6 – Statements - Motivator**

#### **STEP 7 – Statements – Instructional Lead-in**

#### **STEP 8 – Risk Assessment**

- \*Hazard Identification
- \*Assess Hazard
- \*Hazard Controls
- \*Leader Actions
- Probability of Occurrence
- Severity Potential
- Calculate Level of Risk

#### **STEP 9 – Instructor Requirements**

#### **STEP 10 – Supporting Personnel Requirements**

#### **STEP 11 – Instructional Guidance**

**STEP 12 – Instructor Materials**

**STEP 13 – Student Materials**

**STEP 14 – Study Assignments**

**STEP 15 – Testing Requirements**

**STEP 16 - \*Feedback Requirements**

**STEP 17 – Test and Prerequisite Lessons**

**STEP 18 – Course Masters and POI**

**STEP 19 – Training Support Package**

**STEP 20 – Distribution Restriction Statement**

**STEP 21 – Foreign Disclosure Statement**

**STEP 22 – Trainer’s Lesson Outline**

- The importance of this lesson (why?)
- What we want our Soldiers to achieve
- Additional tasks
- Standard / Nonstandard References
- Additional resources
- A possible technique to achieve outcome
- Conduct AAR with Soldiers and Cadre

**STEP 23 – Lesson Plan Multimedia**

***\*Indicates required TDC data element***

**SECTION I. – ADMINISTRATIVE DATA.**

- Academic Hours and Methods of Instruction – Include Academic Hours and Methods of Instruction for the entire lesson.

**SECTION II - INTRODUCTION**

- Motivator – Introduce Lesson and include Motivator.
- TLO – Inform the students of the TLO.
- Safety Requirements – Include special safety/risk hazards, notes, cautions, etc., that applies to the presentation of the lesson. Safety and risk management should also be identified in the training materials at the appropriate point, as required.
- Risk Assessment Level - Include risk assessment level.

- Environmental Considerations – Include any special environmental considerations, including notes, cautions, etc., that apply to the presentation of course as a whole. Include specific environmental considerations and protection actions in the training material at the appropriate position, if required. State if there are no environmental considerations.
- Evaluation – Inform students of the evaluation requirement for the lesson (e.g., performance test, assessment exercise, practical exercise, etc.).
- Instructional Lead-in – Include Instructional Lead-in at appropriate lesson location.

### SECTION III – PRESENTATION

- Learning Steps and Activities (LSA) with Instructor Notes – Include outline of LSA to be covered and include relevant notes in the notes section of each slide, as appropriate.
- Checks on Learning – Conduct Checks on Learning at appropriate locations throughout lesson.

### SECTION IV – SUMMARY

- Check on Learning
- Review/Summary

**6-9. Experiential Learning Model (ELM) Lesson Plans.** ELM is the prescribed format for certain leader development courses within the SSI, since these courses are more education-based rather than task-based. This educational methodology focuses on the learning processes of actions-based reflective practice and deriving meaning from direct experience. ELM lesson plans are developed using a completely different format than the traditional slides with notes. Refer to TP 350-70-14 ((Training and Education Development in Support of the Institutional Domain) for guidance on ELM lesson plan development.

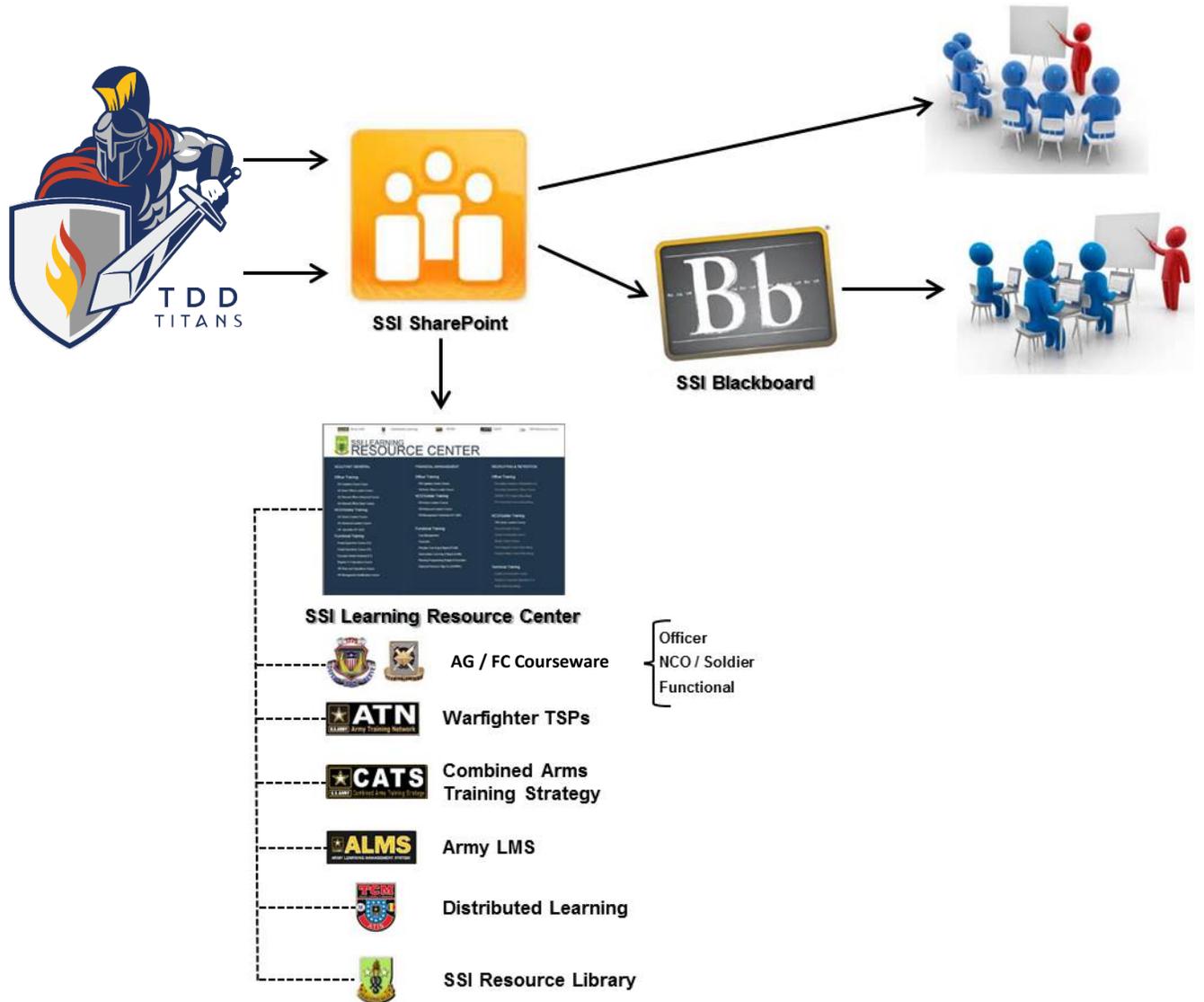
#### **6-10. Lesson Plan Review and Approval Process.**

- a. School Reviews. Training developers will staff their lesson plans through facilitators/instructors; team/branch chiefs; CASCOM Quality Assurance Representative; directors of school training departments, (FCS, AGS, AITD, NCOA); AGS and FCS CSMs (enlisted training only); and the AGS and FCS commandants for approval.
- b. Safety Reviews. All lesson plans, regardless of risk level MUST be staffed through the SSI Safety Manager for review. The Safety Manager will indicate lesson plan approval through TDC and/or email.

**6-11. Lesson Plan Delivery.** The TDD SharePoint® site is the official sole repository for all approved lesson plans and related learning products developed within TDD. Upload commandant approved courseware to the TDD SharePoint® site for classroom

delivery and for reach-back access for field users through the SSI Learning Resource Center (LRC).

### Lesson Plan Delivery



## Chapter 7

### Course Resource Model (CRM) Lesson Plan Quality Control (QC)

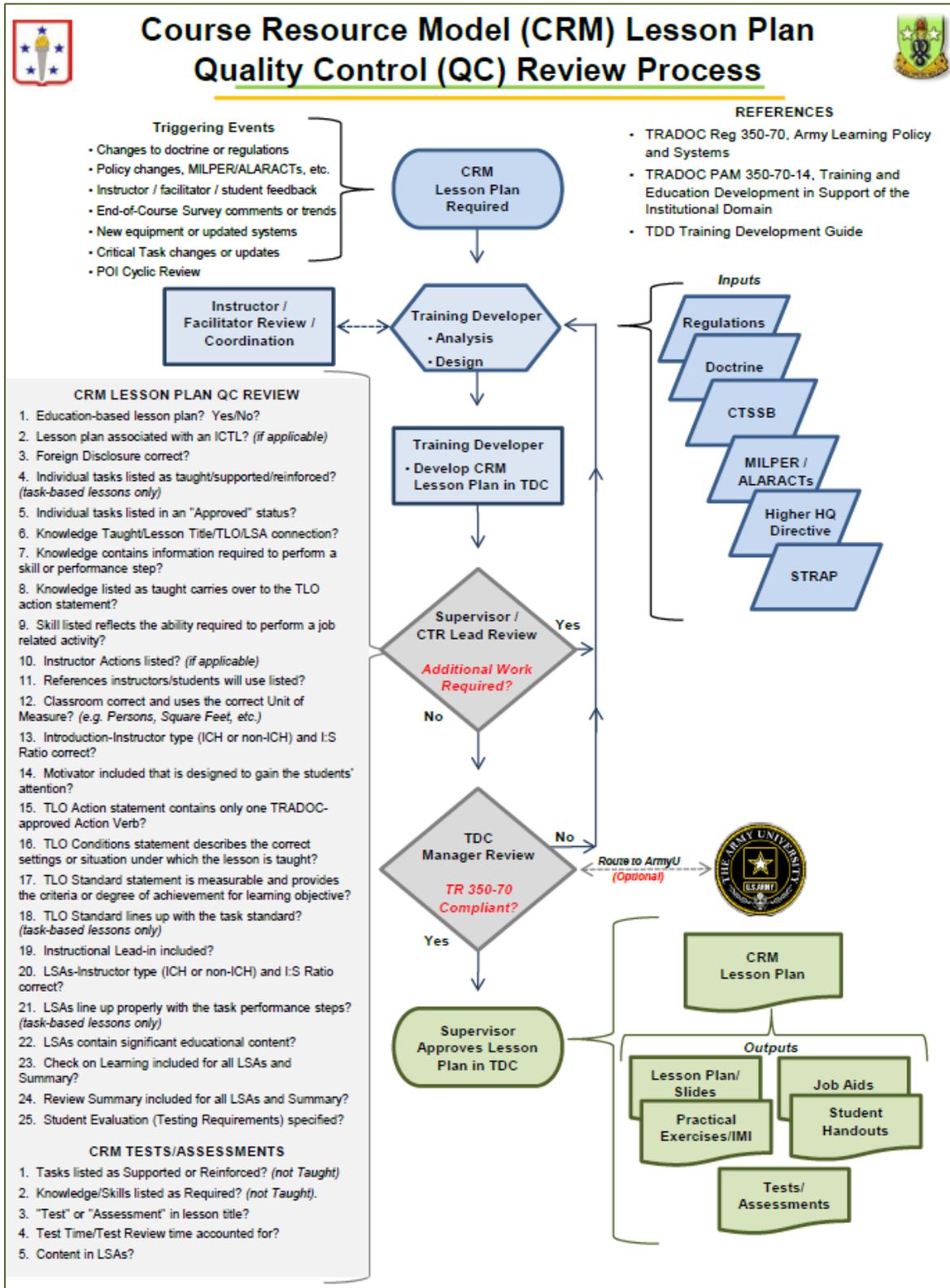
**7-1. Overview.** Army University (ArmyU) and proponents have a shared responsibility to enforce sound lesson design, and regulatory and proponent requirements. SSI has an internal quality control process to review lesson plans for sound design, regulatory requirements, and specific learning content. The school commandants approve the internal quality control process.

**7-2. Mandatory Reviews.** TDD will review lesson plans through the internal quality control process, as a mandatory step prior to approving the lesson plan in TDC. Team leaders and supervisors will track their internal lesson plan compliance assessments. If a lesson plan is determined as non-compliant and approved in TDC, the reviewer will record their explanation in the TDC product history. To assist training developers, team leaders, and supervisors with lesson plan QC reviews, the following documents are available:

a. **Lesson Plan QC Review Job Aid.** The Lesson Plan QC Review Job Aid focuses on habitually weak areas found during lesson plan reviews. The checklist does NOT contain every data field in a TDC lesson plan, rather just those TR 350-70 policy areas most often commented on by reviewers at ArmyU. Lesson plan elements such as material (equipment), safety, environmental, instructor requirements, etc., are NOT included in the checklist. For access to the Lesson Plan QC Review Job Aid using your Common Access Card (CAC), click [here](#). To access the Lesson Plan QC Review Job Aid using AKO click [here](#).

b. **Lesson Plan QC Guide.** The Lesson Plan QC Guide is designed to assist training developers within ITED with development of high quality, consistent, and educationally-sound lesson plans. This guide highlights key areas within TDC developers must be aware of when preparing lesson plans. This guide is not intended to be a comprehensive source of information for TDC lesson plan development. It is intended to supplement and reinforce formal TDC training and improve consistency within ITED. Feedback and suggestions for improving this guide are encouraged. For access to the Lesson Plan QC Guide using your CAC, click [here](#). To access the Lesson Plan QC Guide using AKO click [here](#).

c. **Lesson Plan QC Review Process Map.** The process map on the following pages defines the internal lesson plan QC review process for implementation within the Enlisted and Officer Training and Education Divisions (E/OTED).



**7-3. Army University (ArmyU) Courtesy Reviews.** TDD training developers are required to leverage the ArmyU review as a component of an internal quality control process prior to the approval of a lesson plan in TDC. ArmyU personnel will provide feedback from courtesy reviews to assist the requesting institutional organization in developing sound lesson plans and to enhance the quality control process.

a. Informal Review (institutional organization request). As time permits, ArmyU may conduct a one-time review of a lesson plan, prior to its approval, and provide feedback directly to the training developer; comments are not recorded in TDC. The intent of the informal review is to teach, coach, and mentor new training developers on TP 350-70-14 policy compliance.

b. Formal Review (institutional organization request). ArmyU will conduct a one-time review of a lesson plan inside of TDC, prior to institutional organization internal review and approval. The ArmyU team will assess the review results as compliant, compliant with comment, or non-compliant and record the feedback in TDC.

**7-4. Instructor Types.**

TDC-CRM Instructor Types	Definition/Examples
Military - ICH	Any military instructor earning ICH. Does not include Drill Sergeant, Platoon Sergeant, Instructor Pilot, or Guest Speaker
Military Non - ICH	Any military instructor not earning ICH. Includes Drill Sergeant, Platoon Sergeant, Instructor Pilots, or Guest Speaker
Civilian - ICH	Any government civilian instructor earning ICH. Does <u>not</u> include Guest Speaker or Instructor Pilots
Civilian Non - ICH	Any government civilian instructor not earning ICH. Includes Guest Speaker or Instructor Pilots
Guest Speaker	Guest Speaker, Military or Civilian
Contractor	Contractor

**7-5. Instructor Actions (IAs).** ICH captures the instructor's/facilitator's work hours when they are with the students formally executing the POI lessons. IAs are additional, scheduled actions the instructor/facilitator must undertake to execute these lessons. They are performed each-and-every time the POI is executed and they are performed in the same manner and at the same course juncture each time. They typically occur between POI lessons, and should not be duplicative of tasks/hours that already earn ICH credit within the POI. To qualify as an IA, an instructor/facilitator task must be:

- a. POI driven.
- b. POI specific.
- c. Performed each-and-every time the POI is executed.
- d. Not duplicative of tasks/hours that earns ICH credit.
- e. An appropriate task for an instructor to perform.
- f. Quantifiable.

**7-6. Instructor Actions (IA) Examples.** Examples of valid IAs include, but are not limited to:

- a. Classroom setup
- b. Classroom breakdown
- c. Training event prep/setup
- d. Training event breakdown
- e. Grading of student tests/papers
- f. Preparation of formal student evaluations, to include AERs
- g. Scheduled student counseling sessions

**7-7. Identifying POI IAs.** The recommended method for training developers to identify applicable IAs for a POI is to meet with the course instructor(s)/facilitator(s) and/or course manager and walk through the course map/calendar. The instructor/facilitator should be asked to articulate the outside-the-classroom tasks they perform as they progress through each lesson sequentially in the course schedule. Reviewing the lessons in a calendar mode is preferable to viewing them directly in the POI, which may not reflect an accurate lesson sequence. POIs also will not reflect the beginning and end of each training day, which has a direct influence on the timing and execution of many IAs.

**7-8. Documenting IAs.** Instructor Actions are documented within the POI at the lesson plan level by training developers with SME input from instructors/facilitators and/or course managers. Both the time required and the number of instructors/facilitators involved should be entered. Number of instructors/facilitators is reflected via

the Instructor to Student ratio field. Additionally, a text box is provided so the nature of the IA and the time required may be explained/justified. IA entries are reviewed and verified by proponent QAEs prior to POI submission for validation and approval.

**7-9. IA Guidance.** Tips to avoid mistakes when documenting IAs within POIs in TDC.

a. **All POI lessons do not require IAs.** This is particularly true when multiple lessons are conducted in the same location during the same day. Resist the urge to automatically assign IAs to every single lesson in the POI.

b. **Avoid use of “standardized” IA times.** Do not automatically assign the same IAs and times to every lesson. The point of IAs is to capture the actual and unique work requirements associated with specific lessons and POIs, not to attach a standardized time to each-and-every lesson.

c. **Ensure IAs do not duplicate tasks already captured in the POI as ICH.** If an instructor/facilitator spends time grading student tests or papers outside of the classroom, that time may normally be documented as an IA. However, during a “hands on” test, the evaluation of the student is generally conducted “on the spot” during the time allotted for the lesson itself. In such instances, there should be no need for an IA to reflect the grading of the assessment; the grading occurred during the lesson which already earns ICH for the course.

d. **Keep IAs related to execution of the course.** If instructors/ facilitators are required to participate in tasks such as in-processing of students, out-processing of students, or graduation related events, the associated times may be documented as IAs. This is because these tasks are scheduled events conducted each-and-every time in direct support of the course. However, instructor/facilitator led physical training (IA) is not a POI specific activity and cannot be documented as an IA.

e. **Do not document IAs for tasks that should be performed by non-instructional personnel.** Instructors/facilitators may perform IA tasks associated with training area preparation/setup, but not all such tasks are instructor/facilitator appropriate. Delivery of supplies/water/ammunition, for example, is typically performed by non-instructional personnel and should not be documented as IAs – even if the instructors/facilitators are performing the deliveries due to shortages of support personnel

f. **Do not establish targets for IA hours within a POI.** In other words, do not pre-determine you will document IAs until they total to a certain number of hours, or until they equate to a pre-determined percentage of course academic hours or ICH.

g. **Do not attempt to manipulate the number of IA hours so that the IRM will produce a pre-determined number of instructors/facilitators.** Do not add IAs to the course POI with the mindset you must add enough IAs to force the IRM to justify

additional instructors. Document the number of IA hours that are legitimately required for each applicable lesson, no more, no less.

**h. Use the available fields in TDC to help explain/justify IAs that will not necessarily be obvious to outside personnel reviewing the POI.** If you are documenting a classroom setup of 10 minutes, there is no need to provide a detailed explanation. However, if your classroom setup requires 60 minutes, use the available text field to explain what the instructor/facilitator is doing and why it takes that long. Taking an extra moment or two to explain the IA may spare you having the POI returned later for additional IA justification.

**i. Use the Student to Instructor Ratio field to indicate how many instructors/facilitators are required for the IA.** If necessary, explain the need for multiple instructors/facilitators in the text field as well.

### 7-10. IA Definitions.

Instructor Action	Definition
Academic Evaluation Report	Time instructors spend completing AERs.
Class Welcoming/Farewell Exercises Prep	Time instructors spend coordinating for and participating in welcome/farewell events in addition to those otherwise scheduled in the POI.
Classroom Breakdown	Time instructors spend breaking down the classroom or packing up and putting away training aids used in "classroom-based" training.
Classroom Setup	Time instructors spend setting up the classroom or preparing training aids for use in "classroom-based" training.
Course AAR	Average time instructors spend reviewing the course AAR to provide feedback to the TDs regarding updates to the POI/MOI/MoD/etc., EVERY time the POI is taught.
Distribute DL Assignments	Time instructors spend distributing information to remote learners related to assignments for DL or blended learning courses.
Evaluate Student DL Assignments	Time instructors spend grading/evaluating assignments from remote students in DL or blended learning courses.
Facilitate Discussion	Time instructors spend OUTSIDE of normal class instruction, not otherwise accounted for within the POI, facilitating online discussion threads through blackboard, or other online means for this POI.
Grade Paper	Time instructor spends grading papers.

Instructor Action	Definition
Grade Test	Time instructor spends grading tests.
Graduation Prep	Time instructor spends on graduation rehearsals/preparation NOT otherwise accounted for in the POI.
In Processing	Time instructors spends conducting student in-processing
Logistics Support - Classified Information	Time an instructor spends coordinating for the use of a secure room and course material for the instruction of courses requiring classified information. (THIS IS NOT INTENDED TO CAPTURE THE TIME SPENT BY SUPPORT STAFF TO COMPLETE THESE REQUIREMENTS)
Logistics Support - Communication	Time an instructor spends coordinating for and securing communication equipment needed for training. (THIS IS NOT INTENDED TO CAPTURE THE TIME SPENT BY SUPPORT STAFF TO COMPLETE THESE REQUIREMENTS)
Logistics Support - Equipment	Time an instructor spends coordinating for and securing equipment needed for training. (THIS IS NOT INTENDED TO CAPTURE THE TIME SPENT BY SUPPORT STAFF TO COMPLETE THESE REQUIREMENTS)
Logistics Support - Medical	Time an instructor spends coordinating for and securing medical supplies and support needed for training. (THIS IS NOT INTENDED TO CAPTURE THE TIME SPENT BY SUPPORT STAFF TO COMPLETE THESE REQUIREMENTS)
Logistics Support - Personnel Transport	Time an instructor spends coordinating for and providing personnel transport needed for training. (THIS IS NOT INTENDED TO CAPTURE THE TIME SPENT BY SUPPORT STAFF TO COMPLETE THESE REQUIREMENTS)
Logistics Support - Vehicle	Time an instructor spends coordinating for and securing vehicles needed for training. (THIS IS NOT INTENDED TO CAPTURE THE TIME SPENT BY SUPPORT STAFF TO COMPLETE THESE REQUIREMENTS)
Logistics Support - Weapon	Time an instructor spends coordinating for and securing weapons needed for training. (THIS IS NOT INTENDED TO CAPTURE THE TIME SPENT BY SUPPORT STAFF TO COMPLETE THESE REQUIREMENTS)
MTT Post	Time the instructor spends recovering, cleaning and turning in equipment, etc., upon returning from a MTT mission.
MTT Prep	Time the instructor spends gathering the required equipment and training materials, as well as coordinating for the MTT mission.

Instructor Action	Definition
Mid-Course/End of Phase Student Evaluation	Time an instructor spends completing student evaluation reports and discussing these reports with the student.
Out Processing	Time instructors spend conducting student out-processing.
Public Service Projects	Time instructors spend outside of normal class time coordinating and participating in service projects with students, that is not otherwise accounted for in the POI.
Read/Address Student Email	Time the instructor spends reading/addressing student email regarding the course.
Student Counseling	Time instructors spend in formal student counseling, mid-course, periodic, etc., as it relates to the conduct of the POI.
Student Re-test	AVERAGE time instructors spend retesting students as associated with lessons where students routinely need retraining/retesting (every time the POI is taught). I:S ratio should reflect the actual number of instructors that are typically required for retesting as #: Optimum Class Size.
Student Re-train	AVERAGE time instructors spend retraining students as associated with lessons where students routinely need retraining/retesting (every time the POI is taught). I:S ratio should reflect the actual number of instructors that are typically required for retaining as #: Optimum Class Size.
Training Event Clean-up/Breakdown (non-FTX)	Time instructors spend cleaning up or breaking down items after a training event/practical exercise other than what is done as part of an FTX. (THIS IS NOT INTENDED TO CAPTURE THE TIME SPENT BY SUPPORT STAFF TO COMPLETE THESE REQUIREMENTS)
Training Event Prep/Setup (non-FTX)	Time instructors spend setting up for a training event/practical exercise or preparing training aids for use in training, other than what is done as part of an FTX. (THIS IS NOT INTENDED TO CAPTURE THE TIME SPENT BY SUPPORT STAFF TO COMPLETE THESE REQUIREMENTS)
Training Rehearsal	Time instructors spend conducting additional training and rehearsal EACH time the POI is taught.

**7-11. Instructor On-boarding.** Each individual training division within TDD will conduct instructor onboarding within 60 days ICW the new instructor's attendance at the Common Faculty Development Program – Instructor Course (CFDP-IC). This onboarding will be documented with an established checklist. This process will cover various requirements that assist new instructors in better understanding their roles, such as course management, training development databases and systems, local policies and procedures, and the importance of collaboration between developers and instructors. The checklist will further familiarize them with the job related critical topics

and best business practices commonly used by the Training Development Directorate (TDD) in the area of Training Development.

## Chapter 8 Training Support Packages (TSP)

**8-1. Description.** A TSP is a complete, exportable package integrating training products, materials, and/or information necessary to train one or more tasks or learning objectives. The contents and format vary depending on the training site and user. At a minimum, a TSP contains a lesson plan, practical exercises, slides, student handouts, and tests or assessment exercises, as appropriate.

TP 350-70-14, Chapter 9, provide guidance for developing TSPs for individual and collective training.

**NOTE:** See [Appendix L](#) of the TDD TDG for information on preparation of Warfighter TSPs.

### 8-2. Development.

a. **External TSPs.** TDD is required to develop and export several external TSPs to other TRADOC schools (e.g., Company Commander and First Sergeant Pre-Command Course (CCFSPCC); Basic Officer Leader Course-A (BOLC-A). External TSPs taught Army-wide will be developed in accordance with TR 350-70 and TP 350-70-14 using the TDC standard TSP/lesson plan format with all required data elements.

b. **ELM TSPs.** ELM is the prescribed format for certain leader development courses within the SSI since these courses are more education-based rather than task-based. This educational methodology focuses on the learning processes of actions-based reflective practice and deriving meaning from direct experience. TP 350-70-7, Appendix D, provides an example of an ELM lesson plan and all required data elements for the five ELM phases:

- (1) Concrete Experience
- (2) Publish and Process
- (3) Generalize New Information
- (4) Develop
- (5) Apply

c. **Internal TSPs.** TSPs used internally within the SSI may be developed using TDC. The TSP format prepared using Word® or PowerPoint® will include, at a minimum, the mandatory lesson plan data elements shown on the following two pages.

<b>INTERNAL TSPs - MINIMUM REQUIRED DATA ELEMENTS</b>			
<b>MANDATORY ITEM NAME/NOMENCLATURE</b>	<b>CORRESPONDING TDC STEP</b>	<b>BRIEF DESCRIPTION</b>	<b>POLICY REFERENCE</b>
1. Lesson Number	STEP 1→Lesson ID	TDC and attached lesson plan must match.	TP 350-70-14, para 7-3(c)
2. Lesson Title	STEP 1→Title	Title describes the object or focus of the lesson.	TP 350-70-14, para 7-4
3. Version/Edition/Date	STEP 1→Version Code	Numeric sequence used to identify change (major-resource or minor-no resource change).	TP 350-70-14, para 7-3(d)
4. Author	STEP 2→Action Officers	Exception to match TDC field; lesson plan Author and TDC Author may be different.	TP 350-70-7, para D-1 TP 350-70-14, para 7-6 TP 350-70-7, para 2-b(2)(a)
5. Learning Objective	STEP 3→LP Structure→TLO	Three-part statement (action, condition, standard) that describes expected learner performance under specific conditions to accepted standards.	TP 350-70-14, para 7-6
Task Title	STEP 3→LP Structure→Individual Task	Must consist of one appropriate, present tense, action verb, and object only ( <i>Include for Task-based lessons ONLY</i> ).	TP 350-70-14, Fig. 7-4
6. Learning Levels	STEP 3→LP Structure→TLO→Learning Domain - Level	IAW Bloom's Taxonomy. Knowledge, comprehension, application, analysis, synthesis, and evaluation.	TP 350-70-7, para 2-4(b) and Appendix B
7. Learning Domain	STEP 3→LP Structure→TLO→Learning Domain - Level	Cognitive, affective, psychomotor	TP 350-70-7, para 2-4a and Appendix B
8. Conduct of Lesson	STEP 3→LP Structure→TLO→LSAs	Sequence in lesson plan as the instructor is expected to present.	TP 350-70-14, para 7-8
Time of Instruction	STEP 3→LP Structure→Introduction, ELOs/LSAs, Summary, PE	Include TOI for Introduction; LSA/ELO/PEs, Summary; Tests/ Assessments.	TP 350-70-14, para 7-14
Instructional Lead-in	STEPS 3 (LSAs) & 7 (Instructional Lead-in)	Build seamlessly into the lesson plan (generally in the beginning of the lesson).	TP 350-70-14, para 7-12
Motivator	STEPS 3 (LSAs) & 6 (Motivator)	Gains student interest and focus; provides relevance and significance to the lesson,	TP 350-70-14, para 6-16(c)
Classification	STEP 3→LP Structure→TLO→LSA→Security Classification	Designation of the level of protection required in the interests of national security.	TR 350-70, Table B-1
9. Summary	STEP 3→LP Structure→Summary	The conclusion should include a summary, re-motivation, and closing.	TP 370-70-14, Chapter 7
Check on Learning	STEP 3→LP Structure→TLO/LSAs→COL	Assess student performance on LSAs/ELOs/performance steps to support learning.	TP 350-70-14, para 8-5(b)

MANDATORY ITEM NAME/NOMENCLATURE	CORRESPONDING TDC STEP	BRIEF DESCRIPTION	POLICY REFERENCE
Review Summary	STEP 3→LP Structure→TLO/LSAs→Review Summary	Should contain actual review/summary material; <b>not</b> just a directive for the instructor to conduct a review of the lesson.	TP 350-70-14, para 7-19(e)
10. Instructor Materials	STEPS 3 (TLO/LSA) & 12 (Instructor Materials)	References, Training Aids, TADSS, Handouts, etc.	TP 350-70-14, Table 7-4
References	STEP 3→LP Structure→TLO/LSAs→References	ARs, FMs, ATPs, ATTPs, ADPs, ADRPs, etc.	TP 350-70-14, Table 7-4
TADSS	STEP 3→LP Structure→TLO/LSAs→TADSS	Training Aids, Devices, Simulators, and Simulations	TP 350-70-14, Table 7-4
Multimedia	STEPS 3 (TLO/LSAs) & 23 (Multimedia)	Slide presentations, audio, video, etc.	TP 350-70-14, Table 7-4
Support Personnel	STEP 3 (TLO/LSAs) & 10 (Support Personnel)	Any additional support personnel and qualification requirements.	TP 350-70-14, Table 7-4
11. Student Requirements	STEPS 13 & 14	Information to ensure students have proper resources and are prepared for training.	TP 350-70-7, para 2-4(a)
Student Material	STEP 13→Student Material	Material required for student to actively participate in training.	TP 350-70-7, para 2-4(a)
Study Assignments	STEP 14→Study Assignments	Homework, pre-reading activities, research activities, etc.	TP 350-70-7, para 2-4(a)
12. Scope	STEP 11→Instructional Guidance Statements→Scope	Link the lesson to the institutional mission, goal and/or learning outcomes.	TP 350-70-7, para 2-4(a)
13. Assessment	STEP 15→Testing Requirements/Assessment	Assessment activity or assessment plan specific to the Learning Objective	TP 350-70-14, Chapter 8
14. Distribution Restriction	STEP 20→Distribution Restriction Statement	All new and revised technical, equipment, doctrinal, and learning publications must contain statements specifying their availability for release and dissemination.	AR 25-30 DA PAM 25-40 TR 350-70, Appendix B
15. Foreign Disclosure	STEP 21→Foreign Disclosure Statement	Coordinate all learning products containing CMI or CUI with the supporting FDR.	TR 350-70, Table B-3

**8-3. Review/approval process.** Training developers will staff major revisions or new TSPs/lesson plans through instructors; team chiefs; supervisors; directors of school training departments (FCS/AGS TD, AITD, NCOA); AGS/FCS CSMs (enlisted training only) and the AGS/FCS commandants for approval. Additionally, depending on the risk assessment level, certain TSPs may require staffing to the SSI Safety Manager for review.

## Chapter 9 Training Requirements Analysis System (TRAS) Documentation

**9-1. Purpose.** TRAS is a long and short-range planning and management system supporting the identification and acquisition of resources required to implement individual training and education. TRAS is used as a planning and management process to document and validate resources for commandant-approved courses and/or phases for submission into the various resource systems for timely acquisition of necessary resources. TRAS integrates the products of the ADDIE process with the planning, programming, budget execution system (PPBES) by documenting the resource requirements for related training and education strategies and concepts, course design, and learning objectives. TRAS uses the CAD, and POI to coordinate training and education with the requisite resources.

**9-2. Course Administrative Data (CAD).** The CAD provides the basis for solicitation of individual training requirements (student input) through the Total Army Centralized Individual Training Solicitation (TACITS) for new and revised courses for use during the HQDA Structure Manning Decision Review (SMDR) and the development of the Army Program for Individual Training (ARPRINT).

a. A CAD contains critical information that drives resourcing decisions such as the effective date, ICH, optimum class size, course length, course start date, and projected student input.

b. A CAD is submitted 12-36 months before the beginning of the FY in which the new or revised course/phase will be implemented for course data to be recognized during the HQDA SMDR and TRADOC Review of Manpower (TRM). CADs must be submitted to TRADOC G-3/5/7 according to the timelines published annually by TRADOC in the SMDR memorandum, generally the following:

- (1) CADs for new courses must be submitted by 8 February.
- (2) CADs for existing courses with growth must be submitted by 1 April.
- (3) CAD revisions for existing courses (no growth) must be submitted by 1 May, as required by the SMDR timelines.
- (4) TDD should forward the completed CAD to the commandant as early as possible prior to the submission deadline.
- (5) After the commandant's approval, TDD forwards the CADs in TDC to SSI G-3 Training Management for staffing to TRADOC G-3/5/7. A proponent's approval does not obligate TRADOC to resource the program. TDD must continue to track CADs until approved by TRADOC.

**9-3. Program of Instruction (POI).** The POI provides a general description of course (or phase) content (to include individual tasks), duration of instruction, methods of instruction, and resources required to conduct peacetime and mobilization training.

a. Submit the POI not less than 1 year before implementation date if there are no new resources. POIs requiring resource changes must be developed and submitted at the earliest opportunity to compete for resources.

b. POI revisions requiring additional resources or a change in tasks taught should be validated through the CTSSB process and approved by the commandant. The POI then goes into the appropriate resourcing channels which can take more than 5 years to obtain the required resources.

c. Once the commandant approves development of a new course or revision of an existing one, TDD develops and staffs the POI through the SSI G-3, affected school and proponent for concurrence. The Total Army Training System (TATS) course POIs must be staffed with the NGB and USARC for concurrence before proponent commandant approval and submission to HQs TRADOC.

d. Once all lesson plans are complete and approved in TDC, a final POI is generated. TDD staffs the completed POI through the respective school DOT to the commandant for final approval and signing of the MOT.

e. After the commandant's approval, TDD submits the POIs in TDC to SSI G-3 Training Management for forwarding to TRADOC. A proponent's approval does not obligate TRADOC to resource the program. TDD must track POIs until final approval by TRADOC.

**NOTE: POIs affecting Total Army School System (TASS) Battalions.** POIs must be submitted fifteen (15) months prior to implementation of a new TATS course to allow time for acquisition of necessary resources (e.g., facilities, equipment, ammo, and courseware).

**9-4. Individual Training Plan (ITP).** Although the ITP is no longer a TRAS document, it is still prepared for each military or civilian occupational specialty or learning program, that describe the plan to satisfy learning requirements for an individual's entire career. ITPs also includes projections of institutional training resources, such as estimated dollar amounts, ammunition, facilities, and equipment/device requirements not currently available (e.g., not authorized on TDA, not included in the command operating budget, etc.).

a. Proponents are not required to submit an ITP to TRADOC as part of a TRAS action. However, the proponent will locally maintain an ITP or proponent long range strategy for record that affects MOS, AOC, or separate functional area (FA) as sub components of the proponent long range strategy.

b. The proponent school, in conjunction with TDD, has the lead for ITP revisions. The proponent school and TDD update ITPs throughout the year and staff to the commandant annually or as needed for approval

**9-5. TRAS Document Coordination.** Coordinate TRAS documents with appropriate school elements, installation staff, other centers/schools, ACOMs, USARC, NGB, other services, and teaching organizations which attend, support, co-develop, or implement any portion of the course/phase prior to proponent commandant approval and submission to TOMA. Provide copies of coordination results with TRAS submissions to TOMA. Coordination documents must be uploaded in TDC prior to POI submission.

**9-6. TRAS Document Submission.** TRAS document submission depends on course and/or phase start dates, budgeting, and resourcing cycles. There are two types of TRADOC document submissions: in-cycle and out-of-cycle. The in-cycle submission is the SMDR cycle for the implementation year. For implementation of new or revised learning products in-cycle for FY+3, submission occurs NLT 2 January during FY+0.

a. Institutional managers must submit in-cycle TRAS documents at the appropriate times to access the resource systems. Although new or revised learning product development initiatives may be initiated out-of-cycle, use in-cycle planning and resource management systems (including TRAS) to enable the resources to support current needs and satisfy future needs.

b. Out-of-cycle submissions are submitted after the normal resource cycle occurs. They are necessary to support new courses and/or revisions to existing courses based on special circumstances (e.g., critical operational lessons learned, or higher HQ-mandated tasks and/or topics) and must be implemented prior to the normal in-cycle submission period.

c. TRAS document submission requirements.

Document	Submission Requirement
CAD	1-3 years before the implementation FY for new or revised training and education, to allow for validation of changes during the SMDR and TRM.
POI	Not less than 1 year prior to the implementation for a new or revised course/phase to support input to the CLTM for budget preparation.

d. In- and out-of-cycle submission guidance.

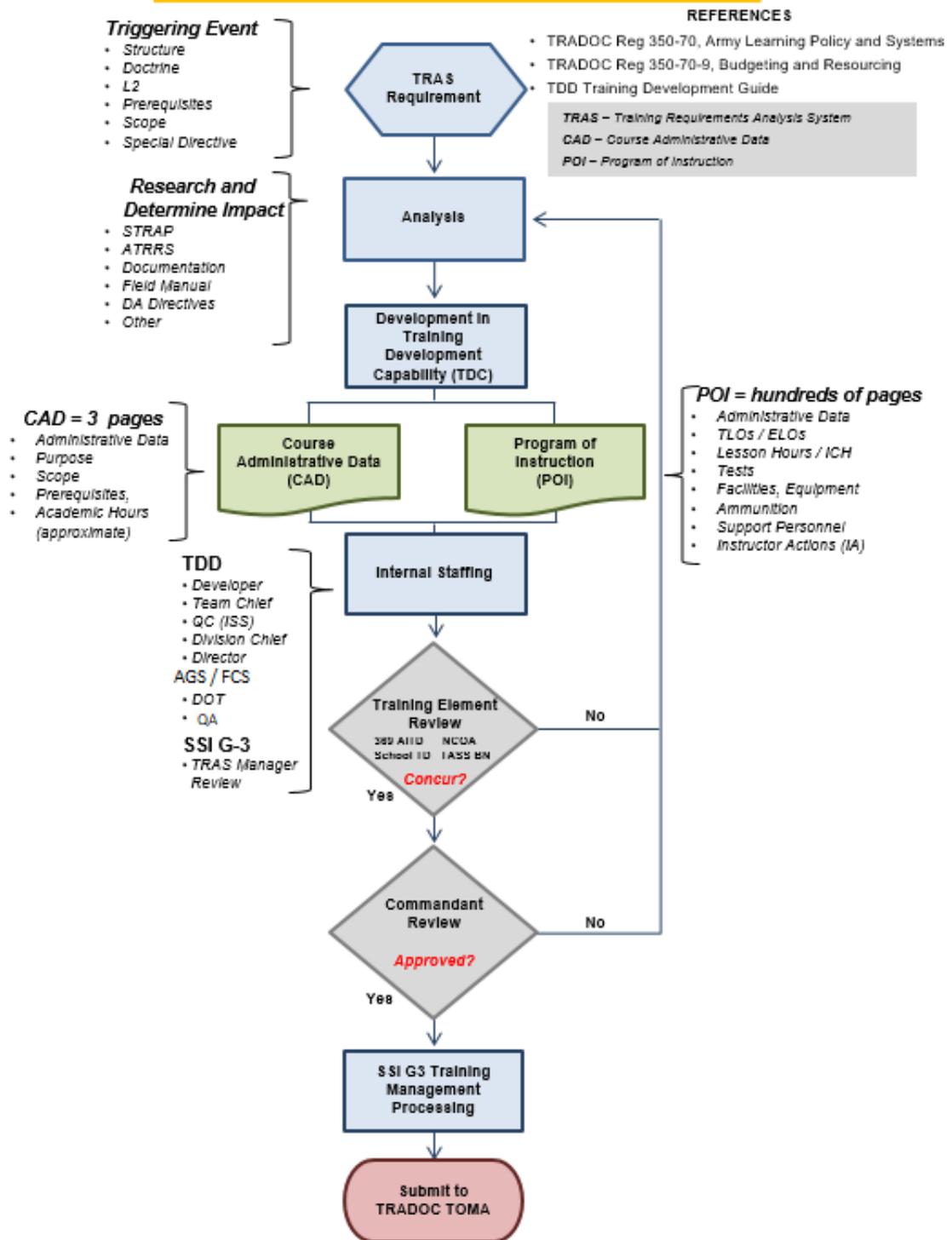
Document	Submission Requirement
In-cycle	Deadline for in-cycle submissions for new courses/phases is 2 January of each year to obtain TRADOC approval, entry into ATRRS, and meet the TACITS survey milestone (generally 1 March).
Out-of-cycle	Submission of TRAS documents for new courses/phases that <u>do not meet time constraints</u> established for TACITS must be acted upon as an out-of-cycle solicitation. In addition to providing the normal TRAS submission packet:

	<ul style="list-style-type: none"><li>• Schools must send a written request for out-of-cycle solicitation signed by the commandant, deputy commandant, or civilian equivalent.</li><li>• TOMA will contact HQDA G-1 requesting they initiate current procedures for requesting requirements from input agencies for the new course after approval by HQ TRADOC, DCS, G-3/5/7.</li></ul>
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9-7. TRAS Process Map.



# TRAS Development - CAD / POI



## Chapter 10 Integration of Lessons Learned (L2) and Operational Environment (OE)

**10-1. Integrating Lessons Learned.** Lesson Learned integration is the process of actively applying operational insights, and lessons to solve specific problems, update doctrine, develop training for the force, and improve overall readiness. Training developers and managers may receive lessons learned from a variety of official (e.g., school L2 cells, Reverse-Collection, and Analysis (R-CAAT) program, Center for Army Lessons Learned (CALL)) and unofficial (e.g., deployed unit reports) sources. A mechanism is required to ensure lessons learned are:

- a. Approved by higher headquarters, or support current or in-development doctrine.
- b. Integrated into doctrine (if not already) concurrently with integration into training products and programs.
- c. Integrated in a consistent manner across all appropriate training products and programs. For example, lessons learned that changes the way casualties are reported in theater could impact the CATS, Individual Task Analysis, AIT, NCOPDS, WOES and OES courses.

**10-2. Integrating Approved Lessons Learned.** Upon commandant approval of integrating new lessons learned:

- a. TDD immediately begins the ADDIE process and develops a strategy for integrating lesson learned into AGS and FCS proponent courses. The strategy specifies all courses where lessons learned should be integrated, by what means, and projected timeframe for completion.
- b. TDD integrates lessons learned into collective/individual task analysis reports and TDD developed training products such as Warfighter TSPs and lesson plans. The change to the task analysis data is immediate, while lessons learned may not appear in some training products until scheduled updates are done, depending on the criticality of the lessons learned and available manpower.
- c. Some training departments may be unable to implement TDD's strategy due to resource constraints. Training departments may also develop an alternative strategy for integrating lessons learned with the commandant's approval.

**10-3. A Dynamic Process.** Since lessons learned can come from a variety of sources, all stakeholder agencies play an active role in lessons learned management. For example, if a training department wants to integrate lessons learned from deployed unit reports, it should verify the lesson learned is an approved one. If it is, then TDD needs to develop a strategy for all courses, as described earlier.

a. Representatives from TDD are members of the R-CAAT team and meet to discuss the Operational Environment (OE) and L2 and develop action plans to study, analyze, and make recommendations to the commandant of the supported school.

b. The commandant is briefed regularly on L2 and provides direction, guidance, and approval for L2 training solutions.

**10-4. Operational Environment (OE).** The DoD officially defines an *operational environment* as “a composite of the conditions, circumstances, and influences that affect the employment of capabilities and bear on the decisions of the commander” (Joint Pub 3-0 (Joint Operations)). The OE encompasses physical areas and factors (air, land, maritime, and space domains) and the information environment (which includes cyberspace).

a. In real-world OEs, Soldiers and leaders must be aware of the variables representing the “conditions, circumstances, and influences” that affect military operations. In Army training environments, these variables and their effects must, therefore, be present to provide realistic and relevant training.

b. Training developed by TDD must contain sufficient manifestations of the OE variables to provide realistic conditions that challenge leaders, Soldiers, and units to produce certain training outcomes desired for the operational forces. In leader and Soldier training, institutional training must also have sufficient manifestations of OE variables in the curriculum, scenarios, exercises, and programs of instruction to produce the desired leader and Soldier training outcomes.

(1) There is no set formula or flowchart for the application of OE into courseware. The decision to include OE references and situations in the development of new training products or during the revision of existing training products should be based on an objective analysis of the task or event and input from SMEs with recent operational experience.

(2) This analysis should consider the nature of the training product, the intended audience to receive the training, and the environment in which the task will likely be performed. Initially, you should apply OE concepts to new and revised training products by removing outdated doctrine and references that no longer depict an OE.

(3) OE applies to the performance of the job tasks. Further, OE applies to conditions and/or standards of training. To ensure students are alert to their environment, instructors and training material must inject OE experience whenever possible. OE can be integrated in a motivator, introduction, performance steps and measures, practical exercise, conditions, or standards of a lesson. If performance of the TLO can be affected by one of the following eight Operational Variables: political, military, economic, social, information, infrastructure, and physical environment and time (PMESII&PT), then the OE can and will impact the task(s) that it supports.

c. The goal of OE implementation in SSI training is to produce a force of leaders, Soldiers, and units capable of rapidly adapting and optimizing capabilities to achieve mission objectives – to fight and win – in a complex and evolving environment across the spectrum of conflict. OE implementation is less about equipping and organizing our training venues to reflect the OE and more about seeing warfare through a different lens.

d. Training developers will, at a minimum, receive annual training on integrating the operational environment into training products.

**10-5. Combined Arms Department (CAD) Responsibilities.** The CAD conducts most of the tactical and combined arms training (e.g., Counter Improvised Explosive Device (CIED) training) in the common core portion in SSI courses, primarily BOLC. In this capacity, most of the training support packages come from other proponents. TDD works closely with course executive agents (e.g., Deputy Commanding General for Initial Military Training (DCG, IMT); Warrant Officer Career College (WOCC), etc.) and other branch proponents to ensure the latest proponent provided training strategy and training support packages are available for CAD's use. Throughout this dynamic process, CAD will:

a. Identify approved L2/OE manifestations through various sources (e.g., coordination with other branch proponents, review CALL website, etc.)

b. Confirm approval with branch proponent and incorporate approved L2/OE manifestations into common core training, such as Live, Virtual, and Constructive Simulations.

c. Notify other branch proponents of changes made to training packages and request consideration for formalization into standardized training packages.

d. Inform TDD of requested changes and work with TDD to ensure up-to-date training packages are available as soon as possible.

e. Identify recommended L2/OE manifestations and submit to appropriate branch proponent for approval and incorporation.

f. Work closely with TDD to ensure training stays current, relevant, and properly documented through the training development process.

**10-6. Mission Command and Simulations Program.** The Mission Command and Simulations Training Program is conducted at the Warrior Training Area (WTA) and provides an integrated HR and FC live, virtual, and constructive individual/collective training capability. TDD partners with WTA personnel by providing assistance, as required, with Army Gaming, Mission Command, Simulation and HR/FC training systems and products. This partnership includes the identification and rapid integration of L2 and OE manifestations into training to ensure currency, relevancy, and updating of courseware documents and products.

## **Chapter 11**

### **Training Developer Training and Education**

#### **11-1. Training, Capability, and Doctrine Warfighting Developers (Career Program (CP) 32).**

a. For the purposes of this guide, a “training developer” is defined as any of the following:

- (1) GS-1712 series, Training Instruction (e.g., Training Developer/Specialist)
- (2) GS-1750 series, Instructional Systems Specialist
- (3) Officer assigned to a Training Development position (SI 7Q)
- (4) Warrant Officer assigned to a Training Development position (SI 7Q)
- (5) NCO assigned to a Training Development position (SQI 2)

Individuals in each job series must meet different qualifications and possess unique skills. However, they all contribute to the training development process, and must work together to form a cohesive training development team.

b. CP 32 is part of Education and Information Sciences (EDIS) Functional Community. This community is comprised of:

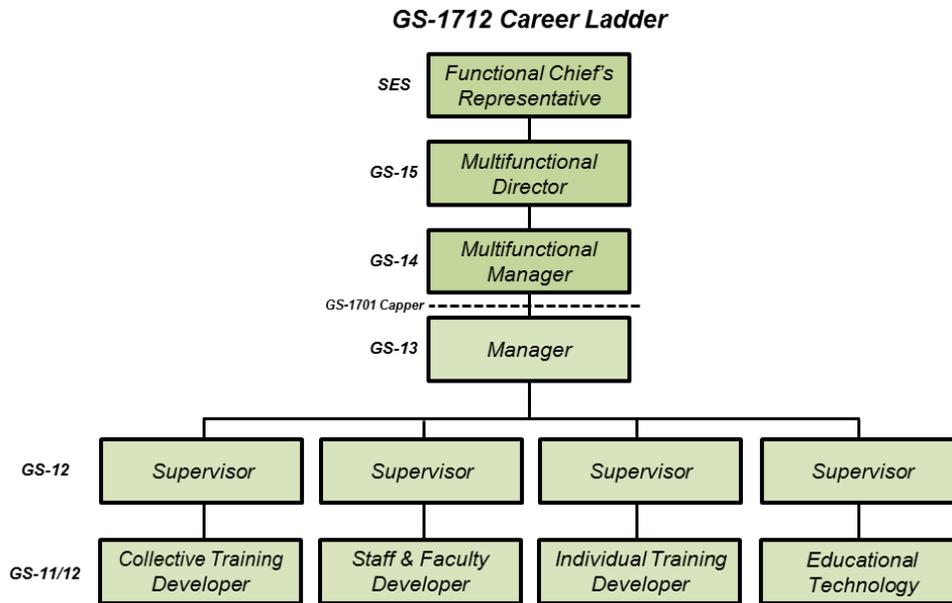
- CP-31: Education Services
- CP-32: Training, Capability, Doctrine, Librarians, and Warfighting Developers
- CP-61: Historians, Archivist, Museum Professionals, and Heraldic Services

Additional information is available on the EDIS milSuite site at

<https://www.milsuite.mil/book/groups/education-information-sciences-cp31-cp32-cp61>

#### **11-2. GS-1712 Training Instruction.**

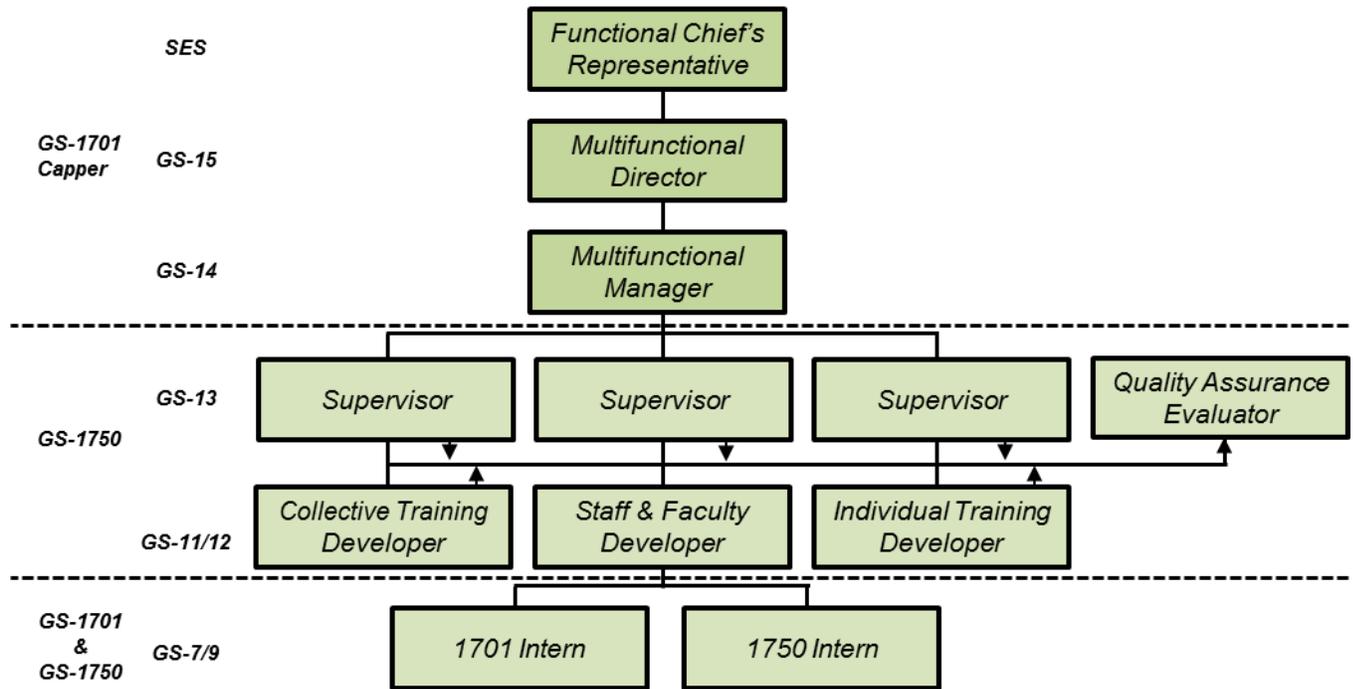
a. GS-1712s play a major role in the development of training and education. They serve as members of training and education production teams and provide content expertise to the production process. Training instruction positions are involved in the direct delivery of instruction or training/education services. They require a practical knowledge of training and education development which enables them to apply the appropriate principles and techniques to help students learn to perform the tasks and supporting skills or knowledge. They develop or review subject-matter course materials, training aids, and manuals for training and education programs; participate in course and test development and manage training and education programs.



b. The Training Specialist, GS-1712, is also an SME in the content of the material included in training and education products presented to students or provided to support unit training. They execute the implementation phase of the analysis, design, development, implementation, and evaluation or ADDIE process employing field experience. This expertise is the result of their field experience, subject matter expertise, instructor training, and practical experience. The GS-1712 develops instruction by the application of various instructional strategies, to include but not limited to, large and small group instruction, blended learning, computer-assisted instruction, and techniques outlined in The U.S. Army Learning Concept for Training and Education 2020-2040 (ALC-TE). Additionally, they respond to content inquiries from instructors/facilitators and other external stakeholders.

**11-3. GS-1750 Instructional Systems Specialist (ISS).** CP-32 employees in GS-1750 Instructional Systems positions perform professional work in training. They serve as instructors, supervisors, administrators, and managers. They provide professional guidance on educational principles and theory in the analysis, design, development, implementation, and evaluation (ADDIE) of training and education programs and products. The ISS is responsible for the engineering of efficient and effective education and training programs to include, but is not limited to, ensuring that products and programs are educationally sound and adhere to the proven principles of education and training, e.g., adult learning principles. They may also be required to coordinate with the combat and doctrine developers to ensure continuity and cohesiveness of training.

### GS-1750 Career Ladder



**11-4. Individual Development Plan (IDP).** A comprehensive IDP is essential in establishing civilian personnel career objectives. The completion of an IDP by each civilian training developer, in conjunction with their supervisor, facilitates individual professional development and directly supports the accomplishment of the TDD mission and vision.

a. IDPs must be developed and tailored for each careerist to integrate his/her qualifications with training and developmental experiences to prepare the individual for a position of greater responsibility. The employee, with the supervisor's guidance and assistance, will develop the IDP. CP-32 members must be fully informed about career patterns, opportunities for progression, and appropriate training and development opportunities. The supervisor and training developer will develop a career plan that includes the employee's immediate and long-term career goals plus the actions needed to achieve them.

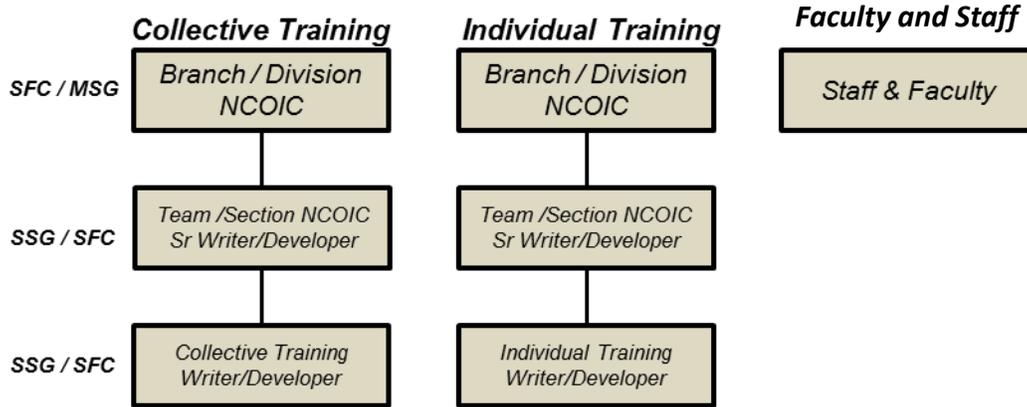
b. **TDD Division Chiefs and supervisors will ensure that all training developers have an approved IDP, without exception.** An IDP should be completed and updated at least annually in Army Career Tracker (ACT), and must be completed in preparation for annual career appraisal. Throughout the year the IDP should be kept current by annotating the date of course or developmental training completion.

**11-5. Military Training and Education Developers.** Military personnel assigned to TDD serve a critical role as training developers and SMEs.

a. **Noncommissioned Officers (NCO).** NCOs may serve as writer/developers, senior writer/developers, or team/section NCOICs in support of AIT, NCOPDS courses,

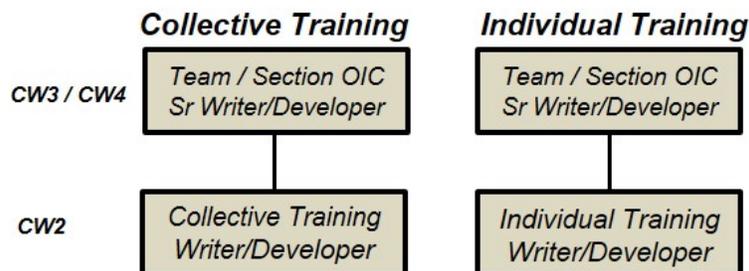
functional courses, and collective training. Additionally, they may serve as a member of Faculty and Staff. Because of their extensive experience in the operational environment, they are SMEs in the content of material included in enlisted training and education products presented to students or developed to support unit training.

***NCO Writer / Developers***



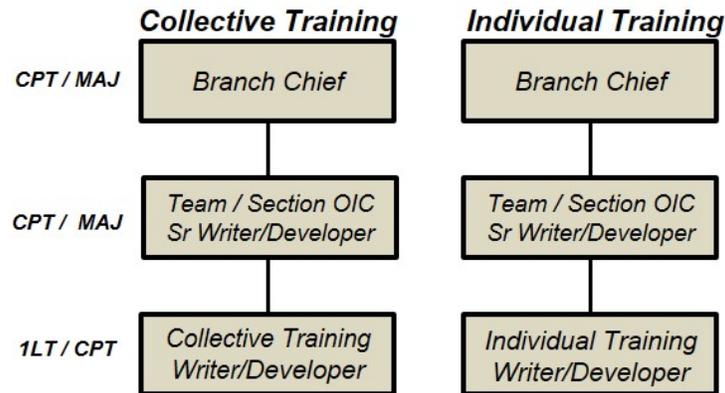
b. **Warrant Officers.** Warrant Officers may serve as writer/developers, senior writer/developers, or team/section OICs in support of WOES courses, functional courses, or new equipment training. Because of their technical expertise and operational environment experience, they are SMEs in the content of enlisted or officer material included in training and education products presented to students or developed to support unit training.

***Warrant Officer Writer/Developers***



c. **Officers.** Officers may serve as writer/developers, senior writer/developers, or team/section OICs, in support of OES courses, functional courses, or new equipment training. They may also serve as a Branch Chief for Collective Training, Finance and Comptroller or Adjutant General individual training and education. Because of their training and operational environment experience, they are SMEs in the content of material included in officer training and education products presented to students or developed to support unit training.

### **Officer Writer/Developers**



**11-6. Award of Training Development Special Qualification Identifier (SQI) 2/Skill Identifier (SI) 7Q.** DA PAM 611-21, Military Occupational Classification and Structure, establishes the following position descriptions and qualification information for military training developers.

**a. NCOs. SQI 2.**

(1) **Description of positions.** Identifies Soldiers requiring positions associated with the design, development, testing, management, standardization, and evaluation of instructional systems, using the HQDA approved ADDIE process.

(2) **Qualifications.** Noncommissioned officers must have satisfactorily completed an approved course in functional training development, or worked in a training development environment for a minimum of 1 year. Additionally, Soldiers must complete HQ TRADOC certification in area designated by the job assignment: job/training analyst, designer, developer, evaluator, war-fighting development (combat developer and/or doctrine writer), training development middle/senior manager, or training development resource manager. The developer must successfully complete a minimum of 1 year in the certified performance assignment.

**b. Officers/Warrant Officers. SI 7Q.**

(1) **Description of positions.** Identifies positions requiring thorough familiarity with the Army's ADDIE process. Principal functions associated with training development positions include implementing training, managing the training development effort, and standardizing training programs and products.

(2) **Qualifications.** Officers must have satisfactorily completed an approved course in functional training development, or worked in a training development environment for a minimum of 1 year.

**11-7. Training and Education.** The professional development of the TDD workforce is a shared responsibility between TDD leadership, division chiefs, first-line supervisors

and each individual training developer. All members of TDD are expected to maintain interest in professional development and seek additional training and education to improve individual capabilities and potential for career progression.

a. Developers must learn new systems and educational technologies and understand how they assist, support, and complement the training development process. The evolution of training development, emerging classroom technologies and the systems that support them are ever changing. Developers must be educated, seek training, self-develop, peer train, and utilize all systems supporting the training and education development process. Education and training is a continuous process for both military and civilian training developers.

b. In conjunction with IDP preparation or NCOER/OER evaluation counseling, supervisors should project, request, and coordinate individual training requirements based on availability of funding. There are numerous (internal and external) developmental training opportunities. The chart on the following page illustrates the minimum qualification training requirements and other training and education opportunities.

**11-8. Army Civilian Training, Education, and Development System (ACTEDS) Plan for CP-32.** The CP-32 ACTEDS Plan identifies the professional development assignments, training, and education that support Army transformation and enhance career development. Civilian training developers should refer to TDD’s CP32 SharePoint site or to the CP-32 ACTED plan located at <https://www.milsuite.mil/university/armycp32/category/acteds-plan/> to plan for training, education, and developmental opportunities and use it as a guide for career planning.

***SSI Training Instructor/Developer Training and Education***

<b><i>Minimum Qualification Training</i></b>	<b><i>Developmental Training</i></b>	<b><i>Professional / Self-Development</i></b>
<i>Common Faculty Development Program - Developer Course</i>	<i>Training and Education Developer Middle Manager Course (dL) (TRADOC)</i>	<i>Army Learning Management System (ALMS)</i>
<i>Blackboard Basics Course</i>	<i>Test Construction Workshop (SSI)</i>	<i>Army Management Staff College (AMSC)</i>
<i>SharePoint Training</i>	<i>Supervisor Development Course (AMSC)</i>	<i>Creative Training Techniques</i>
<i>Training Development Capability (TDC) Training</i>	<i>Action Officer Development Course (AMSC)</i>	<i>East Carolina University (ECU)</i>
	<i>Instructional Design Practices (ECU)</i>	<i>GoArmyEd</i>
<b><i>Multi-Functional Developer Training</i></b>	<i>Instructional Product Development (ECU)</i>	<i>Skillport</i>
<i>Intro to Technology Development</i>	<i>Educational Evaluation (ECU)</i>	
<i>Enhanced Classroom Program</i>	<i>Computers in Education (ECU)</i>	
<i>Audio/Video Editing</i>	<i>Learning Theory (ECU)</i>	<b><i>Civilian Education System</i></b>
<i>Graphic Design/Image Editing</i>	<i>Psychology of Learning (ECU)</i>	<i>Foundation Course (GS01-15)</i>
<i>Product Compression</i>	<i>Educational Psychology (ECU)</i>	<i>Basic Course (GS01-09)</i>
<i>IMI Process and Products</i>		<i>Intermediate Course (GS10-12)</i>
<i>PowerPoint®/Lectora®</i>		<i>Advanced Course (GS13-15)</i>
<i>Adobe® Software</i>		

**11-9. Training Developer Recognition Program (TDRP).** The TDRP is designed to identify and recognize military and civilian training developers for outstanding performance and contributions to the SSI. The nominees' primary duty responsibility must be the design, development, and maintenance of training courseware. The TDRP consists of the Training Developer of the Quarter (TDOQ) and Training Developer of the Year (TDOY) competition. Refer to SSI Policy Memo 11-0 for program details.

**11-10. New Training Developer Orientation.** Each division within TDD will conduct new training developer orientation within 60 days ICW the new developer's attendance at the Common Faculty Development Program – Developer Course (CFDP-DC). This orientation will be documented with an established division checklist and maintained in supervisor's files. This orientation will cover various requirements that assist new developers in better understanding their roles, such as course management, training development databases and systems, local policies and procedures, and the importance of collaboration between developers and instructors. The checklist will further familiarize them with the job related critical topics and best business practices commonly used by the Training Development Directorate (TDD) in the area of Training Development.

## **Chapter 12**

### **Resource Management for Institutional Training**

**12-1. Resourcing Documents.** Resources are acquired through coordination with a variety of TRADOC and DA agencies. This section describes the impact of various resource documents and events, many of which are described in more depth elsewhere in this guide.

#### **12-2. Long-Range Training Development Resourcing (5 years or more before execution).**

a. Training Aids, Devices, Simulators, and Simulations (TADSS) Capability Development Document (CDD). If the training strategy in a System Training Plan (STRAP) includes a recommendation for a new TADSS, then a CDD must be developed to define the TADSS' objective and threshold requirements. Given the timeline required to get the CDD approved by the DA G3 and the TADSS resourced and produced, it is critical to determine the need early in the training development process. TDD develops CDDs for new TADSS.

b. Standards in Training Commission (STRAC) (see DA PAM 350-38). The STRAC committee determines the quantities and type of munitions essential for Soldiers, crews, and units to attain and sustain weapon proficiency. STRAC includes training ammunition requirements for both unit and institutional training. The STRAC Council of Colonels (COC) is a working group comprised of representatives from each proponent school, all MACOMs, and DA. The Council of Colonels reviews issues identified during working groups, determines possible solutions, and prepares recommendations for the Training General Officer Steering Committee (TGOSC) for issues that cannot be resolved or approved by the council. STRAC ammunition requirements are identified 6 years out, to align with the Program Objective Memorandum (POM) cycle.

c. Program Objective Memorandum (POM). The POM submission is a 6-year outlook on budget requirements and occurs every 2 years. POM submissions can be adjusted through a "mini-POM", which covers 5 years. For example, if the POM was for FY24-28, then the mini-POM would cover FY25-29. The Institutional Training Resource Model (ITRM) feeds training requirements into the POM. Training requirements submitted outside of the POM cycle are unfunded requirements (UFRs), which are very difficult to get approved.

#### **12-3. Short-Range Training Development Resourcing (3-5 years prior execution).**

a. Individual Training Plan (ITP). In addition to describing the long-range training strategy for an occupational specialty, the ITP contains the complete individual training requirements (resident and nonresident) for a given MOS. The ITP initiates acquisition actions to support training development and execution and feeds into the ITRM. For

example, to ensure that sufficient new systems are available for a course, system projections need to be included in the ITP and input into ITRM. TDD (ICW proponent school) develops and updates ITPs.

b. Course Administrative Data (CAD). The CAD is submitted 3-years before the implementation FY of new or revised training for course data to be recognized during the HQDA SMDR and fed into the TRADOC ITRM. TDD develops and updates CADs. The CAD provides:

(1) The basis for solicitation of individual training requirements (student input) through the TACITS for new and revised courses for use during the SMDR and development of the ARPRINT.

(2) Estimated course data elements (e.g., optimum class size (OCS), ICH, etc.) used to determine instructor requirements during the SMDR. These requirements will impact the TDA.

(3) Revisions to a course file in the ATRRS data base.

c. Structure Manning Decision Review (SMDR). SSI G-3 Training Management Division attends the SMDR with input from TDD and proponent schools. The SMDR is an annual individual training requirements determination and confirmation process chaired by HQDA (Army G-3 and Army G-1). It is conducted during October-November each year. It compares the total Army training requirements, on a by-course basis, for a given fiscal year, against the training capability of the appropriate TRADOC school. The SMDR also establishes training requirements for the third POM year, validates the SMDR program for the second POM year, and fine-tunes the program for first POM year. Execution year changes are not addressed at the SMDR. Training Resources Arbitration Panel (TRAP) documents execution year changes. G8 uses results of the SMDR, as documented in ATRRS, to determine manpower requirements for instructors, direct support to the training event (DSTE), and training structure at the company level. Student and training input are the source for instructor and mission support requirements. These figures also represent a portion of the installation population used for determining Base Operations manpower. After each SMDR, during the TRADOC Review of Manpower, Modernization, and Functional Automation Division (MFAD) validates the accuracy of data in ATRRS. This validation process includes verification of constraints, training input numbers, and manpower computations.

#### **12-4. Near-Term Resourcing (6-12 months before execution).**

a. Program of Instruction (POI). The POI is the most complete institutional training resource document. Even though a POI can be submitted within 6 months of course implementation, resource requirements must be submitted at the earliest opportunity to impact the resourcing system. The Army is currently developing an automated system in which ITRM will access POI resource requirements using the Army Training Information Architecture (ATIA).

b. DA Form 4610-R (Equipment Changes in MTOE/TDA). DA Form 4610-R is used to gain approval to establish or modify equipment requirements and authorizations required by the POI to teach the course. Approved changes are documented by G4/G8 on the TDA during the next Command Plan cycle. Once documented, equipment can be requisitioned by the “owning organization” 365 days before the effective date of the TDA on which it appears.

## Chapter 13 Distributed Learning (DL)

**13-1. Overview.** Distributed Learning is a method of delivery for standardized individual, collective, and self-development training to Soldiers at the right place and time. It uses multiple means and technologies, with synchronous and asynchronous student-instructor interaction. Distributed Learning focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting. It is a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both.

a. Synchronous instruction occurs when students collectively have immediate communication with their instructor. Examples are traditional classrooms, video tele-training, virtual environments, etc.

b. Asynchronous instruction occurs when students have delayed communication with their instructor. Examples are email, threaded discussions, and recorded video files or when students are engaged in self-paced instruction without benefit of immediate access to an instructor (e.g., CD-ROM courseware and web-based courseware).

**13-2. Responsibility.** The Distributed Learning program is the responsibility of the Collective Training and Education Division (CTED), and managed by the Education Technology Branch Army Virtual Learning Enterprise (AVLE) Program Manager. The AVLE Program Manager provides DL support to the Adjutant General and Finance and Comptroller Schools by managing all of their DL courseware hosted at the Army Learning Management System (ALMS), and providing tier 2 support for all their Army Training Help Desk (ATHD) DL courseware trouble tickets.

### 13-3. Training Requirements and Training Strategy.

a. **Courseware Nominations Briefings for Commandants.** As needed, but at least annually, TDD will brief school commandants when TRADOC opens their DL nomination window. Once all TRADOC required Government Furnished Information (GFI) is completed and approved for release to TRADOC by the proponent commandant and respective ETED and/or OTED Division Chief, proponent schools may then place their courses into nomination with TDD and TDD will triage those nominations (see section 13-11 for SSI DL Course Nomination Checklist). Based on proponent guidance, TDD develops a list of recommended courses or lessons. Nominations will address new courseware, new courseware conversions, previous conversions that should be considered for maintenance, and blended courseware initiatives.

b. **Training Strategy.** ETED/OTED reviews the overall structure and TRAS documentation of their respective courses (CAD & POI) prior to any course or topic being considered for DL. For courses that have multiple phases, the training strategy must include how the DL phase of the course will be synchronized with the other phases. Courses or parts of courses that are likely to change within a 2-3-year timeframe should not be selected. The training strategy must also include guidance on the number of hours that will be reduced from the resident POI once the phase or course is launched. All this information must be entered in TDC and include beginning dates, launch dates, Public Law 508 (Americans With Disabilities Act) compliance, anticipated student load, the length of time a learner must complete the course, prerequisite information, etc. There is also a paragraph embedded in this appendix where the DL ICH formula is applied.

c. **TRAS Documentation Submission.** Once the nominations are approved, the CAD, POI, and Transmittal Letter signed by the commandant must be submitted to TRADOC. If nomination is a new course that goes into ATRRS, the CAD, POI, etc. will not be available until after development. Lesson plans/storyboards will have to be developed before they can go in the POI in TDC. This section is N/A if the nomination is not an ATRRS course. This step initiates the course listing in the ATRRS. TRAS documentation is collectively prepared by ETED and/or OTED (when the DL course is a phase of the resident course). Current TRAS document guidance directs the entire POI for a course must be submitted rather than just the DL portion. TRAS documentation should be mailed to the Directorate of The Army Distributed Learning Program (DTADLP) Army University via CDs. It must also be prepared in the TDC database.

### 13-4. Course Nominations.

a. **Nomination and prioritization process for DL development.** Figure 13-1 depicts The Army Distributed Learning Program (TADLP) business process that begins with nominations and follows through the continuous process improvements stage.



b. **Submission of Course Nominations.** AVLE program manager inputs course nomination data to the automated system through TRADOC's ADLP site.

c. **Delivery Orders.** DDL informs AVLE Program Manager when he/she can begin developing the Performance Work Statement (PWS). AVLE Program Manager asks the Contracting Officer Representative (COR) for a copy the latest PWS template for DL courseware and completes the appropriate template, filling in the necessary information, and required appendices to include responsibilities for Test Item Analyses, Individual Task Analysis Reports (ITARs), etc. A draft PWS goes to the COR for review, and then to the legal department. Once the PWS is approved at the COR level, a copy of the PWS, along with the Independent Government Cost Estimate (IGCE), is sent to the AVLE Program Manager so that he/she can prepare and submit an Acquisition Management Office (AMO) package. Once the AMO package is reviewed and funding is approved by TRADOC, DCS G3/5/7 office, it is forwarded to the COR for bid purposes.

d. **Government Furnished Information (GFI).** Prior to any course or topic being considered for DL nomination, all TRADOC required GFI must be completed and approved for release to TRADOC by the proponent commandant and respective ETED/OTED Division Chief. Provided GFI will be IAW TP 350-70-12, paragraph 2-9 b(2). At a minimum, SSI GFI will include items identified by the pound (#) sign:

- # Lesson plans.
- # Assessments, practical exercise (PE) sheets, and solutions.
- # Student handouts and reading materials.
- # Approved course administrative data (CAD), program of instruction (POI), and supplemental information as required.
- # Latest CTSSB/Curriculum Review Board
  - Course management plan.
- # Course map.
- # Individual student assessment plan (ISAP).
  - Computer software containing instructional materials.
  - Graphic training aids, maps, artwork, and video presentations.
- # Training aids, devices, and simulations.
- # Doctrinal publications, blank forms, and/or applicable Internet links (for example, field manuals, technical manuals, pamphlets, and regulations).
- # Policy letters and memoranda.
  - Courseware source files, programming code, raw picture video, or audio files.
  - Gaming scenarios, simulations, three-dimensional (3-D) models.

A copy of the current TDC data files for the appropriate course is acceptable in lieu of lesson plans, practical exercises, etc. For references and regulations, a separate list is prepared that contains the date of the publication, title, and web address or URL (see reference table under paragraph 13-11). Once TDD has verified the GFI, they prepare a GFI Certification memorandum that must be signed by the TDD Director.

**13-5. Award of the Delivery Order.** While this step in the process is not a TDD function, it is included here to show process continuity. The COR receives the work

statement from TDD and confirmation from TRADOC, DCS G3/5/7 the nomination is funded. The COR then publishes the Delivery Order (DO) for open bid to the prime contractors. The prime contractors then analyze the requirements and submit a bid to the contracting office. The contracting office then appoints a Technical Evaluation Board (TEB) to determine the best value to the government. The TEB is usually comprised of the COR, a technical representative from the Directorate of Distributed Learning (DDL) Acquisition & Management Division, and the AVLE Program Manager. The TEB evaluates each of the proposals on merit and substance and then makes an overall recommendation to the contracting officer.

### **13-6. Courseware Development Phase.**

a. The development phase of the process begins following the award of the Delivery Order (DO) to a contractor. This phase requires continuous communication and cooperation between the AVLE Program Manager, DDL, and the contractor. The objective is the contractor's complete understanding of the Government's requirements and expectations concerning the DL product. This is best accomplished with close coordination during a series of meetings, in person, teleconference or video conference methods.

b. During the development phase the contractor prepares and submits to the Government for approval a milestone schedule, a validation plan, an assessment and evaluation plan, an ISAP, a storyboard, and a prototype lesson (if required by the DO) demonstrating understanding of the instructional and technical requirements. An instructional multimedia design package (IMDP) is also developed at the beginning of the development period, shortly after post award meeting. Once these deliverables are approved and the technical approach agreed upon, the contractor proceeds to develop the courseware.

**13-7. Courseware Validation.** All courseware under development must be validated either in a classroom or via the internet and include an end-of-course student survey opportunity, which will be incorporated as part of the fielded course as an ongoing courseware validation tool. The validation includes the following three activities: Content Validation, Individual Validation, and Group Validation. The guidance for course validation in a classroom is contained in TR 350-70.

**13-8. Courseware Acceptance.** At the end of the contract period of performance, the government (AVLE Program Manager and COR) must accept the final products. The contractor delivers the final CDs to the COR and the AVLE Program Manager, as well as a letter of acceptance. The COR and AVLE Program Manager sign the letters and return them to the contractor.

**13-9. Submission of Courseware for Testing.** All final DL products must be submitted to ATSC for playability and Shareable Courseware Object Resource Model (SCORM) Compliance testing. There are two parts to testing. The first part is the Government Documentation Review (GDR). This is where the log files are reviewed, to include conformance testing and resource validation. The second part is the functional testing. Once the DL product passes GDR, the DL product is forwarded to DLS for

functional and playability testing. This is where software engineers put the DL product through rigorous testing under the ALMS testing platform to ensure all functionality behave as programmed and that the product does not generate errors. Once all testing is complete, the course is posted to the production ALMS. When a student completes the training, they must complete the “DL Survey” at the end of the course before they are able to print their certificate. The DL Survey is vital to the proponent in knowing how the training is being received and any student recommendations to improve the training.

**13-10. Document Retention.** All official documentation and pertinent data for each course’s development must be retained for 5 years. The media for retention may be digital, paper, or other emerging technology. While SSI is not the official record keeper for DL project documentation (the DDL/TRADOC COR has that official mission), a complete audit trail must also be retained by the AVLE project manager. The files should contain the commandant’s approval of nominations, delivery orders, funding documents, TRAS documentation, storyboards, recommended changes to the storyboards and any additional course versions, discussion memorandum that relates to the course or course content, validation data to include test item analyses data and survey results, error reports, and any other materials the project manager identifies for retention letter of acceptance. The COR and DL Program Manager sign the letters and return them to the contractor.

**13-11. Distributed Learning (DL) Course Nomination Checklist.**

**SSI DL Course Nomination Check List**

1. Course Name:
2. Is the course in ATRRS?    Yes    No    If yes,
3. Course #:
4. Course Description:
5. Is required GFI available and complete?

	<b>Government Furnished Information (GFI)</b>	<b>Y/N</b>
<b>1</b>	# Approved course administrative data (CAD) or program of instruction (POI), and supplemental information as required.	
<b>2</b>	# Assessments, practical exercise (PE) sheets, and solutions.	
<b>3</b>	# Student handouts and reading materials.	
<b>4</b>	# Course map.	
<b>5</b>	# Individual student assessment plan (ISAP).	
<b>6</b>	# Publications, blank forms, and/or applicable Internet links (for example, field manuals, technical manuals, pamphlets, and regulations).	
<b>7</b>	# Training aids, devices, and simulations.	
<b>8</b>	# Policy letters and memoranda.	
<b>9</b>	• Course management plan.	
<b>10</b>	• Computer software containing instructional materials.	
<b>11</b>	• Graphic training aids, maps, artwork, and video presentations	
<b>12</b>	• Courseware source files, programming code, raw picture video, or audio files.	
<b>13</b>	• Gaming scenarios, simulations, three-dimensional (3-D) models.	

**Note: # SSI Required GFI**

**References Table**

Item #	Date/Version	Title	Media Type (URL, pdf, Word, PowerPoint, DVD, etc.)
1			
2			
3			

6. Date of Commandant Approved CAD/POI:
  7. Date of last CTSSB or Curriculum Review Board:
  8. Who is the primary audience for this training? (Include rank of military and series/grade of civilians)
  9. Does the course support formal certification or credentialing? If Yes, (Explain)
  10. Projected annual training load for this course \_\_\_\_\_. Please explain how you determined that number.
  11. Total Course Academic Hours:
  12. Number of Lessons in Course:
  13. Lesson Titles Academic Hours per Lesson
    - a) Lesson A 10
    - b) Lesson B 15
    - c) Etc.
  14. Are any of the above lessons taught in resident instructional program? Yes No13. If yes, which lessons?
  15. TRADOC DL development generally begins in October with the new FY. Will the school have a technical SME available in at that time to begin working the course? Yes No
- Name of SME:
16. What is the impact if this course is not funded by TRADOC for development? (In 200 words or less)

## Chapter 14 Faculty and Staff Training

**14-1. Mission.** Conducts faculty and staff training; design, develop, prepare, validate and revise materials for faculty and staff training; prepare schedules and register staff and faculty for training; establish and maintain faculty and staff training files; request SI/SQI orders; prepare end of course/workshop certificates; provide advice and assistance on faculty and staff matters; manage the instructor/facilitator recognition program; and serve as primary POC coordinating and scheduling SSI personnel at the TRADOC Senior Training Manager's Course and TRADOC Training Developer Middle Manager's Course.

**14-2. References.** AR 350-1 (Army Training and Leader Development); AR 611-1 (Military Occupational Classification Structure Development and Implementation); DA Pam 611-21 (Military Occupational Classification and Structure); TR 350-70 (Army Learning Policy and Systems) and supporting pamphlets; SSI Reg 350-24 (Faculty and Staff Development); SSI Reg 350-25 (Instructor/Facilitator Certification); Memorandums of Agreement (MOAs) with supported organizations.

**14-3. Target Population.** SSI to include international military students through the International Military Student Organization (IMSO); the following units are supported based on Memorandum of Agreements (MOAs): U.S. Army Chaplain Center and School (USACHCS); U.S. Army Drill Sergeant Academy (USADSA); Leader Training Brigade (formerly Victory University), and Headquarters and Headquarters Battalion (HHBn).

### 14-4. Courses/Workshops.

a. **Common Faculty Development Program – Instructor Course (CFDP-IC).** An 80 hour – 10-day resident course that produces world class faculty. The CFDP-IC is a competency-based course designed for new faculty (e.g. instructors, trainers, and facilitators). The course prepares you to teach, train, and facilitate learning in an adult learning environment and introduces new instructors to Army instructor roles and responsibilities, teaching and learning models, and professional and ethical requirements. Upon successful completion of CFDP-IC, students become qualified Army instructors/facilitators, meet the course requirement for award of the Instructor identifier, and receive a certificate of course completion.

Iterations Per Year	Maximum Class Size
11	16*

\* Minimum class size is 8

b. **Common Faculty Development Program – Developer Course (CFDP-DC).** An 80 hour – 10-day resident course designed to provide Army training and curriculum developers with the skills necessary to produce lesson plans and instructional products for institutional and operational training and education settings. The course is relevant to all Army developers including NCOs, warrant officers, officers, Department of the Army civilians, and authorized contractors who are assigned to development curriculum

for training and education in Initial Military Training, the Noncommissioned Officer, Warrant Officer, Officer, and Civilian Education Systems and functional courses. The course goal is to introduce developers to the process of lesson plan development using the ADDIE and the Accountable Instructional System (AIS). The course includes instructional modules addressing areas of Army Learning Enterprise Goals, Adult Learning Principles, and Lesson Development Concepts. It includes both in-class and out-of-class requirements. Individually, and as a member of a team, each student will review, revise, develop and coordinate instructional products supporting lesson plan development. A Faculty and Staff Branch (FSB) instructor will provide formative feedback at the completion of each phase and summative feedback at the completion of the lesson plan development processes.

Iterations Per Year	Maximum Class Size
5	12*

\* Minimum class size is 8

c. **Test Writers Workshop (TWW)** A 5-day course designed for curriculum developers involved in the development of course formative and summative assessments. The course prepares developers to develop valid and reliable knowledge and performance based assessment items and enter them into the Blackboard platform.

Iterations Per Year	Maximum Class Size
2	16*

\* Minimum class size is 8

d. **Training Developer Middle Manager's Course dL (TDMMC dL).** A 5-day, course conducted by HQ TRADOC staff as an intermediate level course designed to support the TRADOC Faculty and Staff training program. The aim is to provide the essential skills and knowledge necessary to supervise the development of training and the production of training materials in accordance with the SAT. TRADOC will enter an individual's data into ATRRS upon completion of the course. Successful completion of CFD-DC or other TRADOC approved course is a prerequisite for this course. Individuals completing the course are provided a certificate of completion by TRADOC.

Iterations Per Year	Maximum Class Size
3*	12

\* Attendees include AC/RC officers from CPT to MAJ and CW3 to CW4, AC/RC SSG-SGM and DOD Civilians from GS09 to GS12 and must be in a training developer, writer/instructor position or personnel who have training development as the majority of their duties.

e. **Senior Training and Education Manager's Course (STEMC).** A 5-day course conducted by HQ TRADOC with the focus is on managing and integrating

training development activities with capability, force, and materiel development. Management of integration and standardization systems are studied from the perspective of senior training development managers. Students must occupy a senior training position and should attend prior to taking up a senior training position or as early in their tenure as possible. TRADOC will enter into ATRRS completion of the course for attendees.

Iterations Per Year	Maximum Class Size
4**	25*

\* Seats are allocated to all TRADOC schools on a first come, first served basis according to organizational needs.

\*\* Attendees include active component/reserve component (AC/RC) officers from MAJ to BG and DA Civilians (1700 series) in grades GS-13 to GS-15 and SGM and higher.

\* Other personnel in key training or staff positions enrolled by exception.

#### **14-5. Scheduling.**

a. Scheduling for all courses except the STEMC and TDMMC dL is accomplished by school/activity POCs providing the student's name, rank, email address, and requested course dates to the Chief, Faculty and Staff based on established annual schedule or request for information from Staff and Faculty.

b. Scheduling for the STEMC and TDMMC dL is done by providing the full name, SSN, grade, MOS/AOC/series, duty position title, telephone number and email address. This information is provided to the TRADOC course manager for enrollment and course completion certification.

**14-6. Requesting Instructor Identifier.** Upon completion of the required training, graduates are eligible for award of the appropriate instructor/facilitator or developer identifier. A consolidated request for award of the instructor/facilitator identifier for all students who successfully complete CFD-IC will be prepared by a designated member of the Faculty and Staff Branch Team. Students attending CFD-IC (to include National Guard and Reservists) are required to provide a copy of their SRB to Faculty and Staff so that orders request can be processed in a timely manner. The Chief, Faculty and Staff Branch or a designated F&S member will forward the request for the award of identifiers to the Fort Jackson Military Personnel Division not earlier than five days following course completion. During the five days following course completion, commandants and directors may postpone or eliminate from this list any of their students whom they deem unqualified for award of the identifier. Commandants and directors also exercise quality control of their students through the selection and assignment of individuals for training and through the participation of their representative in evaluation of final student presentations. Orders awarding instructor/facilitator identifiers are prepared by the Fort Jackson Military Personnel Division with copies provided to Chief, Faculty and Staff or a designated F&S

representative. Chief, Faculty and Staff Branch or a designated F&S personnel will distribute SI orders to schools within five days of receiving from Fort Jackson Military Personnel Division.

CATEGORY	INSTRUCTOR/FACILITATOR	TRAINING DEVELOPMENT*
OFFICER	5K (Skill Identifier)	7Q (Skill Identifier)
WARRANT OFFICER	8 (Special Qualification Identifier)	7Q (Skill Identifier)
NONCOMMISSIONED OFFICER	8 (Special Qualification Identifier)	2 (Special Qualification Identifier)

**14-7. Academic Failures.** Individuals who fail to complete the CFDP course requirements within the required timeframe may be granted up to 30 days to finalize the part(s) that are not completed. If, upon reaching the 30-days, they still fail to complete the course requirements, they are academically dropped from the course. These students may be reenrolled to attend the course again 60 days after the end of the class in which they were originally enrolled. Individuals are counseled as to the reason for the failure and a counseling plan is developed to assist them in overcoming their shortcomings.

## Chapter 15 Instructor/Facilitator Recognition Program

### 15-1. Instructors/Facilitators of the Quarter (IOQ).

a. **Qualifications.** Anyone who possesses the instructor identifier, whose major duty is that of instructor/facilitator, and has been in the position for at least 6 months, is eligible to compete for the IOQ. Contract instructors are not eligible to compete. Reference Appendix D, SSI Regulation 350-24.

b. **Nominations.** The AGS (to include the Inter-Service Postal Activity), FCS, School of Music (SOM), 369<sup>th</sup> AG Battalion, and NCOA may nominate individuals who meet the qualifications to compete for the IOQ in the categories of officer/warrant officer, NCO, and civilian. Activities may nominate one individual per quarter for each 20 instructors in each category assigned. Nominations must be submitted by the last day of the first month of each quarter (31 October; 31 January; 30 April and 31 July). Nominations are submitted via email to Faculty and Staff and include grade, full name, at least three dates with times to conduct an evaluation when the nominee will be doing a presentation, and location of the presentation (room, building, etc.).

c. **Evaluations.** Individuals nominated quarterly should be prepared to be evaluated on any of the dates provided whether they are notified or not. If, and when possible, nominees will be provided a 24-hour notice of the evaluation. Faculty and Staff may be unable to provide advance notice or contact the chain of command for the conduct of the evaluations. The school POC will provide advance notice to Faculty and Staff of changes in the presentation dates and when the nominee is not available. A member of Faculty and Staff will record a one period (normally 40-50 minutes) evaluation. A review panel will convene and record the results using FJ Form 350-100-31 (Instructor Evaluation), after the quarter has ended. Panel members must be instructor certified with at least 6 months experience and have extensive instructional, training development, and training evaluation expertise. Panel members will consist of those personnel assigned to the SSI. Panel members are briefed prior to beginning the evaluations by Faculty and Staff personnel concerning use/completion of the evaluation form.

d. **Notification of winners.** Winners are announced by email to the chain-of-command at the conclusion of the quarter.

e. **Photo.** Winners will be notified to report to the Training Activity Support Center (TASC) to have their photo taken. Photos are electronically sent to the requestor and are printed by FSB.

f. **Awards.** SSI Commander and CSM Notes with coins are awarded to each winner. Additional awards may be determined by the command.

g. **I/FOQ Ceremony.** SSI Command Section schedules the I/FOQ ceremony.

## 15-2. Instructor(s)/Facilitator(s) of the Year (I/FOY).

a. **Eligibility.** Winners of the I/FOQ are eligible to compete for the IOY. The IOY nominees include 1<sup>st</sup> through 4<sup>th</sup> IOQ winners for the current FY. This is done to coincide with the TRADOC I/FOY program which is normally accomplished in September/October. At the conclusion of the 4th quarter, all I/FOQ winners remaining in the command are contacted to determine whether they desire to participate.

b. **Evaluations.** At the conclusion of the 4<sup>th</sup> quarter, three panel members will review the records to determine the SSI Instructors/Facilitators of the Year. Panel members must be instructor certified with at least 6 months experience and have extensive instructional, training development, and training evaluation expertise. Panel members will consist of those personnel assigned to the SSI. Panel members are briefed prior to beginning the evaluations by Faculty and Staff personnel concerning use/completion of the evaluation form.

c. **Notification of winners.** After all evaluations are completed, notification is made using the same procedures as for the I/FOQ.

e. **Awards.** Winners also receive framed Letters of Commendation and coins from the SSI Commander and CSM. Additional awards may be determined by the command.

f. **I/FOY Ceremony.** SSI Command Section schedules the I/FOY ceremony. Faculty and Staff will request appropriate awards for the military and civilian winners. Additional requirements will be a collaborative effort between the Faculty and Staff Branch and Command Group.

## 15-3. TRADOC Instructor/Facilitator of the Year.

a. **Eligibility.** Winners of the SSI I/FOY are eligible to compete for the TRADOC I/FOY. Qualifications and eligibility are provided in the TRADOC MOI announcing the competition each year. This MOI is normally received in August or September of the year of the competition. The MOI spells out the requirements and suspense for submission. Normally, packets are submitted to the TRADOC point of contact by mid-December.

b. **Packets.** A packet normally consists of a memorandum from the school commandant stating the individual's accomplishments as an instructor; a statement from the individual stating their challenges and accomplishments as an instructor; and a 20-minute DVD recording of the individual making a presentation in the classroom/training area.

c. **Notification of winners.** Notification of the final winners is normally made by memorandum from TRADOC in April or May. Winners of the TRADOC I/FOY receive a congratulatory letter from the Commander, TRADOC and a plaque.

## Chapter 16 TDD Quality Assurance (QA) Functions

### 16-1. References.

- a. Army Regulation 350-1, Army Training and Leader Development, dated 10 December 17.
- b. TRADOC Regulation 11-21, TRADOC Implementation of the Army Quality Assurance Program, dated 19 March 2014.
- c. TRADOC Memorandum Subject: Revised 2018 Army Enterprise Accreditation Standards, dated 14 May 2018.

**16-2. Background.** In August 2019, HQs CASCOM assumed direct responsibility for the planning and implantation of the SSI's QA program. QA positions assigned to the AG and FC schools were eliminated from the SSI's TDA and functions were transfer to CASCOM QAO. However, SSI TDD elected to unilaterally and separately continue to conduct internal self-assessments of those accreditation areas specifically tied to training development and TDD functions.

**16-3. General.** TDD conducts annual self-assessments of all Army Enterprise Accreditation Standards (AEAS) that touch TDD functions. These assessments are conducted in three separate and overlapping phases. They include:

- a. Individual course level assessment of ADDIE processes and documentation as covered under AEAS 3. This includes Criterion 3a (Analysis), Criterion 3b (Design), Criterion 3c (Development), Criterion 3d (Active and Reserve Course Equivalency), and Criterion 3e (Implementation).
- b. Branch level reviews focus on Facility & Staff, DL, and Collective Training. ETED and OTED AG and FC branches also review their individual course level assessments to identify trends and recommend corrective measures.
- c. Directorate level reviews looks at the CP32 Program, Civilian Education & Professional Development, and Leadership, as well as ETED and OTED branch assessments.

**16-4. Documentation.** All assessments are documented using Army/TRADOC QA approved forms and are reviewed and approved by the TDD Director. Completed reports are posted to TDD's SharePoint site.

## Chapter 17 The Combined Arms Training Strategies (CATS)

**17-1. Unit Training Strategies.** TDD Collective Training develops Combined Arms Training Strategies (CATS) with support from the Combined Arms Center – Training (CAC-T), Training Management Directorate (TMD) CATS Program Manager via their centralized contract for SSI proponent (AG and FC) organizations. The TMD CATS contractor develops CATS in the CATS Development Tool. Each CATS specifies:

- a. All missions and supporting critical collective and individual leader tasks for the unit type. It is the primary source of missions and collective task analysis.
- b. Frequency/interval. The annual frequency of and interval (a specified period of time) between performing repetitions of the task(s) required to establish efficient task performance to standard.
- c. Means, event, and TADSS. These are the training activities that focus on task performance proficiency and identify exactly how each listed task will be trained. Training exercises can be conducted in the field or via live, virtual, or constructive simulation (e.g., simulation networking (SIMNET), close combat tactical trainer (CCTT), etc.). The training activity could include, but is not limited to, field training exercises (FTXs), situational training exercises (STXs), combined arms live-fire exercise (CALFEX), command field exercise (CFX), or combination thereof.
- d. Estimated duration. This is the estimated time it will take an average type unit being trained by this training product to complete the training.
- e. Means quality. This rating indicates the potential quality of the training task performance results related to several characteristics of the training means, including the cost and realism of the training.
- f. Target audience.
- g. Critical training gates.

The Commandant approves CATS, which are then forwarded to TRADOC G-3/5/7, where they are submitted as part of the Army Training Model approved by the Army G3. Information pertaining to CATS UTL is in [Appendix K](#) of this guide.

**17-2. Individual Training Strategies.** Individual training strategies are addressed in the ITPs for each MOS. The proponent school, in conjunction with TDD has the lead for AG/FC school ITPs. Each ITP covers the POM cycle and provides the basis for updates to Systems Training Plans and the commandant's annual training guidance. The strategies are intended to guide training development and provide resource estimates for long-term planning. Training development execution in each FY may deviate from the strategies in response to higher headquarters directives, implementation of lessons learned, etc.

**17-3. Overview.** The CATS is a DA program in which the CATS are developed by each proponent institution. Although CAC – Training, Collective Training Directorate (CAC-T, CTD) is the Army's functional proponent for CATS, the proponent institutions hold the decision authority and approval for CATS. The proponent institutions provide CAC-T, CTD with recommendations and guidance in unit-specific CATS development.

**17-4. Focus.** CATS focus on unit training throughout the sustainable readiness process and identify training resource requirements. Proponent institutions use CATS to develop unit training plans and strategies and inform resourcing for operational training requirements beyond the sustainable readiness process. CATS are designed to train the mission, core capabilities, and functions identified in unit TOEs. CATS support training readiness and contain HQDA-approved METLs for designated units. CATS assist HQDA in determining training resource requirements for both AA and RC units. Commanders and trainers access CATS through DTMS and ATN.

**17-5. Characteristics.** CATS are descriptive, task-based, and event-driven to provide both AA and RC unit commanders a unit training strategy to assist them in developing training plans that build or sustain unit training readiness throughout the sustainable readiness process.

a. Training developers design events to be trained in a logical sequence, starting with the lowest echelon or staff level, and adding echelons or staff sections as the events get progressively more complex. The culminating event for a CATS is usually the highest-level event designed to train or evaluate the unit.

b. Training developers analyze the mission, doctrine, and the UTL to determine which collective tasks to train together in a task set. A task set describes a specific mission and capability; it includes collective tasks that support training that capability. Training developers recommend the frequency of training and the events to use to train the capability. Task sets are trained utilizing a progressive series of events.

**17-6. CATS Types.** There are two types of CATS: those that are TOE-based and unique to unit type (Unit CATS), and those that address a functional capability common to multiple units and echelons (Function CATS).

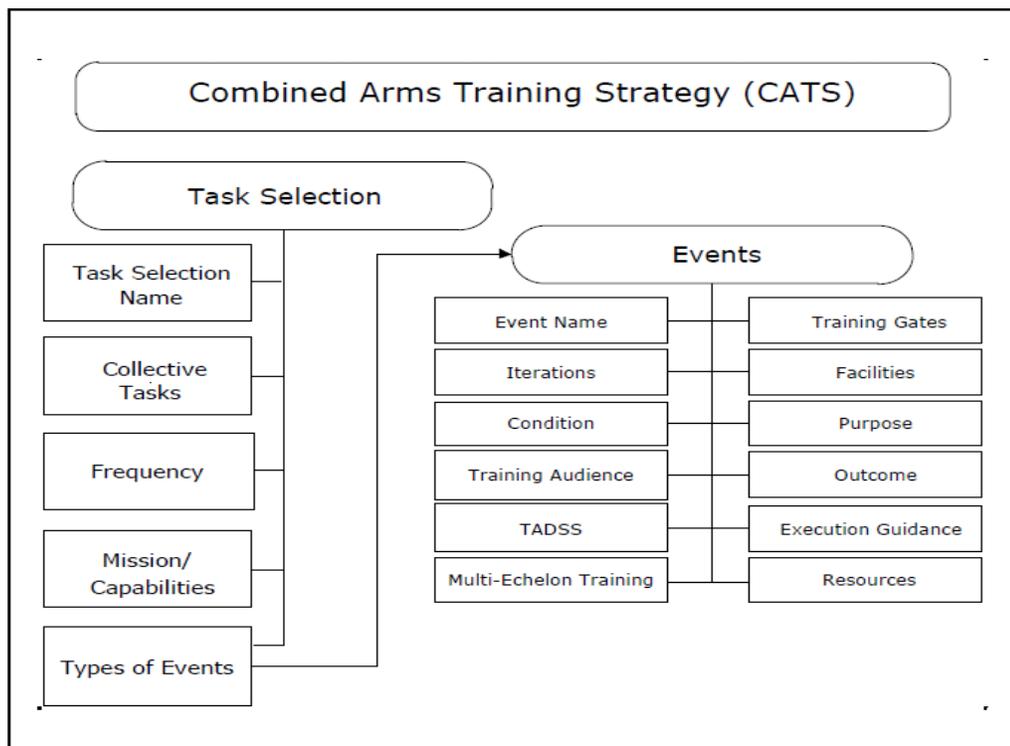
a. Unit CATS are TOE-based and unique to a unit type. Unit CATS development considers organizational structure, higher headquarters specific UTL, METL, and doctrine to organize the unit's collective tasks in a sustainable readiness supporting strategy in a way that provides a path for achieving task proficiency. Unit CATS provide commanders with tools to plan, prepare for, and evaluate unit training.

b. Function CATS supplement Unit CATS. They may support functions that are not unique to a specific unit type, or they may support training of warfighting functions (WFFs) or missions that support operational themes. Two examples of Function CATS are Sustainment and Protection. Function CATS contain most of the same data elements as Unit CATS.

**17-7. Development.** The CATS development process applies to both Unit and Function CATS. The basis for construction of a strategy to train collective tasks is using task sets with training events as appropriate to each echelon.

a. A task set design, derived from the mission, doctrine, and the UTL, provides the initial organization of collective tasks to train a unit or echelons within a unit. Organizing collective tasks into task sets enables tasks to be trained efficiently using a methodology as appropriate by echelon and experience.

b. A CATS can be viewed as two distinct sections. Utilizing the ADDIE process, the main section is the design of the task set, assembling the components of the CATS. It consists of the collective tasks, the frequency to train the task set, the mission or capability, and the events for training. The events portion is the development phase of ADDIE. It includes not only the type of events, but also the details about each event. The diagram below provides an example of how the elements of a CATS fit together.



**17-8. Analysis:** The training developer must access and analyze key documents and information to gain an understanding of the unit's METL, mission and capabilities, functions, organization, personnel and equipment, and the applicable doctrine that describes how the unit executes its mission and capabilities. Baseline documents and information for analysis include: TOE, UTL, SCTL, appropriate FMs; Army tactics, techniques, and procedures (ATTPs) and training circulars; HQDA approved standardized METLs; previously developed CATS for this and like units; parent

headquarters CATS, TOEs, and UTLs; ATN, CALL documents, other materials influencing documents as determined by the responsible proponent.

The CATS analysis process ensures a viable training strategy, providing the means through which the proponent confirms the broad strategy. This is critical before the design and development begins in the CATS Development Tool. This analysis is a collaborative process between the training developer and the proponent agent resulting in approval to develop a CATS in the DTMS tool.

**17-9. Design a CATS Task Selection.** A task set comprises five elements: task set name, frequency, collective tasks, mission/capability, and types of events.

CATS task selection elements:

**Task selection name:** The name and number for the task selection.

**Frequency:** The recommended number of times the events, delineated by ARFORGEN and the task selection, should be trained during a 12-month period to obtain/maintain proficiency on the collective tasks.

**Collective tasks:** The collective tasks logically trained together in an event to train this capability.

**Mission/capability:** Unit mission and capability the task selection supports.

**Types of events:** Events that are recommended as suitable for training the task selection capability.

Each CATS generally consists of several task sets, and multiple events generally support each task set.

A short CATS example appears below:

**CATS task selection**

CATS training event for reconnaissance troop - Heavy Brigade Combat Team- Reserve Component (HBCT)-(RC)	
<b>Task:</b> Conduct Troop Route Reconnaissance (17-RC-2101) Supporting Task(s): 07-2-5063 Conduct Composite Risk Management 07-2-6063 Maintain Operations Security 08-2-0004 Evacuate Casualties 08-2-0313 Provide Emergency Medical Treatment 07-2-5081 Conduct Troop-leading Procedures (Platoon-Company) 17-2-0320 Conduct Infiltration (Platoon-Company)	Supported Mission(s): Zone Reconnaissance Area Reconnaissance Area Security

**CATS task selection**

CATS training event for reconnaissance troop - Heavy Brigade Combat Team- Reserve Component (HBCT)-(RC)	
07-2-9006	Conduct a Passage of Lines as the Passing Unit (Platoon-Company)
07-2-9012	Conduct a Relief in Place (Platoon-Company)
07-2-6063	Maintain Operations Security (Platoon-Company)
17-2-4000	Conduct Route Reconnaissance
17-2-9400	Conduct Tactical Site Exploitation
<b>Frequency:</b> Quarterly (3)	
Types of Events: CLASS, STX	

**17-10. CATS Management.** Below is a CATS QC review checklist to manage and document control measures, identify areas to improve, and facilitate timely delivery of the CATS. The checklist facilitates tracking a CATS from design approval through release to the field in DTMS. It will serve as a tool for proponent and program manager CATS management and may be employed by the TRADOC quality assurance accreditation team.

**17-11. CATS Checklist.** The following CATS Checklist is provided to assist developers.

### CATS Checklist

<b>CATS QC Checklist for:</b>				
CATS Title:		TOE # (from Unit TOE):	Approver (Name and contact information):	
Projected Delivery Date:	Date Development Strategy Received:	Date Development Strategy Approved:	Date Coordinating Draft Received:	Date Vetted:

<b>CATS QC Checklist for:</b>				
Date Coordinating Draft Approved:	Date Final Draft Received:	Date Final Draft Approved:	Date of Proponent Approval in DTMS:	Date Released in DTMS

**Instructions:** Tracking dates must be entered in the blocks above. QC review items follow. Reviewers must enter "Yes," "No," or "NA" for each item. Negative responses for an item must be explained in the comments column. Provide specific comments or recommendations to support the response. Use the space provided following each section for additional comments.

#	Item	Yes/No/NA	Comments
<b>Development Strategy</b>			
1.	Is the Unit TOE data correct?		
	a. Are the correct TOEs selected for the unit?		
	b. Are there subordinate TOEs identified/required to support this CATS?		
2.	Are all UTL collective tasks identified?		
3.	Does the <b>task set design</b> appear to be sufficient to train the unit to achieve the required training standard?		

#	Item	Yes/No/NA	Comments
	a. Are the task set names descriptive of the TOE missions, capabilities, tactical tasks, and/or warfighting functions described in appropriate FMs or DA regulations?		
	b. Do they provide a basis for logically linking the collective tasks that would be trained together to develop a capability?		
	c. Are all collective tasks accounted for in the task sets?		
4.	Are collective tasks associated with <b>DA designated TOE missions/tasks</b> consistent with the capabilities, missions, and/or functions requiring training?		
5.	Do the initial recommended <b>types of events</b> associated with the task sets provide an appropriate progressive strategy?		
6.	Have <b>proponent-specific requirements</b> been included in the design?		
7.	Has the <b>approver completed the review</b> and provided feedback?		
8.	Is the task selection <b>name sufficiently descriptive</b> and does it provide a basis for linking the supporting collective tasks logically trained together to execute a capability, or the selected warfighting function, competency, and/or TOE mission?		
9.	Is the task <b>set number</b> in accordance with the numbering protocol established in TR 350-70 and TP 350-70-1?		

#	Item	Yes/No/NA	Comments
10.	Is the task set training <b>frequency</b> sufficient to achieve/maintain the desired level of training readiness?		
11.	Are the <b>collective tasks associated</b> with each task set sufficient to execute a TOE capability, or the selected warfighting function and/or operational theme or mission?		
	a. Are the tasks appropriate to train the task selection capability?		
	b. Are the tasks active in DTMS?		
	c. Are there obsolete/inactive tasks in the task set?		
12.	Are the task sets linked/associated with the correct METL?		
13.	Do the <b>types of events</b> provide a progressive strategy?		
Additional Task Set Comments or Guidance:			
<b>Supporting CATS EVENTS</b>			
14.	Are the <b>events</b> selected appropriate to support each task selection in accordance with the approved EVENTS List?		
15.	Are the recommended event <b>iterations</b> sufficient for each event?		
16.	Are the total number of <b>recommended iterations</b> for all events selected to train a task selection equal to or less than the recommended task set <b>training frequency</b> ?		
17.	Are event <b>durations</b> sufficient for each event?		

#	Item	Yes/No/NA	Comments
18.	Is the <b>rigor</b> for each event identified?		
19.	Is the <b>training audience</b> (unit(s), sections, and positions) for each event appropriate?		
20.	Do the <b>TADSS</b> selected for events adequately support training of the task selection?		
21.	Is <b>multi-echelon training</b> included where appropriate?		
22.	Are <b>training gates</b> identified where relevant?		
23.	Are the <b>facilities</b> identified where relevant?		
24.	Does the <b>purpose</b> statement for each event clearly describe what the event is designed to train?		
25.	Does the <b>outcome</b> statement clearly describe what is to be achieved by training the event?		
26.	Does the <b>execution guidance</b> for each event provide:		
	a. Information for a commander to determine if the event is appropriate to train and achieve the desired readiness requirement?		
	b. The appropriate level of detail to execute the event based on the identified training conditions?		
27.	Are the estimated <b>resources</b> for each event sufficient to support the desired conditions and level of training?		
	a. Is the line item number (LIN) correct for and in great enough quantity for each item selected to support the event?		

	b. Is the OPTEMPO Class III (miles, hours) data associated with each event appropriate?		
	c. Is DoD identification code (DoDIC) (Class V) data associated with each event appropriate?		
	d. Are the LIN DoDICs (Class V) correct, adequate for the event, and consistent with STRAC?		
	e. Are required non-LIN DoDICs correct and sufficient for the event?		
28.	Does the total number of training days support ARFORGEN?		
29.	When required, has the coordinating draft been <b>reviewed by a unit</b> and has the <b>feedback</b> been incorporated?		
30.	Has the <b>approver completed the review</b> and provided feedback within 10 duty days of receipt?		
Additional Events Comments or Guidance:			
<b>FINAL DRAFT</b>			
31.	Has the <b>proponent completed the review</b> and provided all final corrections or changes?		
32.	Have the <b>changes</b> specified by the proponent been completed?		
Negative replies on any area of the final draft require specific comments or guidance:			

<b>SUBMISSION and VERIFICATION</b>			
33.	Has the <b>strategy been approved</b> by the proponent using the CATS Development Tool?		
34.	Has the proponent verified that the strategy displays properly in DTMS?		
35.	Has the strategy been released in DTMS?		
Additional Comments/Recommendations:			

## Chapter 18 Collective Training

**18-1. Overview.** Collective Training is training either in institutions or units that prepares cohesive teams and units to accomplish their missions in decisive actions.

**18-2. Collective Training.** The term “Collective Training” typically refers to training conducted by units, platoons, detachments, sections, crews, and teams. Collective training may be conducted in institutions or units; however, the bulk of collective training is generally conducted in units. Collective training prepares cohesive teams and units to accomplish their missions in the full continuum of military operations.

**18-3. Collective Task.** A collective task is a clearly defined, observable, and measurable activities or actions that require organized team or unit performance leading to the accomplishment of a mission or function. It is derived from unit missions or higher level collective tasks.

**18-4. Task Accomplishment.** Task accomplishment requires the performance to standards of supporting collective or individual tasks. A collective task describes the performance required of a unit under the conditions a training developer has identified to replicate the anticipated operational environment.

**18-5. Refer to the following Appendices for specific areas in Collective Training.**

<a href="#">Appendix I</a>	Mission Analysis
<a href="#">Appendix J</a>	Collective Task Analysis
<a href="#">Appendix K</a>	Unit Task List (UTL)
<a href="#">Appendix L</a>	Warfighter Training Support Package (WTSP)

## Chapter 19 Training Development Capability (TDC) System

**19-1. Overview.** TDC is the TRADOC approved enterprise system for creation of training products and is one of the Training and Education Development - Enterprise (TED-E) tools. Currently, TDC allows the creation of individual and collective tasks; unit and individual critical task lists, lesson plans, individual training support packages, courses (which includes Training Requirements Analysis Systems (TRAS) documents such as Course Administrative Data (CADs) and Program of Instructions (POIs)). Other capabilities such as the creation of Warfighter Training Support Packages (WTSPs) are being developed.

**19-2. Purpose.** The purpose of SSI TDC Standing Operating Procedure (SOP) is to provide guidance and to establish roles, responsibilities, and procedures for all users of the SSI TDC domain, to include external organizations supported by the SSI TDC administrator. This SOP will ensure accountability, uniform treatment of material and enable the system to remain standardized and accessible for all users.

**19-2. TDC SOP.** To access the SSI TDC SOP, click the icon below.



## Chapter 20 SharePoint®

**20-1. Purpose.** The SSI SharePoint® SOP prescribes guidance and assigns responsibilities for the use and administration of sites and content within the TDD SharePoint® sites. Details of particular functions of this SOP are found in the appendices.

**20-2. Scope.** The SOP applies to all elements of the SSI when performing SharePoint® activities within the TDD sites.

**20-3. Overview.** SharePoint® serves as the sole repository for course content taught within the SSI Schools both at Fort Jackson and other locations. SharePoint® further serves today's Soldiers by providing them direct access to relevant and up-to-date training content for individual and unit level sustainment/refresher training.

**20-4. SharePoint® SOP.** To access the SSI SharePoint® SOP, click the icon below.



## Chapter 21

### Blackboard®

**21-1. Overview.** The purpose of the Blackboard® Standing Operating Procedure (SOP) is to establish roles, responsibilities, and procedures for all SSI organizations, to include Reserve Component units with the responsibility for developing, reviewing, revising, and executing training and electronic testing of online courses for blended instruction delivered using the Army Training Support Center (ATSC) Enterprise Life-long Learning Center (ELLC) Blackboard® (Bb) SSI domain. This SOP facilitates the effective and efficient use of the SSI Bb Program to provide the best possible training for our Soldiers and Civilians.

**21-2. SSI Blackboard® SOP.** To access the SSI Blackboard® SOP, click the icon below.



Blackboard

## Chapter 22 Test Control

**22-1. Purpose.** The SSI Test Control SOP establishes procedures for security and accountability of SSI sensitive test material.

**22-2. Applicability.** This SOP is applicable to all personnel assigned or attached to the SSI and external units (e.g. Reserve Component (RC) training organizations) who develop, handle, or manage SSI sensitive test material.

**22-3. Scope.** The SSI Test Control SOP, along with the SSI Blackboard SOP, are the implementation and governing documents within the SSI for test control and supersedes all previous SSI documents concerning test control. This SOP incorporates requirements for the handling, storage, and accountability of test material, both digital files (Word®, PowerPoint®, PDF, Blackboard®, etc.) and hard copy media (paper test, score sheets, CD/DVDs, etc.).

**22-4. SSI Test Control SOP.** To access the SSI Test Control SOP, click the icon below.



## Chapter 23 Career Program 32

**23-1. Purpose.** CP-32 is a Civilian Career Program for Department of the Army Civilians working in training and education, capability, and doctrine development. CP-32 professionals are assigned to a variety of organizations. Assignments may include headquarters staff, Army University, Centers of Excellence (CoE), training management offices, field operating agencies, quality assurance offices, capability/doctrinal development and integration organizations, and other instructional/educational institutions.

**23-2. Applicability.** DA Civilian employees of TDD are covered under the CP32. The Deputy Director, TDD is also the Fort Jackson CP32 Representative with responsibility to schedule and request training and professional development opportunities for Fort Jackson CP32 population. The following GS series comprise the CP32 program:

- General Education and Training (GS-1701)
- Education and Training Technician (GS-1702)
- Training Instruction (GS-1712)
- Instructional Systems (GS-1750)
- Miscellaneous Administration and Programs-Training (GS-0301-T)
- Miscellaneous Administration and Programs-Capability Development (GS-0301-CD)
- Miscellaneous Administration and Programs-Doctrine Development (GS-0301-DD)

**23-3. CP 32 SOP.** The Fort Jackson CP32 SOP includes an overview of the program, processes for requesting training and other professional development opportunities is available on the USASSI TDD SharePoint site at url:

<https://intranet.tradoc.army.mil/sites/tdd/CP32/SitePages/Home.aspx>  
This is a CAC card enabled site.

**23-4. EDIS.** CP 32 is part of Education and Information Sciences (EDIS) Functional Community. This community is comprised of:

- CP-31: Education Services
- CP-32: Training, Capability, Doctrine, Librarians, and Warfighting Developers
- CP-61: Historians, Archivist, Museum Professionals, and Heraldic Services

Additional information is available on the EDIS milSuite site at

<https://www.milsuite.mil/book/groups/education-information-sciences-cp31-cp32-cp61>

Note: As the EDIS functional community takes form, many of the Liberian functions are still documented under CP-61.



## Appendix A Training Development Functions Matrix

Product	Lead	Development Support	Staff	Approve	Comments
<b>Individual Training Plan (ITP)</b>	Proponent School	TDD; FC/AG TD or NCOA or AITD; ASOM ITD	<ul style="list-style-type: none"> <li>• CMDT</li> <li>•</li> </ul>	CMDT	<ul style="list-style-type: none"> <li>• TDD provides ITP development support.</li> <li>•</li> </ul>
<b>Course Administrative Data (CAD)</b>	TDD; ASOM DOTD	FC/AG TD or NCOA or AITD; ASOM ITD	<ul style="list-style-type: none"> <li>• QAO</li> <li>• CMDT</li> <li>• G-3 TM</li> </ul>	CMDT	<ul style="list-style-type: none"> <li>• G-3 TM forwards approved CADs to TRADOC in TDC.</li> </ul>
<b>Program of Instruction (POI)</b>	TDD; ASOM DOTD	FC/AG TD or NCOA or AITD; ASOM ITD	<ul style="list-style-type: none"> <li>• QAO</li> <li>• CMDT</li> <li>• G-3 TM</li> <li>• *USARC</li> <li>• *NGB</li> <li><i>*If required</i></li> </ul>	CMDT	<ul style="list-style-type: none"> <li>• TDD develops and staffs POI through the appropriate school to the CMDT.</li> <li>• G-3 TM forwards approved POIs to TRADOC in TDC.</li> </ul>
<b>Individual Critical Task List (ICTL)</b>	TDD; ASOM DOTD	FC/AG TD; ASOM ITD	<ul style="list-style-type: none"> <li>• Proponent</li> </ul>	CMDT	<ul style="list-style-type: none"> <li>• TDD develops ICTL in TDC and exports to CAR.</li> </ul>
<b>Individual Task Analysis Reports (ITARs)</b>	TDD; ASOM DOTD	FC/AG TD; ASOM ITD	<ul style="list-style-type: none"> <li>• Proponent</li> </ul>	CMDT	<ul style="list-style-type: none"> <li>• TDD develops ITARs in TDC and exports to CAR.</li> </ul>
<b>Soldier Training Publications (STPs)</b>	TDD; ASOM DOTD	FC/AG TD; ASOM ITD	<ul style="list-style-type: none"> <li>• Proponent</li> </ul>	CMDT	<ul style="list-style-type: none"> <li>• Legacy STPs published at the discretion of the CMDT.</li> </ul>
<b>Training Support Plan (lesson plans, tests, PEs, etc.)</b>	TDD; ASOM DOTD	FC/AG TD or NCOA or AITD, ASOM ITD	<ul style="list-style-type: none"> <li>• Proponent</li> <li>• School CSM (enlisted training)</li> </ul>	CMDT	<ul style="list-style-type: none"> <li>• TDD develops courseware with school SME input.</li> </ul>
<b>dL courseware</b>	TDD; ASOM ITD	FC/AG TD; ASOM ITD	Proponent  CMDT	CMDT	<ul style="list-style-type: none"> <li>• Proponent provides SME review.</li> </ul>
<b>Critical Task and Site Selection Boards (CTSSB)</b>	Proponent School	TDD FC/AG TD USAR ANG, ASOM ITD	<ul style="list-style-type: none"> <li>• Proponent</li> <li>• TDD</li> <li>• QAO</li> </ul>	CMDT	<ul style="list-style-type: none"> <li>• TDD facilitates CTSSB and performs required post-board actions.</li> </ul>

## Appendix B Training Development Directorate Battle Rhythm

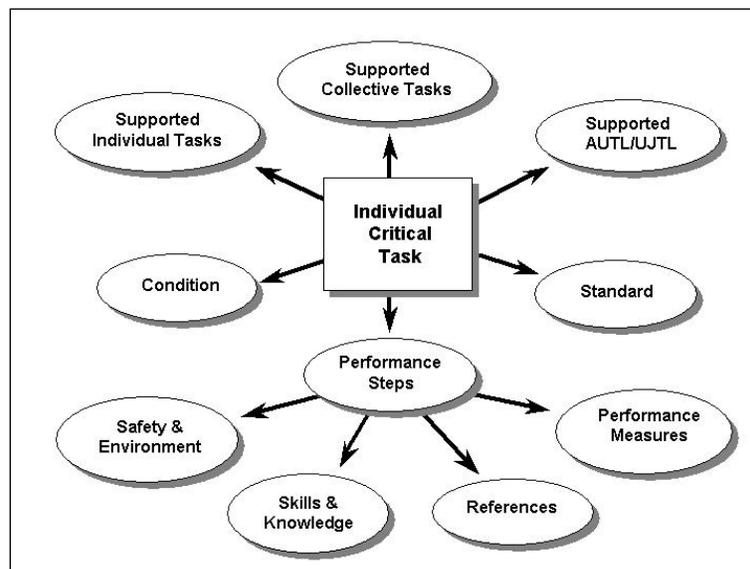
Common Task/Meetings/Events	Frequency	TDD Deputy Director	CTED Division Chief	Collective Training Branch Chief	Education Technology Branch Chief	Faculty & Staff Branch	ETED Division Chief	ETED AG Branch Chief	ETED FC Branch Chief	OTED Division Chief	OTED AG Branch Chief
SSI OPS/MC	Bi-Weekly (Wednesday)	X			X						
Career Program 32 Actions	Bi-Monthly (TBD)	X			X						
Working PBAC	Bi-Annually (TBD)	X			X						
G-1 Actions Coordination Meeting	Monthly (TBD)	X			X						
G-3 Actions/Taskers Coordination Meeting	Daily	X			X						
CASCOM Council of COL	Weekly (Wednesday)	X			X						
TDD Staff Call	Weekly (Tuesday)	X			X						
Training Assessment OPT	Bi-Weekly (Wednesday)	X			X						
CAC Rigor OPT	Bi-Monthly (Thursday)	X			X						
SSI Civilian of Quarter/Yr. Board	Quarterly (Tues-Fri)/Annually	X			X						
CAC Digitalization OPT	Bi-Weekly (Wednesday)	X			X						
SSI Commander Brief	Monthly (3rd Wednesday)	X			X						
TDD AG Commandant Review	Quarterly	X			X						
TDD FC Commandant Review	Quarterly	X			X						
*TDD Sync DoT Meeting	Bi-Weekly	X			X						
AME Nominations TRADOC	Annually (April)	X			X						
*AME Qtrly OPT	Quarterly	X			X						
*AME Nominations CASCOM	Annually (March)	X			X						
Distributed Learning Integration Action Officer Working Group	Annually (March)		X		X						
Faculty & Staff ATRRS Training Plan	Weekly (Thursday)		X		X						
IOY Nominations to TRADOC	Annually (August)		X		X						
*IOY Nominations to CASCOM	Annually (January)	X			X						
TDD Historical Report	Annually (December)	X			X						
TED-W annual Workload / Strength Reporting	Annually (February)	X			X						
TED-W Annual Strength	Annually (November)	X			X						
*TED-W POM Back Brief Coordination	Annually (September)	X			X						
*TED-WM Site Assistance Visit (SAV) Coordination	Annually (January)	X			X						
*TED-WM SAV Training	Annually (April)	X			X						
*TED Workload Management Forum	Annually (July-August)	X			X						
TDC Workload Accomplishments / Requirements Report	Quarterly	X			X						
TEM (CATS) Review (12 months)	Quarterly		X		X						
CASCOM G3 Digitalization OPT	Annually		X		X						
Bb.com CASCOM Working Group	Every Two Weeks (Wednesday)	X			X						
Bb.com TRADOC Working Group	Weekly (Tuesday)		X		X						
Faculty Development Professional Learning Community meeting (via MSTE/AMS)	Weekly (Wednesday)		X		X						
PGOC Meeting Participation	Monthly		X		X						
CATS Svc Meeting	Monthly (3rd Wednesday)	X			X						
Standards for Training Readiness Advisory Group (STRAG)	Quarterly		X		X						
Sustainment Unit One Stop Working Group	Quarterly		X		X						
369 Update to SSI/Cdr	Monthly (4th week)		X		X						
Accreditation	3 years or as Required	X			X						

Common Task/Meetings/Events	Frequency	TDD Deputy Director	CTED Division Chief	Collective Training Branch Chief	Education Technology Branch Chief	Faculty & Staff Branch	ETED Division Chief	ETED AG Branch Chief	ETED FC Branch Chief	OTED Division Chief	OTED AG Branch Chief
Financial Literacy Working Group (Army G9)	Monthly (2nd Tuesday)						X		X		
PPS-A-1-2 Star Executive MILPAY Huddle	Quarterly (TBD)	X					X				
PPS-A Council of Colonels	Monthly (4th Thursday)						X				
PPS-A Curriculum & Training Working Group	Every Two Weeks (Tuesday)						X	X			X
PPS-A Integration Working Group	Every Two Weeks (Tuesday)						X	X			X
Mid-Grade Learning Continuum (MLC) Telecom	Monthly (2nd Thursday)						X	X	X		X
One Army School System Meeting w/4th Bde	Monthly (2nd Thursday)						X	X	X		
SMDR	Annually (September)						X	X	X		X
PPS-A All-ASK-EM Transition Working Group	Weekly (Monday)										X
Soldier Talent Profile Working Group	Weekly (Monday)										X
PPS-A FMD Training	Weekly (Monday)										X
CSEP Working Group	Bi-Weekly (Tuesday)										X
PPS-AR3 (COL Morse)	Weekly (Thursday)										X
PPS-A ATAP	2x Month (Tuesday)										X
Army Learning Coordination Council (CoC / GO SC)	Quarterly / Semi-Annual	X								X	
CAC CCC Modernization OPT	Bi-Weekly (Thursday)										X
Common Core Review Working Group (NCO C3)	As Directed by CAC										X
DL course GFJ provided to CAC DL	Annually (October)										X
<p>Frequency: Example if the common task happens annually, monthly or weekly type: ("Annually" add the month) ("Monthly" add what week) ("Weekly" add what day in the week)</p>											
<p>Color Code:</p>											
TRADOC – Grey											
CASCAM – Blue											
SSI – Green											
PPS-A - Red											
Army G-9											
TDD-White											

## Appendix C Individual Task Analysis

**Reference:** TP 350-70-1 (Training Development in Support of the Operational Domain), Chapter 7.

**C-1.** Individual task analysis is the process used to identify the task performance detail needed to develop efficient and effective individual training. An individual task analysis is conducted for each critical individual task to identify all task performance specifications for that specific task. These specifications are focused on how the task is actually performed, under what conditions it is performed, or how well the Soldier should perform it. Task analysis data for critical tasks serve as the foundation for the design and development of efficient and effective individual education/training products, and plays a major role in ensuring the relevance and validity of follow-on education and training.



***Task performance specifications relationships***

**C-2. Start Point.** Start points for new and revised individual task analysis are as follows:

a. Revision. An individual task analysis revision begins when needs analysis identifies a training development requirement to revise/update an existing critical individual task analysis because of a change in how a current critical individual task is performed.

b. New. A new critical individual task analysis starts—

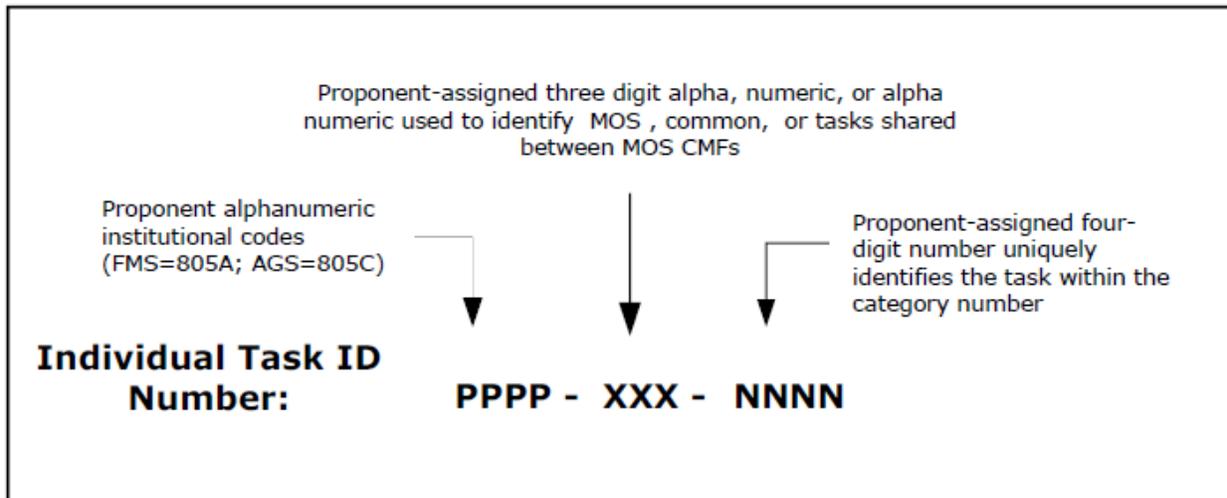
- (1) On receipt of a new critical individual task
- (2) When there is a significant change in how a task is performed.

**NOTE:** Utilize the [Individual Task Analysis Checklist](#) (paragraph C-5) when conducting task analysis ensures all required information and data are identified and documented. The amount of work involved will vary, depending upon whether a new analysis is conducted, or an existing individual task analysis is updated.

### C-3. Identify the individual task performance specifications.

a. The task performance specifications describe precisely how a specific individual critical task is actually performed, under what conditions the task is performed, and how well an individual performs the task. These specifications are the task performance details needed to establish the individual training strategy and design and develop follow-on education/training. Identify these specifications, in order that the follow-on education is effective, efficient, and economical. The specifications are:

- (1) Task number. Follow critical individual task numbering guidance.



(2) Task title. The task title sums up the action to be performed. The title should be completely understandable in terms of the expected outcome by anyone reading it. Write the title in a standard format, using title case. The title must consist of one appropriate present tense action verb and one object.

- (3) Task type.

- (a) Shared, unique, or common.

- (b) Staff, leader, or skill level/CMF and officer rank task.

(4) Task performance condition. The individual task condition describes under what circumstances the task must be performed. It also lists what materials, personnel, and equipment must be provided for task accomplishment.

(5) Task performance standard. The standard describes the acceptable level of performance. It notes how well someone should perform the task to be considered competent. The standard must include both the performance and the criteria. It must be objective, valid, reliable, usable, comprehensive, discriminating, and quantifiable. Criteria may include, but are not limited to, accuracy, quantity, speed, and quality.

(6) Task performance steps. A performance step is an action or decision that an individual must accomplish to perform an individual task to standard. A performance step is a single discrete operation, movement, action, or decision that composes part of a procedure or task.

(a) Identify and list all individual task performance steps in performance sequence order.

(b) Number all performance steps alphanumerically.

(c) Write performance steps using a present tense verb and object format. A performance step sentence should include a description of the present tense action and a quantitative or qualitative remark.

(d) Ensure the use of terms and level of detail is appropriate for the target population.

(7) Task evaluation. Provide descriptive task evaluation guidance and evaluation preparation information.

(8) Task performance measures. Performance measures are actions that are objectively observable, qualitative, and quantitative, and that can be used to determine if a performance step or substep is satisfactorily achieved.

(a) Number all performance measures alphanumerically.

(b) Write performance measures using a past tense verb and object format.

(c) Ensure the performance measures are constructed using terms and equipment names that are specific for the units and proponents that train the task.

#### **C-4. Identify additional individual task analysis data.**

a. Distribution restriction and foreign disclosure. Identify the appropriate distribution and foreign disclosure statements.

b. Skills and Knowledge. Associate skills and knowledge required to perform the task.

- c. Certification. Associate Certifications required to perform the task (if applicable).
- d. Statements. Enter applicable and/or required statements.
  - (1) Improvised Explosive Device (IED) environment.
  - (2) Mission Oriented Protected Posture (MOPP) statement.
  - (3) Cue statements.
  - (4) Environmental statements. Identify all environmental factors and considerations associated with the task and develop the appropriate statement.
  - (5) Notes and remarks statements (if applicable).
  - (6) Safety statements. Determine all safety factors, hazards, and considerations associated with the task and enter the appropriate statement.
  - (7) Danger, Warning, and Caution statements.
- e. Prerequisite and supporting individual tasks (if applicable).
- f. References. Identify references required by title and publication number. To aid Soldiers in locating the most current applicable reference(s), list only the minimum number of references for an individual task. At a minimum, one reference must be linked to the task. Avoid including an expansive list of references simply because the document makes some degree of reference in the performance of the task. This guidance applies at both the task and performance step levels.
- g. Glossary terms.
- h. Equipment (LIN) and Materiel Items (NSN). Identify equipment/end items/materials required to perform the task.
- i. Training Aids, Devices, Simulators, and Simulations (TADSS).
- j. Multimedia. Identify any multimedia required to perform the task.
- k. Acronyms and abbreviations. Identify all acronyms and abbreviations required to understand/perform the task.
- l. Supported Collective Task(s). Supported collective tasks will be identified and linked in TDC by the Collective Training Division training developer (if applicable).
- n. Supported Individual Tasks(s). Associate any supported individual tasks (if applicable).

**C-5. Individual Task Analysis Checklist for Training Developers.** This checklist is also available on the Army Training Network (ATN) [Training and Education Developer Toolbox \(TED-T\)](#) website.

INDIVIDUAL TASK ANALYSIS CHECKLIST				
Task Number:				
Task Title:				
Task Approval Date:				
Note: 1. Refer to TRADOC PAM 350-70-1 (Chapter 7) for guidance on the checklist for each respective area.				
2. Required indicates a task element required to satisfy TMD Review requirements.				
TMD Review	Concur	Non-Concur		Comments
Checklist Item	Yes	No	NA	Remarks
Task Data				
<b>Required:</b> Is the Proponent properly identified?				
<b>Required:</b> Does the task follow the correct numbering format: nnnn-xxx-nnnn? Middle three digits (xxx) should be "COM", 000, or MOS specific. Para 7-2b(1)-(3)				
<b>Required:</b> Is the title completely understandable in terms of the expected outcome? Para 7-2c				
<b>Required:</b> Does the task behavior/title consist of one present tense action verb? Para 7-2c				
<b>Required:</b> Does the verb in the task title match the verb in the Standard Statement and the Standard Verb in the Task Data?				
<b>Required:</b> Does the task behavior/title contain only one object? Para 7-2c				
<b>Required:</b> Does the title sum up the action performed by the Soldier? Para 7-2c				
<b>Required:</b> Does another proponent have a task already approved for this purpose?				
<b>Required:</b> Is the task type marked shared, unique, or common?				
Is the task identified as a Staff, Leader, Skill Level/CMF and Officer Rank Task?				
Is Supervision required?				
Is Night Vision required?				
<b>Recommended:</b> Does it identify an ICTL?				Majority of all Individual tasks should be linked to an ICTL.
<b>Required:</b> Is the Safety Level indicated?				
<b>Required:</b> Is the Security Domain indicated?				
<b>Required:</b> Is the Security Sub domain provided?				
Administrative Data				
<b>Required:</b> Is the administrative data filled out?				
Creator/Developer/Manager/Approver				

Condition Statement				
<b>Required:</b> Is the condition written in present tense and paragraph format?				
Does it identify the initiating cue? (Why the soldier performs the task.) Figure 7-3				
Does it identify the physical setting? (When and where the soldier performs the task.) Figure 7-3				
Does it identify the resources (materials, personnel, and equipment needed to accomplish the task? Para 7-3a				
Does it list any special conditions? When applicable. Para 7-3b				
Standard				
<b>Required:</b> Is the standard written in present tense and paragraph format? Para & Figure 7-4				
<b>Required:</b> Does the standard describe the acceptable level of performance? Para & Figure 7-4				
<b>Required:</b> Can the standard be used to measure the task performance? Para & Figure 7-4				
<b>Required:</b> Is the standard objective, valid, reliable, usable, comprehensive, discriminating, quantitative, and qualitative? Para & Figure 7-4				
Performance Steps				
Is each performance step a single discreet operation, movement, or action that comprises part of a task? Para 7-5				
<b>Required:</b> Is each performance step written in present tense verb and object format? Para 7-5				
Performance Measures				
<b>Required:</b> Are the performance measures objectively observable, qualitative and/or quantitative? Para & Figure 7-6				
<b>Required:</b> Does each measure start with a verb? Is it written in past tense? Para & Figure 7-6				
Are the measures constructed using terms and equipment names that are specific for the units and proponents that train the task? Para & Figure 7-6				
<b>Required:</b> Do the measures have the same number of measures as steps? Measures are derived from the steps. Para & Figure 7-6				
Evaluation Guidance				
<b>Required:</b> Evaluation Guidance: Does it provide an evaluation guidance statement identifying what is needed for the task to be performed to standard? Example: Score the Soldier GO if all performance measures are passed (P). Score the Soldier NO GO if any performance measure is failed (F). Para 7-10				

Evaluation Preparation				
<b>Required:</b> Evaluation Preparation: Does it provide a statement that identifies the evaluation preparation needed to execute the task. Example: Setup: Test this task in conjunction with other radiation measurement testing. Ensure that an AN/VDR-2 with batteries is available. Brief Soldier: Tell the Soldier to perform preventive maintenance checks and services on the AN/VDR-2. Para 7-11				
Distribution Restriction				
<b>Required:</b> Does it identify a restriction?				
Foreign Disclosure				
<b>Required:</b> Does it identify one?				
Supporting References				
<b>Required:</b> Is there a reference linked? Para 7-2d				
If more than one reference is identified, is one identified as primary? Para 7-2d				
<b>Required:</b> Are the references valid and available in APD? Para 7-2d. If not, the location of the reference must be identified.				
Knowledges				
<b>Recommended:</b> Are knowledges identified? Para 7-9c				
Skills				
<b>Recommended:</b> Are skills identified? Par 7-9b				
Prerequisite/Supporting Related Tasks				
Is it linked to a prerequisite individual task?				
Is it linked to a supporting individual task?				
Equipment				
Does it identify equipment that enables successful completion of this task? Para 7-12				
Material Items				
Does it list any material items?				
Supported Tasks				
Is it linked to a supported individual task? Para 7-7b				
Considerations/Notes				
<b>Required:</b> Are the environmental considerations identified? Para 7-13b				
<b>Required:</b> Does the safety statement accurately describe the risk? Para 7-13a				

## **Appendix D**

### **Individual Training Staffing Documents and Formats**

**D-1. Overview.** This appendix outlines individual training administrative staffing forms and approved formats for TSPs and lesson plans within SSI. This information is general in nature and is non-prescriptive. Procedures and formats may vary based on the proponent requirements, supported courses, and delivery methods. If you have any questions on proper staffing procedures or approved TSP/lesson plan formats for your course, obtain guidance from your supervisor.

**D-2. Approval Authority.** As training proponents for their respective branches, the commandants of the FCS and AGS are the approval authorities for all training and education products for their courses. At their discretion, commandants may choose to delegate this approval authority to the deputy commandant, school Director of Training (DOT) or another individual they so designate. The following depicts the general administrative routing flow for new or significantly revised individual training and education products.

#### ***Routing of Individual Training and Education Products for Commandant Approval***

**D-3. Administrative Staffing Forms.** The following administrative forms are used within SSI for staffing training and education related documents. An example of each form is included in this appendix.

- a. Routing and Transmittal Slip. Used to identify internal routing by-name or position. May also include suspense date(s) and list of enclosures.
- b. Decision Memorandum. Used to obtain the commandant's approval for training and education products.
- c. EXSUM Action Staffing Form. Used to summarize key points for an action, provide a recommendation, and obtain the commandant's approval/disapproval or guidance.

**D-4. Routing and Transmittal Slip – Example.** This is an **example**. Modify the form to include any other individuals your action should be routed to (e.g. QAO, Branch/ Division Chief, Deputy Director/Director, TDD, etc.)

<b>Adjutant General Branch, Individual Training and Education Division</b>										
Routing and Transmittal Slip					Date:	9 March 20XX				
SUBJECT:		<b>2020 MOS 420A Critical Task and Site Selection Board (CTSSB) Board Proceedings</b>								
From:		Mr. Bubbles			Room No: 2058					
					Phone #:	751-8623				
<b>REMARKS:</b>		Request review and concurrence on board proceedings for Commandant's approval.								
X	Action		Note and Return		Circulate		For your info	X	Approval	
	See Me		File		Line thru		Concurrence	X	Review/Comment	
SEQ	To: Name and Room Number		Suspense Date	Initials	Date action Completed		Remarks			
1	CW3 Smith Writer/Developer									
2	CW5 Thomas CWOAGC									
3	Mr. Brown Deputy DOT, AGS									
4	LTC Bunch DOT, AGS									
5	Mr. White Dep Cmdt, AGS									
6	COL Jones Cmdt, AGS									
7	Return to Mr. Bubbles									

**D-5. Decision Memorandum – Example.** This is an **example**. Modify the Decision Memorandum, as needed, for the action you are staffing.

	<p>DEPARTMENT OF THE ARMY U. S. ARMY SOLDIER SUPPORT INSTITUTE 10000 HAMPTON PARKWAY FORT JACKSON, SOUTH CAROLINA 29207-7025</p>
ATSG-TDD	9 March 2017
<p>MEMORANDUM FOR Commandant, Adjutant General School, 10000 Hampton Parkway, Fort Jackson, SC 29207-7025</p>	
<p>SUBJECT: 2017 Military Occupational Specialty (MOS) 420A, Human Resources (HR) Technician, Critical Task and Site Selection Board (CTSSB) Board Proceedings</p>	
<p>1. <u>DECISION</u>.</p> <p>2. <u>PURPOSE</u>: To obtain the Commandant's signature approving the 2017 MOS 420A CTSSB Board Proceedings.</p> <p>3. <u>BACKGROUND and DISCUSSION</u>: The 2017 MOS 420A CTSSB was conducted 27 February – 3 March 2017 to review individual critical tasks for WO1-CW2 and CW3-CW4 HR Technicians. All recommendations made by the board are attached.</p> <p>4. <u>RECOMMENDATION</u>: That the Commandant sign below and sign the EXSUM at TAB A approving the 2017 MOS 420A CTSSB board proceedings.</p>	
Encl	L.Z. HARRISON, JR. Chief, ITED
<p><u>COORDINATION</u>:</p>	
Dir, AGS TD Dep Cmdt, AGS	CONCUR/NONCONCUR: _____ DATE: _____ CONCUR/NONCONCUR: _____ DATE: _____
<p>Approved: _____ Disapproved: _____ See Me: _____ Date: _____</p>	

**D-6. EXSUM Action Staffing Form – Example.** This is an example. Modify the form, as needed, for the action you are staffing.

<b>EXSUM ACTION STAFFING FORM</b>		1. School: Adjutant General School	2. TODAY'S DATE 6 July 2017	3. SUSPENSE DATE 14 July 17
4. OFFICE SYMBOL ATSG-TDD	5. SUBJECT Program of Instruction (POI) for the Brigade S1 Operations Course			
6. TDD POC (Rank, Name, Division) Mr. LZ Harrison, ITED, Training Development Directorate			Phone: 751-8663	
<b>7. EXECUTIVE SUMMARY / ACTION MEMORANDUM</b>				
<b>Key Points</b>				
<ul style="list-style-type: none"> <li>This POI submission is based on the TRADOC requirement to develop and update all lesson plans in the Course Resource Model (CRM) and the Instructor Requirements Model (IRM).</li> <li>This submission also includes the changes identified by AGS based on Commandant directed course redesign, including HR Weapons qualification.</li> </ul>				
Ref: TRADOC Regulation 350-70				
<b>Encl:</b> TAB A: Memorandum of Transmittal for signature TAB B: Memorandum from TRADOC DCG-CoS, dated 19 Mar 15 and HQDA G-3/5/7, dated 5 Jun 15 TAB C: BDE S-1 Course Design Spreadsheet TAB D: 7C-F47/500-F34, BDE S-1 POI TAB E: BDE S-1 Course Map TAB F: SSI, Training Management Review and AGS, QAO Approval Memo (Mr. Johnson)				
<b>1. Purpose:</b> To obtain Commandant approval of the POI.				
<b>2. Discussion:</b>				
<p>a. The POI is the definitive requirements document that provides all details required to implement the course to include all required resources.</p> <p>b. This POI submission is a result of, and adheres to, TRADOC DCG-CoS Memorandum, Subject: TRADOC Policy Governing the Review and Validation of Programs of Instruction (POIs) and Lesson Plans (LPs) Developed in the Course Resource Model (CRM) Version of Training Development Capability (TDC), dated 19 Mar 15 and HQDA G-3/5/7, Subject: Training and Doctrine Command Instructor Requirements Model (IRM) dated 5 Jun 15. A copy of the memorandums are located at TAB B.</p> <p>c. This submission also includes changes identified by AGS during Commandant directed redesign, which includes the HR Weapons Qualification. The lesson plans within various training modules had times adjusted and additional HR systems training built into the POI, with no additional course growth.</p> <p>d. The last TRADOC validated POI for this course was in April 2014. Based on updates to the curriculum and higher headquarters requirements as stated in the memorandums at TAB B, a POI validation is required.</p>				
<b>3. Recommendation:</b> That the Commandant approves the POI for submission to TRADOC.				
APPROVED <input type="checkbox"/> DISAPPROVED <input type="checkbox"/> NOTED <input type="checkbox"/> SEE ME <input type="checkbox"/> COMMENT <input type="checkbox"/>				
DAVID G. JONES COL, AG Commandant				

(FOUO)

**D-7. TSP/Lesson Plan Formats.** This appendix provides examples for the following TSP/lesson plan formats.

a. **TDC TSPs/Lesson Plans.** TDC is the approved standard within TRADOC for preparing TSPs and lesson plans. TP 350-70-14 (Training and Education Development in Support of the Institutional Domain), provides guidance on preparing lesson plans (Chapter 7) and TSPs (Chapter 10). Additionally, the TDC on-line Electronic Performance Support System (EPSS) provides step-by-step assistance with TSP/lesson plan development. To access a TDC TSP/lesson plan example using your CAC click [here](#). To access using AKO click [here](#).

b. **ELM Lesson Plans.** ELM is the prescribed format for certain leader development courses within the SSI (e.g., Captains Career Course and NCOPDS), since these courses are more education based rather than task-based. Efforts are ongoing to modify TDC to accommodate the ELM lesson plan format. In the interim, TP 350-70-7, Army Educational Processes, provides guidance on developing ELM lesson plans and rubrics. Additionally, the U.S. Army Command and General Staff College Faculty Development Phase 2 Author's Handbook provides detailed information on ELM lesson plan development. To access an ELM lesson plan example using your CAC click [here](#). To access using AKO click [here](#).

## Appendix E Course Management Plans (CMP)

**E-1. Overview.** The CMP provides course managers and instructors/facilitators administrative information required to manage and conduct the course.

**E-2. CMP Requirements.** Prepare a CMP for courses, phases, or modules (including Total Army Training System (TATS) courses and courses designed specifically for the Reserve Components (RC)). The CMP should reflect any differences for the AA and RC instructor and/or student implementation guidance. For new courses, CMP development starts upon completion and approval of the course design. For existing courses, CMPs are updated when a new POI is submitted or when significant changes to CMP content are required.

**E-3. CMP Approval.** CMPs are coordinated with training departments before staffing to the commandant for approval. Approved CMPs are uploaded in TDC as part of the POI submission process.

**E-4. TRADOC CMP Format.** TP 350-70-14 Appendix H, provides a generic format and Table of Contents for preparing the CMP.

### TABLE OF CONTENTS

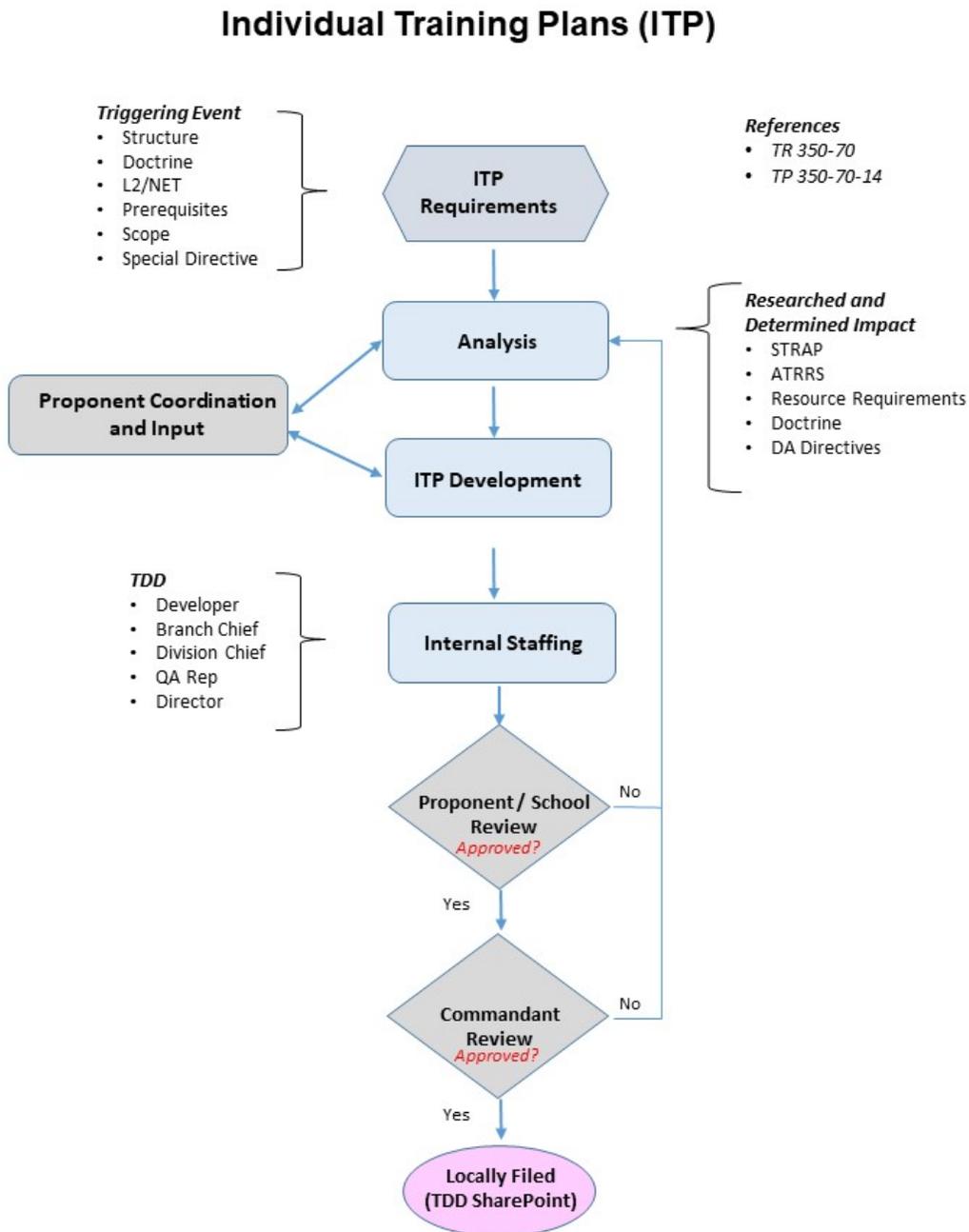
- \* **Course Structure**
- \* **Course Map (Mandatory Training Sequence)**
- \* **Training Sequence**
  - Course Manager Qualifications
  - Course Manager Guidance
- \* **Instructor Certification Requirements**
  - Instructor/Facilitator Guidance
  - Student Guidance
- \* **Assessment Administration Guide**
  - Required References
  - Trainer Guidance

**NOTE:** Mandatory components are marked with an asterisk (\*). Record any differences between AA and U.S. Army Reserve (USAR)/Army National Guard (ARNG) instructor/facilitator and/or student implementation guidance.

**E-5. TDD CMP Format.** TDD has a standardized CMP format based on the requirements in [TP 350-70-3](#), Appendix B. This format may be modified for any additional course-specific or proponent school information that may be required. To access a CMP example using your CAC click [here](#). To access using AKO click [here](#).

## Appendix F Individual Training Plans (ITP)

**F-1. ITP Process Map.** Although the ITP is no longer a TRAS document, it is still prepared for each military or civilian occupational specialty or learning program. ITPs are long-range planning documents, prepared for each military or civilian occupational specialty or learning program, that describe the plan to satisfy learning requirements for an individual's entire career.



## Appendix G Lesson Identification Numbering

G -1. Every lesson requires a number and title. During the design phase of ADDIE, TNGDEVs create lesson plan outlines with numbering and titling. Discussion of lesson titles is in paragraph 7-10.

G-2. A coherent and systematic method for numbering lessons is required to manage the digital storage and retrieval of lessons. This enables proponents to search, locate, and share lessons effectively and efficiently.

G-3. The format for lesson numbers is PPPP-NNNNNNNN. The first four spaces are for the proponent school code; the code may not require the use of all four spaces. The second field of eight numbers/letters provides a unique lesson identifier. The lesson number format allows for effective and efficient search capability for schools and centers that need that lesson.

(1) Make the lesson number noticeably similar to the task number when converting an individual task directly into a lesson to improve database search capability. In cases where the lesson teaches more than one task this may not always be possible.

(2) Ensure the lesson number reflects the task number when converting a common core task into a lesson (for example, task number 805C-COM-2472). In this example, the COM is an abbreviation for common task/core. See figure below for lesson numbering examples related to a task.

Individual Task Number (3 fields)	Lesson Number (2 fields)
	<b>PPPP</b> = Proponent School Code (up to 4 spaces) <b>NNNNNNNN</b> = Unique alphanumeric designation (up to 8 spaces)
171-137-0001	171-1370001
805C-COM-2472	805C-COM2472

Figure G-1. Lesson numbering example for lessons based upon individual critical task or a common core task

(3) When developing a lesson plan based upon a knowledge, skills or attitudes, in a course with educational outcomes. Since there is no individual task number, the lesson number would not reflect a task number. The lesson number includes the proponent code and the unique alphanumeric designation (up to eight spaces) assigned by the proponent for that lesson.

## Appendix H Estimated Time Values (ETV)

**H-1.** ETVs are the TRADOC standard for manpower projections and are derived by the number of steps and length of time to accomplish each of the steps. ETVs are an average work factor and represents what the average training developer can complete.

**H-2.** Training and education development workload management involves current and future planning of workload to meet new or updated training and education development requirements. It includes prioritizing proponent training strategy decisions and applying ETVs to determine proponent workload capabilities, programming workload requirements, and planning to ensure the identification of resources needed to manage and implement learning product development.

### ETVs



ETV TABLE							
Product Type	Source DB	Maintenance Cycle (months)	Unit of Measure	New	Revise	Review	Maint
Collective Task	TDC	36	Per Product	240	180	20	92
Drill	TDC	36	Per Product	340	230	24	116.7
Function CATS	CATS-DT	36	Per Product	240	180	20	92
GTA	CAR	36	Per Product	80	60	5	29.75
ICTL	TDC	36	Per Product	440	230	20	114.5
Individual Task	TDC	36	Per Product	80	60	8	31.4
Individual TSP	TDC	36	Per Product	122	90	14	48.2
Lesson Plan	TDC	36	Per Academic Hour	17	10	8	8.9
METL	CATS-DT	36	Per Product	160	130	20	69.5
POI	TDC	36	Per Product	57	40	12	24.6
STP/OFS	TDC	36	Per Product	160	110	24	62.7
STRAP	SWT	36	Per Product	240	180	12	87.6
TC	CAR	36	Per Product	2040	1530	84	734.7
TEM	CATS-DT	36	Per Product	240	180	20	92
Unit CATS	CATS-DT	36	Per Product	240	180	20	92
UTL	TDC	36	Per Product	160	130	20	69.5
WTSP	TDC	36	Per Product	490	330	74	189.2
DL / BL Simple	-	36	Per Academic Hour	229	29	29	29
DL / BL Moderate	-	36	Per Academic Hour	394	51	51	51
DL / BL Complex	-	36	Per Academic Hour	1178	155	155	155

## **Appendix I**

### **Mission Analysis**

**I-1. Mission Analysis.** A mission analysis identifies a unit's mission and capabilities from which the entire set of tasks are developed. Base the analysis on a unit's organization, personnel, and equipment. The mission analysis process identifies the unit's mission; all the specified, implied, and supporting capabilities and functions that a unit and its subordinate units should perform; and the collective tasks to perform to accomplish those missions.

a. Initiate a mission analysis after a needs analysis. A new mission analysis is necessary when establishing a new type of AA or RC unit, or for a solution to major performance deficiency that affects a proponent-type unit. Apply managerial judgment when deciding whether to conduct a new mission analysis or revise an existing one. Revising a mission analysis is much more efficient than conducting a new mission analysis and may not require all steps. Training developers may streamline the process to the steps necessary in each situation to identify valid collective tasks to support the mission and capabilities.

b. Review and update a mission analysis when a needs analysis identifies a change in the tasks a unit performs. A change in task(s) may result from such items as:

(1) Unit feedback.

(2) New or revised doctrine; for example, TTPs.

(3) New or improved systems or equipment operation procedures.

(4) Operational lessons learned data from unit visits, unit task review boards or the Center for Army Lessons Learned (CALL).

(5) Evaluation feedback.

**I-2. Mission Analysis Process.** Following the needs analysis, the training developer or SME utilizes the mission analysis process for creating the UTL. The level of effort will vary, depending on whether it is conducting a new mission analysis or updating or revising an existing mission to collective task list.

### **I-3. Mission Analysis Outputs.**

a. Identification of unit organizational and functional structure.

b. Identification of all the specified, implied, and supporting capabilities.

c. A capabilities and functions-by-echelon list.

- d. Identification of collective tasks that compose the UTL.
- e. Collective task to reference matrix (shows references that support the collective tasks).
- f. Identification of individual tasks that support system employment training (shows individual tasks that support the collective tasks).

## Appendix J Collective Task Analysis

**J-1. Definition.** A collective task is a clearly defined, discrete, and measurable activity or action which requires organized team or unit performance and leads to accomplishment of the task to a defined standard. A collective task describes the performance of a group of Soldiers in the field under actual operational conditions, and contributes directly to mission accomplishment.

**J-2. Analysis for Collective Tasks.** Collective task analysis is a direct result of a mission analysis identifying gaps in unit training. The developer/development team provides results of the mission analysis to the team also identifies and documents the collective tasks, and any individual tasks directly supporting mission accomplishment, and provides them to the appropriate proponent or office for further analysis. Before creating new collective tasks, the developer or SME must review the Standard METL, the appropriate proponent UTL as well as existing collective tasks in TDC. Identify and document the supported AUTL tasks for possible synchronization with joint training.

a. The collective task analysis process defines the collective training needs (performance goals or objectives) and the ways to measure successful performance of the collective task(s) identified. Conducting a thorough analysis is essential for making training/instruction relevant to unit performance. Analysis provides information about what skills or knowledge need to be trained or learned, the conditions under which that should occur, and the standard of performance that must be achieved. The results of analysis form the basis for creating and revising unit training products.

b. During collective task analysis, the developer must determine if a new task needs to be created, or if an existing task can be modified to fill a training gap. The table below lists some of the considerations for determining whether a new collective task is necessary.

### Questions to ask before creating a new task

- Has there been a significant change in doctrine?
- Are there new tactics, techniques, and procedures (TTPs)?
- Has new equipment been fielded that provides a new and unique function/capability?
- Who is the proponent for the subject area?
- Has another proponent or non-proponent already created a task that addresses this subject area?

### Things that do not justify creating a new task

- A minor change in the echelon that is performing the task (see task numbering rules).
- Minor changes that fix grammatical errors to an existing task (some tasks have typing errors, but the content and intent of the task is the same).
- A change in conditions (all conditions should be addressed in the conditions statement for the task that is most valid), unless required for clarification.
- A change in standards (all standards should be addressed in the standards statement for the task that is most valid) with an appropriate note following the standards statement if required for clarification.

### Things to consider when validating a task

- What makes this task unique?
- If more than one task addresses the same subject matter, one or more of these tasks can most likely be eliminated.
- Is the base doctrine behind the task current and applicable?

c. Collective task analysis includes:

### Parts of a task

- Task Number
- Task Title
- Task Conditions
- Task Standards
- Task Steps
- Performance Measures
- References
- Supporting Collective Tasks
- Supporting Individual Tasks

### Rules to determine shared collective task proponentcy

1. See TR 350-70, Appendix B2.
2. Check AUTL
3. Check UJTL

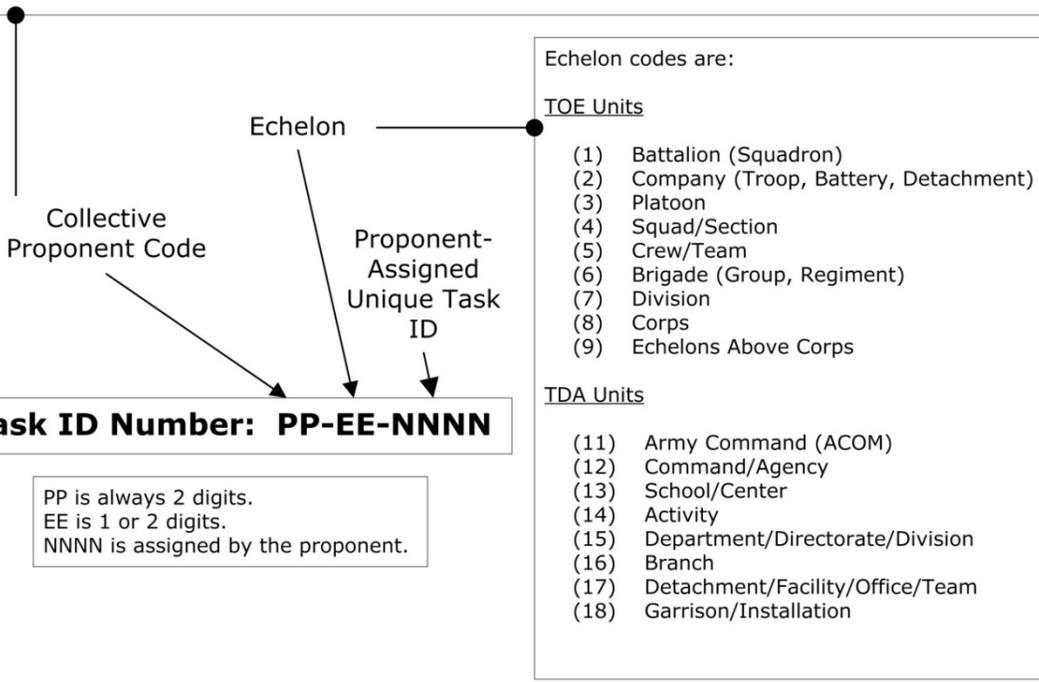
(1) Review doctrine. All collective tasks reflect current and emerging doctrine. The developer reviews the mission analysis data, appropriate FMs, and related TTPs. The review of doctrine results in the creation of a task reference list. To aid Soldiers in locating the most appropriate reference(s), list only the minimum number of references for a collective task. Avoid including an expansive list of references simply because the document makes some degree of reference to the performance of the task.

(2) Identify the target population. Consider the target population when developing either a shared or unique collective task. Conduct the analysis of a shared collective task with the broadest applicable target population in mind. The task analyst must consider the needs of each unit and/or proponent that may utilize a particular task.

(3) Number the collective task(s). The numbering system for all collective tasks must utilize a standard format (PP-EE-NNNN). Ensure that T&EOs are written by unit type and echelon. If a T&EO applies to more than one unit type at the same echelon, the T&EO may be applied with identifying the echelon in the title without identifying the unit type. Assign a collective task an echelon number at the echelon at which the collective task would be performed, not at the echelon of the TOE. For example, a collective task for *Perform Religious Crisis Response* is performed at the crew/team echelon; even though this task appears on battalion and above UTLs, it is performed by a unit ministry team and is coded at an echelon level of "CW or TE". The table on the following page shows how to use the proponent identification number list and echelon list to create a task number. Note that the proponent assigns the last four digits of a task number.

**Proponent:** Army organization or staff which has been assigned primary responsibility for material or subject matter in its area of interest.  
**Non-proponent:** Any organization other than the proponent. Most non-proponents are proponents for other subject areas.

<u>Collective Proponent Code</u>	<u>Title</u>	<u>Collective Proponent Code</u>	<u>Title</u>	<u>Collective Proponent Code</u>	<u>Title</u>
01	Aviation	17	Armor	41	Civil Affairs
02	Music	19	Military Police	42	Supply
03	CBRN	21	Individual Soldier	43	Maintenance (Except Missile)
05	Engineers	27	Judge Advocate (Military Law)	44	Air Defense Artillery
06	Field Artillery	30	Military Intelligence	45	Public Affairs
07	Infantry	31	Special Forces	46	Public Information
08	Medical	33	Military Information Support Operations	55	Transportation
09	Ordnance (Missile and Munitions)	34	Combat Electronic Warfare and Intelligence	63	Combat Service Support
10	Quartermaster	40	Space and Missile Defense	70	Acquisition, Logistics and Technology
11	Signal			71	Combined Arms
12	Adjutant General				
14	Finance				
16	Chaplain				

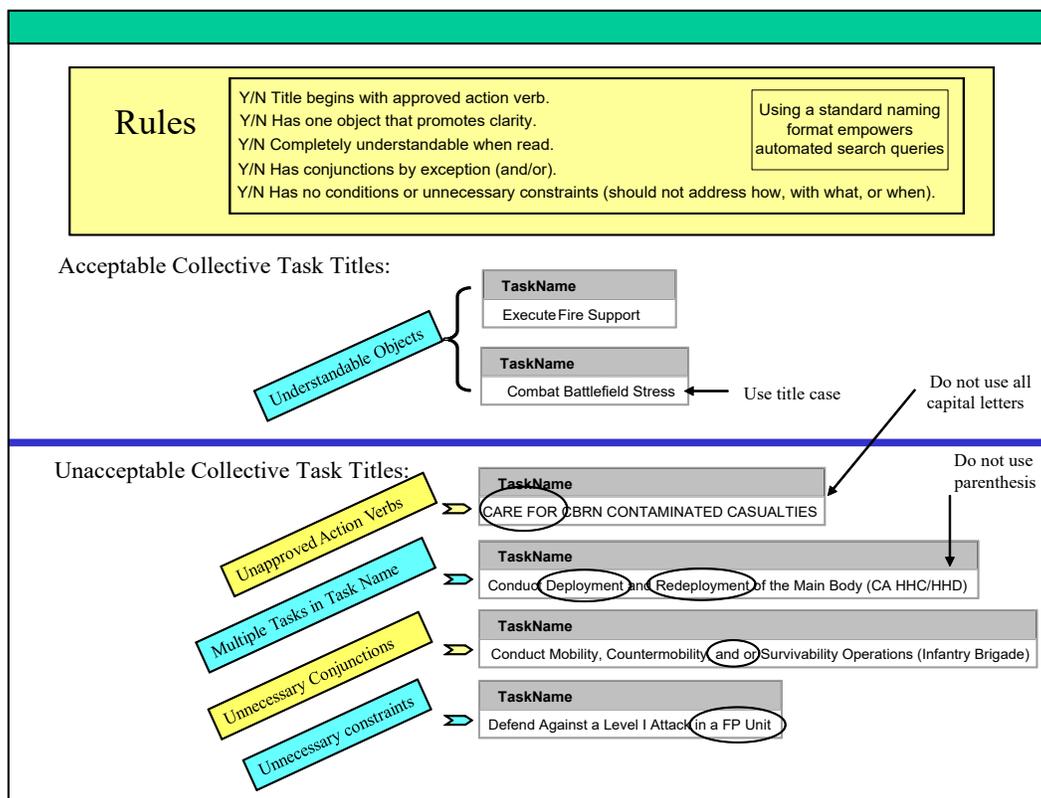


**NOTE:** Task echelon codes were revised, replacing echelon numeric identifier, second number sequence in collective task IDs with the corresponding acronym for the echelon selected. Example: 12-EAC-1226. Below is a list of task echelon codes, replacing the numeric identifier with the corresponding acronym for the echelon.

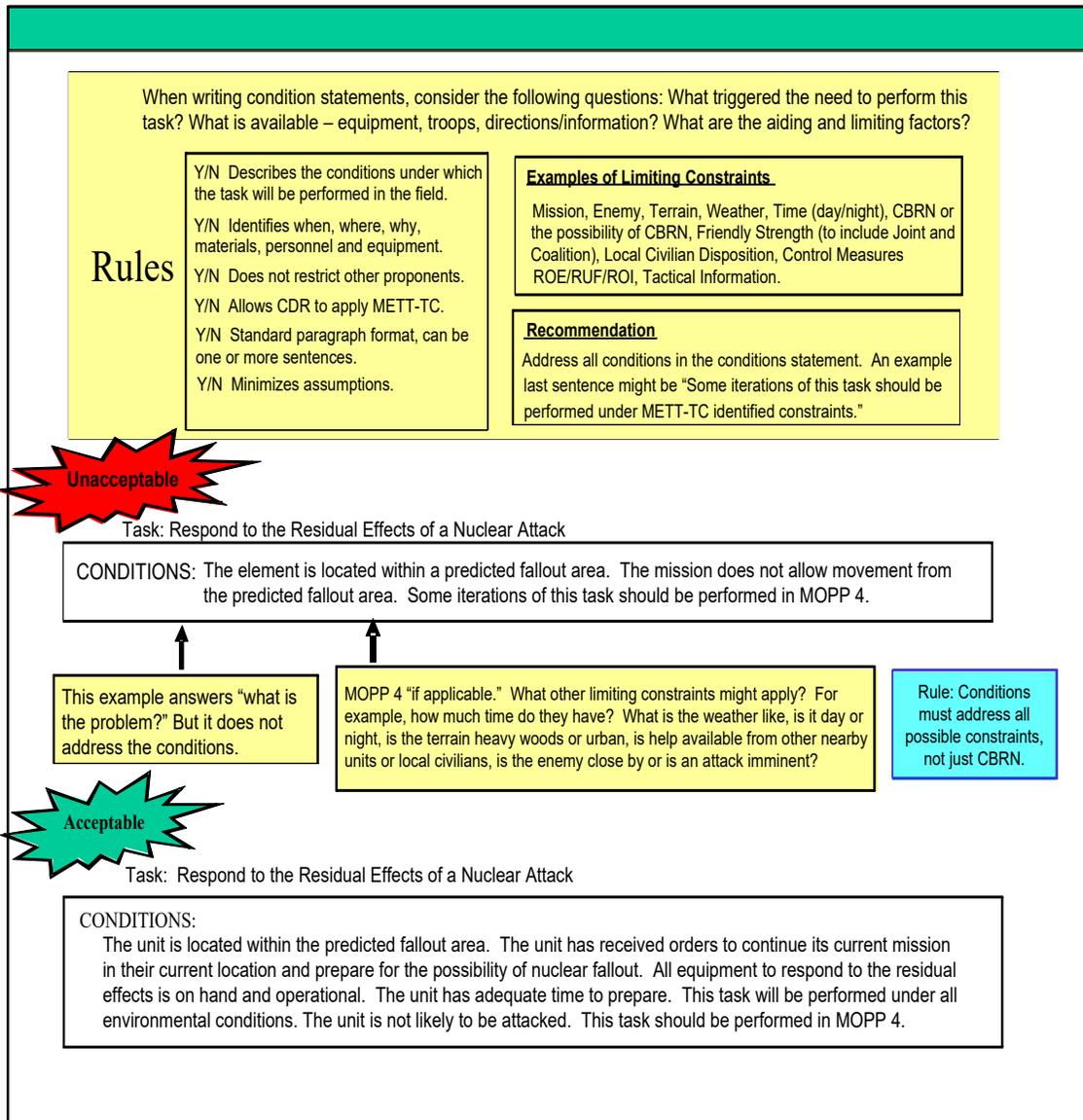
NAME	CODE	ABBREVIATION	COL TASK	DRILL	ORGANIZATION
Battalion	1	BN	✓	✓	✓
Company	2	CO	✓	✓	✓
Battery	2	BTRY	✓	✓	✓
Platoon	3	PLT	✓	✓	✓
Squad	4	SQD	✓	✓	✓
Section	4	SEC	✓	✓	✓
Team (TOE)	5	TE	✓	✓	✓
Brigade	6	BDE	✓	✓	✓
Division (TOE)	7	DIV	✓	✓	✓
Corps	8	CORP	✓	✓	✓
Not Selected	0	NONE	✓	✓	✓
Detachment (TOE)	2	DET	✓		✓
Troop	2	TRP	✓		✓
Group	6	GRP	✓		✓
Squadron	1	SQDN	✓		✓
Regiment	6	REGT	✓		✓
Echelons Above Corps	9	EAC	✓		✓
Center	13	CTR	✓		✓
Crew	5	CW	✓	✓	
Theatre Army	9	TA	✓		
Joint	10	JNT			
Activity	14	ACT			✓
Army Command (ACOM)	11	MACOM			✓
Branch	16	BR			✓
Command	12	CMD			✓
Detachment (TDA)	17	DT			✓
Division (TDA)	15	DV			
Office	17	OFF			
School	13	SCHOOL			
Team (TDA)	17	TM			✓
Agency	12	AGCY			
Department	15	DEPT			
Directorate	15	DIR			
Facility	17	FAC			
Garrison	18	GAR			
Installation	18	INST			

(4) Create the task title(s). The task title must consist of one appropriate, present tense, action verb and object only. The use of conjunctions or "/" must be avoided and the task title must be stated in terms that will be directly understood by anyone reading the title. In support of Building and Assessing Training Readiness (BATR) initiative, those tasks that are applicable to a particular type unit will include the unit type(s) the task applies to in the task name. Example: **Conduct Paying Agent Operations (FMSC)**. The title includes both the task evaluated and the type unit it applies to. If a task applies to multiple unit types at the same echelon, only the echelon will be listed.

Include no qualifiers or parenthetic statements other than for the purpose of abbreviation, or for the purpose of the identification of multi-echelon tasks. An example of a good task title would be *Occupy an Assembly Area*. The table below provides historical examples of correct and incorrect task title formats.



(5) Design the task conditions. A task condition statement must provide the general information required to allow multiple units to perform a task to standard based on a common doctrinal basis. A task condition is concise and written in paragraph format. There are eight elements to consider when writing a condition statement. Five of the elements are part of the mission, enemy, terrain and weather, troops, and support available, time available, civil considerations (METT-TC); however, the mission is not expressed as part of the condition statement. The other three elements are the trigger (or cue), current actions or situation, and historical information. TP 350-70-1 provides a description of each element. The table below gives further guidance on writing condition statements.



(6) Design the task standard. The task standard provides the criteria for determining the minimum acceptable level of task performance under operating conditions. The task standard must be concise and written in present tense. Standard statements are composed of several sentences or a bulleted list that describes actions. There are three elements to consider when writing a standards statement: (1) describe the action in present tense, (2) include a quantitative or qualitative remark, and (3) list the authority. Developers will identify leaders, by position, required to be present for each collective tasks T&EO and will identify critical performance measures. See example standard statement and Objective Task Evaluation Criteria Matrix below:

**Example Standards statement:** IAW ATP 1.0-2, the HRSC provides theater level management of PA, casualty, and postal operations. Based on the HRSCs authorized strength, 75% of the HRSCs leaders and 80% of Soldiers are present at the training. Based on the HRSC authorized strength, the HRSC attains 80% on performance measures, 100% on critical performance measures, and 85% on leader performance measures achieving a T, fully trained.

**NOTE:** Leaders are defined as Director, Deputy Director, Division Chiefs, and the Chief HR SGT.

The Objective Task Evaluation Criteria Matrix table below identifies task independent criteria set by HQDA and will be applied in T&EOs of all tasks.

Plan and Prepare		Execute					Assess			
Operational Environment	Training Environment (L/M/C)	Leaders Present at Training/Required	Present at Training/Required	External Eval	Performance Measures	Critical Performance Measures	Leader Performance Measures	Evaluator's Observed Task Proficiency Rating	Commander's Assessment	
BDE & Above										
Dynamic and Complex (All OE Variables and Hybrid Threat)	IAW unit CATS statement	≥75%	≥80%	Yes	≥80%	All	≥85%	T	T	
								T-	T-	
								P	P	
Dynamic and Complex (All OE Variables and Single Threat)		IAW unit CATS statement	60-74%	60-79%	No	65-79%	All	75-84%	P-	P-
									P-	P-
Dynamic and Complex (<All OE Variables and Single Threat)			IAW unit CATS statement	≤59%	≤59%		≤84%	<All	≤74%	U
	U									U
Day										

The table below provides additional guidelines for writing task standards statements.

Consider this question when writing task standards: What did the unit do to succeed at this task and in accordance with (IAW) what?

**Rules**

Y/N Written as an “end-state” type statement that reflects the Commander’s intent for defining success.

Y/N Describes minimum acceptable level of performance to ensure successful completion of the task.

Y/N Written in **present tense** and paragraph format.

Must be:

Objective	Reliable	Comprehensive
Valid	Usable	Discriminating

May include:

Accuracy	Speed
Quantity	Quality

Example last sentence: “The time required to perform this task is increased when conducted under constrained conditions.”

**Unacceptable**

Task: Perform Joint Air Attack Team (JAAT)

**Task Standards:** Joint Air Attack was performed in accordance with technical publications and internal SOP. Performance degradation factors increased time and difficulty levels.

Does not define success.

**Acceptable**

Task: Perform Joint Air Attack Team (JAAT)

**TASK STANDARDS:** Joint Air Attack Team meets OPFOR destruction criteria. The company synchronizes and uses all available combat assets to destroy the OPFOR without the loss of friendly personnel or equipment and **within the specified time constraints of the OPORD.**

(7) Develop the performance steps. Performance steps are the major actions a unit must accomplish to perform a collective task to standard. Performance steps provide a (typically sequential) step-by-step description of the discrete actions that compose a task. Any step within each T&EO that the training developer determines is a leader task (conducted by a leader or leaders) is identified by marking it with an asterisk (\*) Critical steps/child steps are identified by marking with a plus (+).

(8). Performance Measures: the proponent defines the performance measures for each task and these will be found in the applicable T&EO for the task. The percentages of “GO” established as proficiency criteria are static for all tasks T&EOs and remain unchanged. Performance measures for collective tasks include GO/NO GO/NA columns for the evaluator. If the measure does not apply at a particular echelon or is not observed during training of a particular unit, the evaluator can designate this in the NA column so as not to affect the GO/NO GO status of the unit. Adding the NA column also allows the developer to write the task to the highest applicable echelon knowing that some steps or sub steps do not apply at the lower echelons.

(9). Identify the supporting individual tasks. Supporting individual tasks are performed to enable the successful performance of the supported collective task. The supporting individual tasks are the individual tasks that must be performed to accomplish the collective task. Proficiency must occur at the individual task level before it can occur at the collective task level.

(10). Identify the supporting collective tasks. Supporting collective tasks are those tasks that enable the successful performance of the supported collective task. The inclusion of supporting collective tasks must be limited to tasks that have a first order effect on the supported collective task. Proficiency must occur at the supporting collective task level before it can occur at the collective task level. Therefore, when developing a collective task, the supporting collective tasks must be identified and linked.

(11) Identify the supporting drills. Supporting drills are those that are performed during the execution of the supported collective task.

(12) Safety and environmental statements. Include safety and environment statements to alert trainers to their responsibilities regarding Soldier safety and environmental concerns during training.

(13) Opposing forces (OPFOR) tasks and standards. OPFOR tasks are those tasks that have an opposing relevance to the collective task being performed. OPFOR tasks and the numbers associated will be IAW the Task Evaluation Matrix.

(14) Equipment and materiel. Equipment and materiel are the resources that have relevance to the task being trained. For collective tasks, the inclusion of equipment and materiel items is limited to those that have relevance to the target population being trained.

(15) Training aids, devices, simulators, and simulations (TADSS). Select any appropriate TADSS to support collective task training. If applicable, the TADSS title and numbers are required.

(16) Synopsis report. The synopsis report includes all the information entered into the system, allowing review of all collective task information.

(17) Training and evaluation outline (T&EO). The T&EO provides the major procedures a unit must accomplish to perform a collective task to standard.

**J-3. Collective Task Analysis Checklist.** The following Collective Task Analysis quality control checklist is available to assist developers.

COLLECTIVE TASK ANALYSIS CHECKLIST				
TASK#:				
TASK TITLE:				
APPROVAL DATE:				
Note: 1. Refer to TRADOC PAM 350-70-1 (Chapter 5) for guidance on the checklist for each respective area. 2. Required indicates a task element required to satisfy TMD Review requirements.				
Checklist Item	Yes	No	NA	Remarks/Proponents Comments Proponents -If you have feedback on this checklist, please provide comments in the appropriate section below.
<b>Administrative Data</b>				
<b>Required:</b> Does the task number reflect the designated proponent responsible for the task area? Para 5-2d (3)				
<b>Required:</b> Does the task number comply with the PP-E-NNNN format?? Para 5-2d (3)				
<b>Required:</b> Does the task area belong to the Proponent? Para 5-2d (3)				
Does the task title have a common doctrinal basis? Para 5-2(d) (1)				
<b>Required:</b> Does another proponent have a task already approved for this purpose?				
<b>Required:</b> Does the task title consist of one appropriate, present tense, action verb? Para 5-2d (4)				
Does the task behavior/title contain only one object? Para 5-2d (4)				
<b>Required:</b> Does the task behavior/title provide complete clarity when read? Para 5-2d (4) (a)				
<b>Required:</b> Does the title avoid using terminology that would restrict the task from being used by other proponents? For example: Does it avoid using "Infantry commander" and use "unit leader". Para 5-2d (4) (a)				
<b>Required:</b> Does the title avoid using equipment? Example: Does it avoid using "M2 Machine Gun" and use the term "crew served weapon". Para 5-2d (4) (a)				

Task#:  
Tasks Title:  
Proponent:

Does the task behavior/title have conjunctions? If so, modify the behavior/title. Figure 5-3				
Does the task behavior/title have no parenthesis unless enclosing an acronym, or for the purpose of identifying multiple echelons? Figure 5-3				
Does the task behavior/title contain no conditions or unnecessary constraints? (Should not address "who", "how", "with what", or "when") Figure 5-3				
Is there another task with an identical title? If yes please provide comments.				
Is the task identified as approved?				
Does it have a status date? Identify the date.				
<b>Required:</b> Does it identify the type of task?				
<b>Required:</b> Does it identify the Warfighting Function (WFF)? (See ADRP 3-0.)				
<b>Required:</b> Is it identified as a Staff Task?				
<b>Required:</b> If the task is marked as staff, is the echelon numbered accordingly? (1, 4, 6, 7, 8)				
<b>Required:</b> Is the task category identified as an Army Unit?				
<b>Required:</b> Is the Safety Level identified?				
<b>Required:</b> Is the Security Domain identified?				
<b>Required:</b> Is the Security Subdomain identified?				
Is the approved date identified?				
<b>Required:</b> Is the Action Officer data filled out?				
Is the address filled out?				

Task#:  
Tasks Title:  
Proponent:

<b>Required:</b> Are the task statements for MOPP, NVG, Warning, Danger, Environmental, and Safety included?				
<b><u>Condition(s) Information</u></b>				
A task condition statement must provide the general information required to allow multiple units to perform a task to standard based on a common doctrinal basis. There are eight elements to consider when writing a condition statement. Only the trigger or cue is mandatory.				
<b>Required:</b> Does it include a trigger or cue indicating why the task is to be performed? Para 5-3b (1)				
Does it identify the current actions or situation? Para 5-3b (2)				
Would the task restrict other proponents from using the task?				
Does it include Historical Information? It should describe important first order activities that have already been completed prior to the start of this task. Para 5-3b (3)				
Does it identify the enemy? Current information about strength, location, activity, and capabilities that impact performing the task to standard. Para 5-3b (4)				
Does it identify the terrain and weather? Any terrain and weather conditions that will affect training regarding ground maneuver, precision munitions, air support, and sustainment operations. Para 5-3b (5)				
Does it identify troops and support available? Does it note the quantity, training level, and psychological state of friendly forces if they impact training the task to standard? Para 5-3b(6)				
Does it identify time available? Para 5-3b(7)				
Does it identify civil considerations? Para 5-3b(8)				

Task#: \_\_\_\_\_  
 Tasks Title: \_\_\_\_\_  
 Proponent: \_\_\_\_\_

<b><u>Standard(s) Information:</u></b>				
The task standard provides the criteria for determining the minimum acceptable level of task performance under operating conditions. There are two elements to consider when writing a standard statement.				
<b>Required:</b> Does it describe the action in present tense? Example: Unit personnel complete fallout preparation, equipment and supplies are distributed, and unit crosses the start point. Para 5-4b(1)				
<b>Required:</b> Does it include a quantitative remark? Examples: No later than time prescribed in OPORD, within 20 minutes of arriving in new area, before arrival of fallout, without interfering with mission requirements. Para 5-4b(2)				
<b><u>Task Steps:</u></b>				
Performance steps are the major actions a unit must accomplish to perform a collective task to standard. Performance steps provide a (typically sequential) step-by-step description of the discrete actions that comprise a task.				
<b>Required:</b> Are the performance steps written in present tense and subject, verb, and object format? (The subject may be omitted, if implied). Para 5-5				
Do the performance steps include a description of the present tense action? Para 5-5a				
Do the performance steps include a quantitative or qualitative remark? Para 5-5a				
<b>Required:</b> Are the Performance steps that are critical/leader marked with an asterisk? Example: Platoon leader ensures the pre combat checks have been conducted. Para 5-5				
<b>Required:</b> If they have substeps, are they in the right format? Example: If they have an (a) they must have a (b).				
<b><u>Performance Measures:</u></b>				
Actions that are objectively observable, qualitative and/or quantitative to the extent possible, and can be used to determine if a performance step or sub-step is satisfactorily achieved. Performance measures are written using a subject, past tense verb, and object format.				

Task#:  
Tasks Title:  
Proponent:

<b>Required:</b> Do Performance measures contain a subject and past tense verb? The subject may be omitted if assumed or implied. Para 5-6				
Do Performance measures contain an object? Para 5-6				
<b>Required:</b> Do Performance measures align with the performance steps they are evaluating? Para 5-6				
<b>Required:</b> Is there a Performance Measure for every Performance Step?				
<b><u>Supporting Products</u></b>				
<b>Required:</b> Supporting Products: Is there at least one reference identified? Para 5-2d (1) (a)				
<b>Required:</b> If more than one reference is listed, is the primary listed? Para 5-2d (1) (a)				
<b>Required:</b> Are all references marked "Required"?				
<b>Required:</b> Are references valid? Are references included in the Army Publishing Directorate listing? If not, are instructions included to identify where to find them?				
If available, are Soldier Training Publications and Warfighting Training Support Packages linked? Para 5-2d (1) (a)				
Are Technical Manuals avoided unless used as a primary reference for a specific performance step or performance sub-step? Para 5-2d (1) (a)				
<b><u>Organizations:</u></b>				
All collective tasks should be linked to an organization				
Are organizations identified?				

<u>Additional Links</u>				
<b>Required:</b> Is the Distribution Restriction included?				
<b>Required:</b> Is the Foreign Disclosure statement included?				
<b>Required:</b> Is the AUTL linked?				
Optional: Are Exercises linked?				
Optional: Are Elements/Missions linked?				
Optional: Are Elements/Frequency linked?				
<b><u>Supporting Individual Tasks, Supporting Drills, Prerequisite Collective Tasks, Supporting Collective Tasks:</u></b>				
Each collective task should have one or more individual tasks linked to it.				
<b>Required (in most cases):</b> Is there an individual task linked? Para 5-7				
Would the individual task have a first order effect on the collective task? Proficiency must occur at the individual task level before it can occur at the collective task level.				
Are the individual linked tasks approved?				
Are supporting drills linked? Para 5-9				
Are prerequisite collective tasks linked?				
Optional: Are Supporting Collective tasks linked? Para 5-8				
Is each supporting collective task linked approved?				
Is each supporting collective task performed during (first order effect) of the supported collective task?				
<b><u>Required/Optional Statements</u></b>				
<b>Required:</b> Considerations/Notes – Is the Environmental Statement identified? Para 5-10				
<b>Required:</b> Is the Safety Statement identified? Para 5-10				

## **Appendix K**

### **Unit Task List (UTL)**

**K-1. Unit Task List.** The mission analysis primary output is the UTL. The UTL provides the baseline for all unit products. A training developer creates the UTL by linking all existing collective tasks (shared and unique), or identifying collective tasks for design and development for a specific unit supporting its mission requirements and capabilities. This process ensures that units train the appropriate tasks to readiness proficiency levels. The training developer or SME utilizes the mission analysis process for creating the UTL. The level of effort will vary, depending on whether it is conducting a new mission analysis or updating or revising an existing mission to collective task list.

(1) The training developer acquires feedback from operational units and Soldiers in the field, as well as training centers, pertaining to the unit to analyze.

(2) Identify all collective tasks that the unit's echelons or elements perform to support mission requirements, capabilities, and functions. A collective task does not describe an operation and is only developed to articulate one activity or action in support of a mission.

(3) The Collective Training Branch (CTB) will extract tasks from reference material or identify tasks while interviewing selected SMEs for a particular echelon. Interviews are performed via electronic media (video teleconference (VTC) or Internet), telephonically, or in person, as resources allow. The team will compile a UTL of existing collective tasks, and/or proposed new collective tasks for design and development. UTLs will be created and managed in the CAC-approved automated development system.

**K-2. Unit Task List (UTL) approval.** Due to its importance and criticality, the task proponent commander/commandant or his/her designated O-6 representative approves the UTL. UTLs are designed to increase Army readiness and mission accomplishment. Prior to seeking approval, prepare the UTL so approvers can easily discern what they are approving. Also prepare other documents for record:

a. List all tasks recommended for approval. Consider grouping the tasks by warfighting function (WFF) so the list is more easily understood.

b. Identify tasks that were considered but not recommended as critical to mission accomplishment.

c. Document any controversial issues, decisions, remarks, or issues that could surface as potential problems in the future.

d. Prepare a memorandum and attachments for signature, and distribute the approved list as appropriate. Add appropriate guidance for conducting the follow-on collective task analysis. The signature of the commander/commandant or his or her designated O-6 representative signifies approval of the UTL.

**K-3. Staffing Procedures.** Unit task list will be staffed after completion of revision or updates. Collective Training Branch personnel will prepare a staffing paper for coordination and chain of command approval.

a. Staffing memorandum coordination and chain of command approval:

(1) Chief, Collective Training, Education Technology Division (CTETD)

(2) Director, Training Development Directorate (TDD)

(3) School Director of Training (DOT)

b. Proponent type units will be used for the staffing of coordinating draft Unit Task Lists, as appropriate.

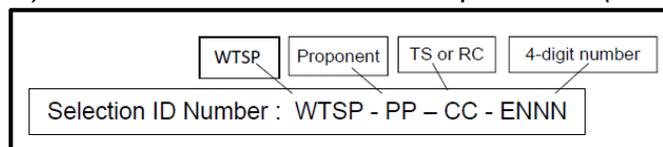
c. The final approval authority for UTLs is the proponent commandant or his/her designated O-6 representative.

d. Upon receipt of comments the training developer will assess validity and complete corrections in TDC and provide corrected actions to the Collective Training Branch Chief.

## Appendix L Warfighter Training Support Package (WTSP)

**L-1. Description.** A WTSP is a complete, detailed, exportable package integrating training products, materials, and information necessary to support operating force training. WTSPs include all associated and available training content such as the supporting Collective and Individual Tasks, Lesson Plans (slides and instructor notes), Practical Exercises (PEs) and any other training aides. The objective is to provide standardized training products that can be utilized by FC and HR units to conduct section and team training. These WTSPs may also be utilized by FC and HR Soldiers to assist them in gaining, maintaining, and/or improving their technical proficiency to perform the individual and collective tasks required to accomplish their wartime mission. The WTSPs are intended to supplement the units approved Combined Arms Training Strategy (CATS). The WTSPs establish no set sequence or mandated requirements; therefore, unit trainers/leaders should first assess the training status of their unit/Soldiers to select the appropriate entry point and topics for training when utilizing the WTSPs. An attribute of these WTSPs that may be helpful for units is that the lesson plan provided within the WTSPs contains estimated “academic hours” allocated by training sessions (addressed in the lesson plan as “Learning Activity”). While units use their CATS, these allocated academic hours can serve as a guideline for scheduling unit’s technical training. Units must recognize that it may require several training periods to complete a specific task when utilizing the WTSP.

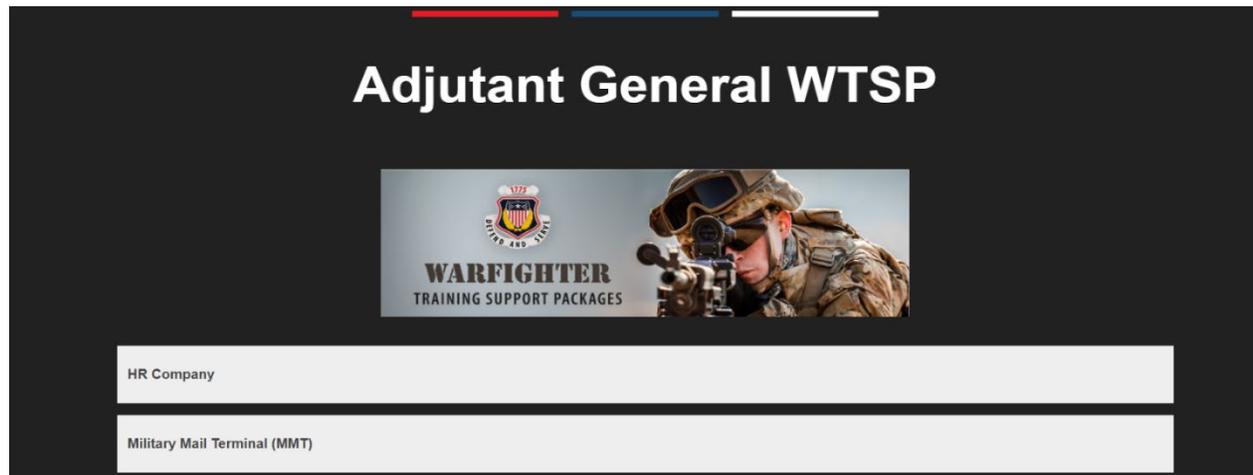
**L-2. Numbering system.** WTSPs must utilize a standard format based on the CATS number. Since the CATS number is developed to specifically include the proponent code, AA or USAR/ARNG unit designation, and echelon designation with additional unique identifier, the WTSP that supports the task selection simply adds "WTSP" prior to the CATS number. For example, the WTSP for the CATS task selection *Conduct Combat Operations (07-TS-1052)* would be *Conduct Combat Operations (WTSP 07-TS-1052)*.



**L-3. Accessing WTSPs.** The WTSPs reside on the following sites:

- a. Learning Resource Center (LRC) at <https://ssilrc.army.mil/>
- b. Army Training Network (ATN) at <https://atn.army.mil>
- c. Central Army Registry (CAR) at <https://atiam.train.army.mil/catalog/#/dashboard> (conduct a search for “WTSP”)

**L-4. WTSP Example.** The following is an image from the AG WTSP page on the SSI LRC.

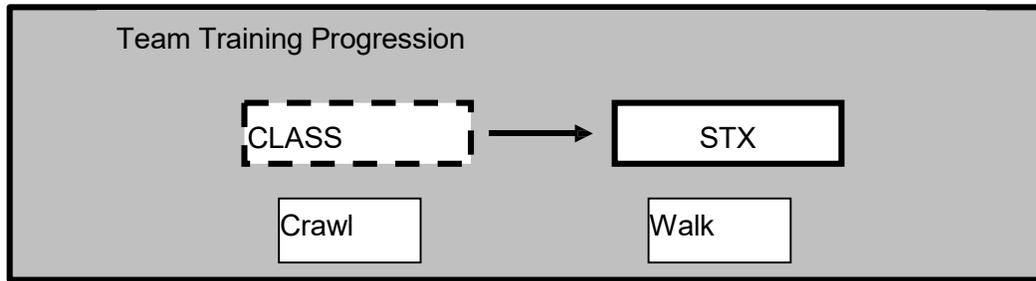


**Preface.** This Warfighter Training Support Package (WTSP) provides the unit with standardized training materials to conduct platoon and/or team training within a garrison or local field environment on Collective Task(s). This document is an introduction to guide leaders and trainers on how to utilize the provided information and training material. Changes to the WTSP will be made when significant changes in training materials, doctrinal guidance, or methods of conducting operations occur.

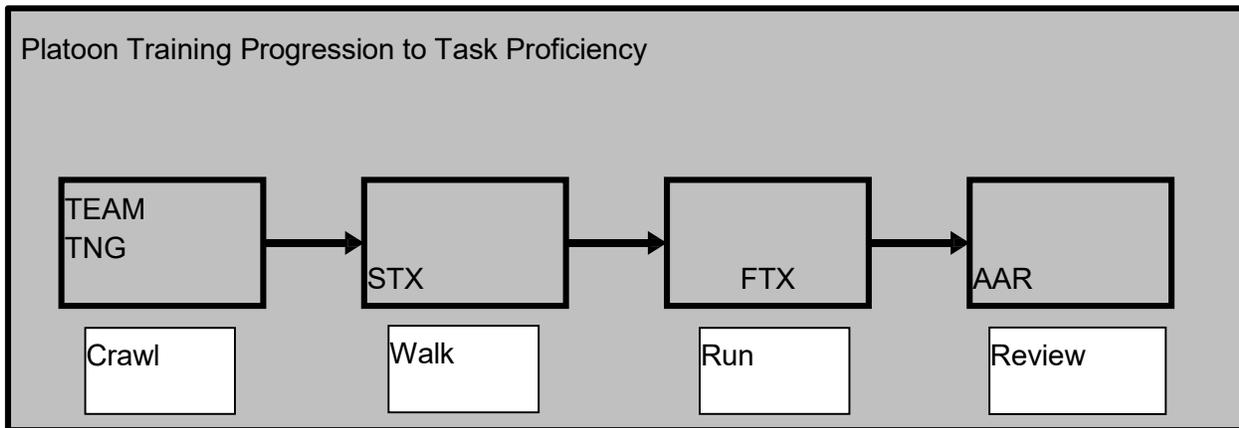
## A. Section I. General Information.

**A. Purpose.** This WTSP is designed to provide standardized training materials to enable the element to conduct collective training. The WTSP is intended to supplement the unit's approved Combined Arms Training Strategy (CATS). The activities included can be conducted in a multi-echelon event or by specific element. The different performance requirements of the element in different roles are addressed.

**B. Training Methodology.** The events described within the WTSP are suited for a crawl – walk – run approach. Unit leaders/trainers are in the best position to determine the appropriate level for each of their elements. The "crawl" level training is conducted by means of a class or sergeant's time. The training should focus on the fundamentals, which are conducted in a number of ways (sand table, rock drill, hands-on, etc.), to include classroom instruction. The platoons and teams advance to the "walk" level training, in a situational training exercise (STX), associated with a specific collective task.



The “run” level training can be conducted during a company FTX with the supported units in the field or as a separate event with external support.



## B. Section II. Training Overview.

**A. Information Provided Within The WTSP.** This WTSP provides a set of basic training support materials to stimulate unit training. Leaders and trainers may use the materials contained, to model additional practical exercises, to expand and vary the training of the element. Unit leaders may also add in their own tactical materials suitable for their geographical location. This WTSP consists of training materials which can be used to establish knowledge of the function to be performed and the “how to” needed to perform the task requirements. Training materials in this WTSP may include PowerPoint slides with instructor notes (used in formal military courses), collective and individual tasks outlines, scenarios, practical exercises, and other suggested training approaches. The material provided here is ONLY material developed by the Soldier Support Institute (SSI) proponent schools (AG and FC), as this is the only material the SSI is required to update and maintain. Other training material may be required to complete the tasks; however, it is up to the leader/trainer to contact the appropriate proponent school(s) to obtain them (Common Core or other proponent material). It is imperative, for the success of the training, that instructors/trainers thoroughly prepare by studying all training material and identified references before conducting training.

(1) **Collective Task.**

(a) This WTSP supports the collective task(s). Task and Evaluation Outline {T&EO} related to the collective task(s) have been included to provide leaders/trainers with readily available access to the standardized doctrinal approach to performing these functions. They may also be used for self or group refresher or initial event training. The T&EO also serves as a reference or checklist when performing or evaluating the tasks.

(b) A synopsis report with the task, condition, standard, task steps, and performance measures are provided for each collective task. The collective task condition statement sets the stage for task performance by indicating a cue to begin performing the task, material, and systems available and any special considerations. The collective task standard statement provides quantitative and/or qualitative criteria for determining the minimum acceptable level of task performance. The collective task performance steps provide a sequential, step-by-step description of the discrete actions that comprise the collective task. Performance steps and measures are actions that are used to determine if a performance is achieved satisfactorily. Supporting individual tasks are linked to the collective task and provide the “how-to” in performing individual actions which support the accomplishment of the collective task. The collective task indicates who performs and what actions are to be accomplished to complete the performance step which leads to task accomplishment. Units can also use the collective task description to develop their own standing operating procedures for more detailed and defined actions by specific positions within the element. Current approved collective tasks can be accessed via the Digital Training Management System (DTMS) by authorized personnel (normally your training officer/NCO or section), the Central Army Repository (CAR), and the Army Training Network (ATN).

(2) **Individual Tasks.**

(a) The individual tasks have been included for instruction, review, or evaluation of task performance purposes. They can be used for self-development or group development.

(b) The performance steps are presented as a succinct statement of action, with the performance measures developed in a GO/NO GO evaluation method (more detailed information on performance steps will be included within the lesson material for that task). Current approved individual tasks can be accessed via the Digital Training Management System (DTMS) by authorized personnel (normally your training officer/NCO or section) the Central Army Repository (CAR), and the Army Training Network (ATN).

(3) **Lessons.** The PowerPoint slides with instructor notes included in this WTSP are hyperlinked on the SharePoint site. These slides can be used by leaders, trainers, and Soldiers for their individual review or self-development. Should the

leader's/trainer's assessment indicate the need for more structured instructions these will provide leaders/trainers with a formal structure for the selected topic.

**B. Training Material.** The training materials within this WTSP are hyperlinked on the SharePoint site. Each lesson may include: PowerPoint slides with instructor notes, practical exercise(s) with answer key(s), and handouts. Some of the packages may also include lesson driven scenarios. It is imperative, for the success of the training, that instructors thoroughly prepare by studying all training material and identified references before conducting training. Listed below are detailed explanations of the training material that may be included on the SharePoint site.

(1) **PowerPoint Slides.** These slides can be utilized by leaders, trainers, and Soldiers for their individual review or self-development. If the leader's/trainer's assessment indicates a need for more structured instructions, the lessons will provide leaders/trainers with a formal structure for the selected topic. Note that the lesson plans may direct the leader/trainer to show a PowerPoint slide as a visual aid to the lesson. Other lessons may be presented in the form of instructor notes on the bottom of the PowerPoint slides.

**NOTE:** The lessons provided in this WTSP are used in the formal military training courses. No information within the materials has been altered; therefore, the information is exactly what is used at the school site. Under no circumstances will ANY TESTS be included in this WTSP.

(2) **Practical Exercise(s) and Answer Key(s).** Practical exercises are intended to measure the level of understanding gained by the Soldiers during a specific training event or a block of instruction. These exercises have been designated to reinforce the knowledge that should have been gained during the training and, to stimulate the ability to improve in the presented areas. The practical exercise(s) within this WTSP may include the following: multiple choice, fill in the blank, matching, true or false, etc. The answer key(s) have been added for the leaders', trainers', and Soldiers' convenience as a tool to measure understanding. Leaders/trainers are encouraged to develop additional practical exercises to enhance or reinforce the presented training.

(3) **Scenarios.** Scenarios are intended to stimulate task performance and to provide Soldiers with an opportunity to conduct hands-on application of the procedures used to complete task requirements. These scenarios also enable the leader/trainer to view and evaluate individual and team task performance and they provide a forum that facilitates immediate feedback and discussion with Soldiers to improve performance. Unit leaders/trainers may use the examples as models to build additional scenarios keyed to the requirements of their local operating environment. Unit developed scenarios may also be tailored to mirror requirements and/or procedures of the unit's future area of operations. Each scenario includes a description of actions the leader/trainer wants the element to accomplish (this may be in the form of questions), and the expected actions and/or results. The leaders/trainers may change the

underlined information within the scenario to make it suitable to their unit.

**C. Storyline.** The storyline for the event sets the tone and helps prepare the Soldiers for pending actions. The leaders/trainers should determine the operational experience of their personnel in order to present training at the appropriate level. Leaders/trainers should facilitate the sharing of experiences and knowledge among their Soldiers. Upon determining the Soldier's experience level, the leaders/trainers should establish the context of the training events to conduct. For example, newly formed elements could have a storyline addressing the unit's lack of experience and provide a training map that will facilitate the unit reaching mission readiness.

**D. Conditions.** The leaders/trainers should attempt to replicate the expected field conditions for task performance when the element is fully trained. In the initial phases, the training may take the form of classroom activities and shift, more towards field-oriented conditions as Soldiers become more knowledgeable and proficient in their duties. Leaders/trainers establish the conditions that best serve to facilitate the training of their personnel and will lead to meeting task performance standards in the operating environment. For training purposes, leaders/trainers can shape the conditions to those that reflect their local requirements. The training events outlined in this WTSP can be conducted in a garrison or field environment. Most Soldiers will perform these tasks within fixed or semi-fixed facilities in a simulated hostile environment. In "run" level training events, the conditions should be at the highest levels of fidelity to replicate the expected field operating environment.

**E. Objective.** The objective of this WTSP is to provide a means for the element to gain and/or maintain technical proficiency needed by the Soldiers to perform the collective and individual task(s). This WTSP describes the forms and types of training events that can be used to accomplish the desired training effect. Unit leaders/trainers having day-to-day interaction with their Soldiers are in the best position to determine their Soldiers' state of training and to decide at what point to begin training. It is understood that proficiency decreases over time with the lack of hands-on use, practice, and changes in personnel. A "T" rating is the final goal for all training events. It is recognized that units will rarely remain a "T" in all tasks due to performance decay and changes in personnel.

**Section III: Tactical Material.** This WTSP does not contain any material of a tactical nature. Although the element will perform their mission functions in an operational environment, virtually all their tasks are of an administrative nature and can be performed and trained within most administrative work areas. Unit leaders/trainers may develop those materials needed to conduct the tactical portions of their training that reflect common requirements and usage at their installation and among their supporting elements.

## C. Section IV. Training Control Materials.

**A. Storyboard.** This WTSP establishes no set sequence or mandated requirements. Unit leaders/trainers assess the training status of their element and select the appropriate entry point and topics for training. Lessons may be combined with scenarios to tie knowledge to applications. Leaders/trainers should employ the crawl – walk - run training methodology to ensure personnel are able to fully perform the required tasks. Leaders/trainers may commence training at the level they deem appropriate for their element.

**B. Support Personnel Guidelines.** Role play is essential to providing realism and to fully engage the entire element. External role players would be ideal; however, other members of the element could perform these roles, provided they have been or will be performing at different echelons. Role players will be there to provide information necessary to stimulate the requirements for the task activity. Leaders/trainers can expand or modify these scripts for specific requirements, as long as they provide the role player with the needed information. Role players will be provided sufficient information to understand the roles of the supported elements, operating conditions and their specific duties and requirements. Leaders/trainers can best determine the number and roles required for role players.

**C. Execution Guidance.** Unit leaders/trainers must become thoroughly competent in the duty requirements of each level of their element. Before attempting to instruct or evaluate any task, collective or individual, they must be able to perform and explain all the task's performance steps to include the reason for task performance. Inability to do so will lessen the leader's/trainer's credibility and may also hinder Soldier learning. Leaders/trainers must be able to employ all systems and equipment required to perform duties at each echelon. Actual systems and equipment should be used in all training events and evaluations, whenever possible. If the abilities of the Soldiers are uncertain leaders/trainers should begin with the "crawl" phase and progress to the "walk – run" phases as Soldiers gain experience and confidence in task performance. Training should begin with a class or perhaps a discussion at a simulated work site. The focus must be on the task requirements and Soldier actions. Upon determining the Soldiers' understanding of the tasks and their associated actions, leaders/trainers can provide the Soldiers with a scenario of events and incidents that will require them to perform their individual supporting tasks. Include additional time in the schedule to redo or repeat task performance to ensure mastery. When possible and practical, elements should conduct training with supported units to increase realism and widen the Soldiers' knowledge base. It will also help to increase Soldiers' confidence.

**D. Administrative Training Rule.** All training activities, to the fullest extent possible, should be conducted to replicate expected operational conditions and should be completed to the task standards. Safety in training is paramount, and the leader/trainer must ensure that risk assessments are incorporated throughout the training. Training events should be evaluated on the basis of their conduct and task accomplishment.

Individuals and teams not obtaining desired performance standards should be coached on shortfalls, retrained, and instructed to perform the task again, repeating as necessary until they meet the performance standards.

**E. Communication.** Encourage the Soldiers to ask questions when they are unsure of how to perform a task. Include them in the discussion of task requirements and procedures. Encourage their suggestions and comments on concepts and task performance steps. Do not discard their input without first critically examining the merit of their proposal. Always provide Soldiers feedback on their suggestions and performance!!

**F. Simulation Workarounds.** None.

#### **D. Section V. Training Setup Materials.**

**A. Training Area.** Training areas available will vary from installation to installation. Due to the administrative nature of these tasks, most facilities ranging from a General Purpose (GP) Medium Tent to unused office space can be utilized. Emphasis should be given to replicating the most probable field conditions in which the tasks will be performed.

**B. Training Site Preparation.** Site preparation should be minimal and should reflect conditions in a field environment. Elements should move in and occupy the site as if they were deployed to an operational area, be that replacing an existing team or establishing a new operational site. Preparation begins with initial coordination with supported unit and ends when the team has established necessary communications and is prepared to perform its designated functions.

**E. Section VI. Training Area Requirements.** None.

#### **F. Section VII. Evaluation Plan.**

**A. Observation Plan.** Leaders/trainers will need to develop an observation plan that the unit leadership focuses on key and critical performance steps. It should identify performance steps that are difficult and provide possible alternatives to complete actions. It should indicate when it may be appropriate to stop and coach or observe only.

**B. After Action Review (AAR).** Leaders/trainers should conduct AARs after each training event in the crawl - walk - run phases. Frequent AARs help reinforce acceptable performance and highlight those areas that need to be improved or sustained. The AARs are valuable teaching and learning tools as they provide Soldiers with the opportunity to reflect and apply past experiences to future situations. Soldiers are more apt to correct errors or performance shortfalls that they have helped to identify. Leaders/trainers should also consider documenting AARs within the Digital

Training Management System (DTMS) to establish long term training references.

## **G. Section VIII. Administrative Materials.**

**A. Planning Timeline.** The Combined Arms Training Strategy (CATS) will provide unit leaders with estimated training times for specific collective task groups. The CATS also indicates the training audience, events, and frequency. The time and frequencies included within the CATS are suggested, unit leaders/trainers should use these as a starting point. Actual times and frequencies of training events should be based on the leader's assessments of their Soldiers' individual/crew/team proficiency. The CATS can assist leaders/trainers in programming to build and maintain unit task performance.

**B. Reserve Component (RC) Guidelines.** The RC units use the CATS as Active Component (AC) units with an extended timeline. Unit leaders'/trainers' training assessments will be essential to scheduling the technical training over several drill periods to complete the required tasks. They must always consider the unit's training level assessment to select the appropriate entry points and topics for training.

**C. Training Schedule.** Proper preparation of training schedules within DTMS will be essential to plan and gain higher level approval and support. The DTMS site provides for immediate feedback on proposed/forecasted training activities and events. Securing higher level support will increase the probability of the training being resourced and conducted as scheduled.

**D. Personnel Requirements.** Designated units should be at full manning for the conduct of training. Training of partial elements increases the requirement for external support and resources and also results in untrained units. Maintain awareness of expected personnel fills and/or rotations to optimize scheduled training. Avoid scheduling resource intensive exercises or events when near term personnel losses or gains will require repeating the events. When full manning is not possible, consider which tasks and activities would be the most beneficial for the personnel available.

**E. Personnel Qualifications.** All the personnel assigned to the element should be fully qualified in their MOS. However, that does not mean that they will have had any experience with the duty performance requirements for the particular task being taught. Experienced personnel should assist in training, provided that they are proficient with specified task performance requirements. It is easier to train new skills than to un-train improperly learned skills.

## **H. Section IX. Risk Management.**

### **I. Composite Risk Management (CRM).**

Step 1 – Identify hazards.

- Step 2 – Assess hazards to determine risk.
- Step 3 – Develop controls and make risk decisions.
- Step 4 – Implement controls.
- Step 5 – Supervise and evaluate.

Steps 1 and 2 are assessment steps, steps 3 through 5 are management. The Risk Assessment Matrix below can assist you in determining the level of risk for the training events or operations to be conducted. To use the matrix, first assess the probability of the event or occurrence that would cause injuries or losses. Estimate the expected result or severity of an event or occurrence. Determine the specified level of risk for a given probability and severity using the standard risk assessment matrix. For example, you have to travel to a designated location to provide support. You will have to travel alone as no other vehicles are scheduled. Probability of having an accident is occasional, however; the severity of having an accident as a single vehicle is critical. These two combined indicate a “High” Risk for this action. You should consult with your higher headquarters to determine who the approval authority is for each risk level.

RISK ASSESSMENT MATRIX						
		Probability				
Severity		Frequent <b>A</b>	Likely <b>B</b>	Occasional <b>C</b>	Seldom <b>D</b>	Unlikely <b>E</b>
Catastrophic	<b>I</b>	<b>E</b>	<b>E</b>	<b>H</b>	<b>H</b>	<b>M</b>
Critical	<b>II</b>	<b>E</b>	<b>H</b>	<b>H</b>	<b>M</b>	<b>L</b>
Marginal	<b>III</b>	<b>H</b>	<b>M</b>	<b>M</b>	<b>L</b>	<b>L</b>
Negligible	<b>IV</b>	<b>M</b>	<b>L</b>	<b>L</b>	<b>L</b>	<b>L</b>
<b>E – Extremely High</b>		<b>H – High</b>		<b>M – Moderate</b>		<b>L – Low</b>

**J. Integrate CRM into Training.** Leaders/trainers provide safe training to achieve force protection by implementing realistic, viable training that—

- (1) Does not unnecessarily jeopardize lives and equipment.
- (2) Eliminates or minimizes the risks involved in relation to the training benefits.
- (3) Includes controls to eliminate/reduce the risk or hazard.
- (4) Conserves and preserves resources.
- (5) Complies with federal, state, and local laws, regulations, and restrictions.
- (6) Integrates safety, risk management and force protection considerations into training and training materials where appropriate.

When any doubt exists on the level of risk assigned or corrective measures to lessen them, consult with your higher headquarters safety/risk management officer.

**Section X. Environmental Considerations.** The environment is a resource that must be protected to ensure that it will be available for the use of future generations, whether it remains a Soldier training area or is returned to the public domain. Environmental protection is not just the law but, the right thing to do. It is a

continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. By doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects that would reduce its usefulness to future generations.

**Section XI. Safety Considerations.** Safety in performing tasks and within the work/task environment is everyone's responsibility. Supervisors and leaders must ensure a safe and healthful workplace by inspecting the area for hazards and promptly taking action as required to correct hazards. Leaders increase safety by ensuring that Soldiers and Army civilians are trained and competent to perform their work safely, efficiently, and effectively. Counsel and take action as necessary with Soldiers or Army civilians who fail to follow safety standards, rules, and regulations, including the use of personal protective clothing, equipment, and seatbelts. Leaders should hold all personnel accountable for accidents and property damage occurring in operations under their direct supervision and control.

**Appendix M  
References**

NUMBER	TITLE
AR 1-1	Planning, Programming, Budgeting, and Execution System, 23 May 2016
AR 70-1	Army Acquisition Policy, 10 August 2018
AR 140-1	Mission, Organization, and Training, 20 January 2004
AR 350-1	Army Training and Leader Development, 10 December 2017
AR 350-10	Management of Army Individual Training Requirements and Resources, 3 September 2009
AR 350-38	Training – Policies and Management for Training Aids, Devices, Simulators, and Simulations, 2 February 2018
ADP 5-0	The Operations Process, 31 July 2019
DA PAM 350-38	Standards in Weapons Training, 26 September 2019
DA PAM 350-58	Army Leader Development Program, 8 March 2013
DA PAM 611-21	Military Occupational Classification and Structure, 19 July 2018
TRADOC Reg 11-20	Cost-Benefit Analysis to Support Army Enterprise Decision Making, 18 November 2016
TRADOC Reg 25-30	Preparation, Production, and Processing of Army-Wide Doctrinal and Training Literature (ADTL), 30 March 1990
TRADOC Reg 350-6	Training -- Enlisted Initial Entry Training Polices and Administration, 9 August 2019
TRADOC Reg 350-18	The Army School System (TASS), 1 May 2018
TRADOC Reg 350-36	Basic Officer Leader Training Policies and Administration, 20 February 2020
TRADOC Reg 350-70	Army Learning Policy and Systems, 10 July 2017
TRADOC Reg 350-70-16	Army Training and Education Proponents, 2 August 2016
TRADOC Pam 350-70-1	Training Development in Support of the Operational Training Domain, 12 February 2019

NUMBER	TITLE
TRADOC Pam 350-70-3	Training and Education – Faculty and Staff Development, 4 October 2018
TRADOC Pam 350-70-7	Army Learning -- Army Education Processes, 4 October 2018
TRADOC Pam 350-70-9	Training and Education – Budgeting and Resourcing, 12 October 2012
TRADOC Pam 350-70-12	Distributed Learning – The Army Distributed Learning (DL) Guide, 3 May 2013
TRADOC Pam 350-70-14	Training and Educational Development in Support of the Institutional Domain, 15 April 2021
TRADOC Pam 525-8-2	The U.S. Army Learning Concept for Training and Education 2020-2040, 13 April 2017

**Appendix N  
Acronyms**

<b>ACRONYM</b>	<b>DEFINITION</b>
AA	Active Army
AAR	After Action Review
AC	Active Component
ACT	Army Career Tracker
ACTEDS	Army Civilian Training, Education, and Development System
ADDIE	Analysis, design, development, implementation, and evaluation
ADL	Advanced Distributive Learning
ADTLP	Army-Wide Doctrine & Training Literature Program
AGS	Adjutant General School
AGCCC	Adjutant General Captains Career Course
AGBOLC-B	Adjutant General Basic Officer Leader Course-Branch
AIMS	Automated Instructional Management System
AIT	Advanced Individual Training
AKO	Army Knowledge Online
ALMS	Army Learning Management System
AMC	Army Material Command
ALC	Advanced Leaders Course
ALC-TE	Army Learning Concept for Training and Education
APD	Army Publishing Directorate
ARNG	Army National Guard
ARPRINT	Army Program for Individual Training
ASIOE	Associated Items of Equipment
ATIA	Army Training Information Architecture
ATN	Army Training Network
ATRRS	Army Training Requirements and Resources System
ATSC	Army Training Support Center
AUTL	Army Universal Task List
BOIP	Basis of Issue Plan
CAC	Combined Arms Center
CAC-T	Combined Arms Center-Training
CAD	Course Administrative Data/Combined Arms Division

<b>ACRONYM</b>	<b>DEFINITION</b>
CALFEX	Combined Arms Live- Fires Exercise
CALL	Center for Army Lesson Learned
CAR	Central Army Registry
CATS	Combined Arms Training Strategy
CCC	Captains Career Course
CCTT	Close Combat Tactical Trainer
CDD	Capabilities Development Document
CFDP	Common Faculty Development Program
CFX	Command Field Exercise
CG	Commanding General
CIED	Counter Improvised Explosive Device
CMF	Career Management Field
CMP	Course Management Plan
COA	Course of Action
COC	Council of Colonels
COR	Contracting Office Representative
COTR	Contracting Office Technical Representative
CRC	Camera-Ready Copy
CRM	Course Resource Model
CTC	Combat Training Center
CTD	Collective Training Directorate
CTE	Culminating Training Event
CTETD	Collective Training, Education Technology Division
CTSSB	Critical Task and Site Selection Board
DA	Department of the Army
DCG IMT	Deputy Commanding General Initial Military Training
DCSOPS&T	Deputy Chief of Staff for Operations and Training
DCSPER	Deputy Chief of Staff for Personnel
DCSRM	Deputy Chief of Staff for Resource Management
DLS	Distributed Learning System
DOD	Department of Defense
DODIC	Department of Defense Identification Code
DOT	Director of Training

<b>ACRONYM</b>	<b>DEFINITION</b>
DOTMLPF-P	Doctrine, Organizations, Training, Material, Leadership and Education, Personnel and Facilities - Policy
DPTMS	Directorate of Plans, Training, Mobilization, and Security
DSTE	Direct Support to Training Event
DTAC	Digitized Training Access Center
DTMS	Digital Training Management System
DTS	Defense Travel System
e.g.,	For example,
ELLC	Enterprise Life-long Learning Center
ELO	Enabling Learning Objective
ELM	Experiential Learning Model
ESD	Education Services Division
etc.	Et cetera, and so on, and so forth
ETV	Estimated Time Value
EXSUM	Executive Summary
FDCC	Fielded Devices Coordination Council
FM	Field Manual, Financial Management
FMBOLC-B	Financial Management Basic Officer Leader Course-Branch
FMCCC	Financial Management Captains Career Course
FCS	Financial and Comptroller School
FORSCOM	U.S. Army Forces Command
FTX	Field Training Exercise
FY	Fiscal Year
G8/DRM	Directorate of Resource Management
GFI	Government Furnished Information
GS	General Schedule
HQ	Headquarters
HQDA	Headquarters, Department of the Army
IAs	Instructor Actions
i.e.,	That is, explicitly,
HR	Human Resources
ICH	Instructor Contact Hour
ICTL	Individual Critical Task List
IDP	Individual Development Plan

<b>ACRONYM</b>	<b>DEFINITION</b>
IMI	Interactive Multimedia Instruction
IMT	Initial Military Training
IPR	In-Progress Review
ISAP	Individual Student Assessment Plan
ITAR	Individual Task Analysis Report
ITED	Individual Training and Education Division
ITMD	Institutional Training Management Board
ITP	Individual Training Plan
ITRM	Institutional Training Resource Model
L2	Lessons Learned
LIN	Line Item Number
LMS	Learning Management System
MACOM	Major Command
MANPRINT	Manpower and Personnel Integration
MDMP	Military Decision Making Process
METL	Mission Essential Task List
MFAD	Modernization and Functional Automation Division
MNS	Mission Needs Statement
MOA	Memorandum of Agreement
MOPP	Mission-Oriented Protective Posture
MOS	Military Occupational Specialty
MSR	Monthly Status Report
MTOE	Modified Table of Organization and Equipment
MTP	Mission Training Plan
NA	Not Applicable
NCO	Noncommissioned Officer
NCOA	Noncommissioned Officer Academy
NCOPDS	Noncommissioned Officer Professional Development System
NET	New Equipment Training
NGB	National Guard Bureau
NVG	Night Vision Goggles
OASS	One Army School System
OCS	Optimum Class Size

ACRONYM	DEFINITION
OPFOR	Opposing Forces
OPTEMPO	Operating/Operations Tempo
OSUT	One Station Unit Training
OIL	Observations, Insights, and Lessons
OISD	Operational, Institutional, and Self-Development Domain
OE	Operational Environment
OES	Officer Education System
OTRS	Operational Test and Readiness Statement
PDF	Portable Document Format
PE	Practical Exercise
PEO	Program Executive Officer
PEO STRI	Program Executive Office for Simulation, Training, and Instrumentation
PFTEA	Post-Fielding Training Effectiveness Analysis
PIC	Post-Instructional Conference
PM	Program Manager
PM DLS	Program Manager Distance Learning Systems
POC	Point of Contact
POI	Program of Instruction
POM	Program Objective Memorandum
PPBES	Planning, Programming, Budgeting, and Execution System
QAO	Quality Assurance Office
QC	Quality Control
R-CAAT	Reverse-Collection and Analysis
RC	Reserve Component
RSTA	Reconnaissance, Surveillance, and Target Acquisition
SAC	Special Assistant to the Commanding General
SCORM	Shareable Content Object Reference Model
SCTL	Shared Collective Task List
SIMNET	Simulation Networking
SLC	Senior Leaders Course
SMDR	Structured Manning Decision Review
SME	Subject Matter Expert
SOP	Standing Operating Procedures

<b>ACRONYM</b>	<b>DEFINITION</b>
SOW	Statement of Work
SSG	Special Study Group
SSI	Soldier Support Institute
STF	Special Task Force
STP	Soldier Training Publication
STRAC	Standards in Training Commission
STAFFEX	Staff Exercise
STRAP	System Training Plan
STRI	Simulation, Training, and Instrumentation
STX	Situational Training Exercise
SQI	Skill Qualification Identifier
T&EO	Training and Evaluation Outline
TAC-BA	TRAS Abbreviated Cost-Benefit Analysis
TACITS	Total Army Centralized Individual Training Survey
TADSS	Training Aids, Devices, Simulators, and Simulations
TASS	The Army School System
TATS	Total Army Training System
TDA	Table of Distribution and Allowances
TDC	Training Development Capability
TDD	Training Development Directorate / ASOM Training Development
TDG	Training Development Guide
TD2	Training and Doctrine Development
TDY	Temporary Duty
TED-E	Training and Education Development-Enterprise
TLGOSC	Training and Leader General Officer Steering Committee
TLO	Terminal Learning Objective
TMOC	Training Manager Orientation Course
TOE	Table of Organization and Equipment
TP	TRADOC Pamphlet
TR	TRADOC Regulation
TRADOC	Training & Doctrine Command
TRAP	Training Resources Arbitration Panel
TRAS	Training Requirements Analysis System

<b>ACRONYM</b>	<b>DEFINITION</b>
TRM	TRADOC Review of Manpower
TSM	TRADOC System Manager
TSP	Training Support Package
TTHS	Trainees, Transients, Holdees, and Students
TTI	Total Task Inventory
TTSP	Training Test Support Package
UFR	Unfunded Requirements
UJTL	Universal Joint Task List
USARC	United States Army Reserve Command
UTL	Unit Task List
USAAGS	U.S. Army Adjutant General School
USAFCS	U.S. Army Finance and Comptroller School
USAR	U.S. Army Reserve
USARC	U.S. Army Reserve Command
WFF	Warfighting Function
WOCC	Warrant Officer Career College
WOES	Warrant Officer Education System
WTA	Warrior Training Area
WTSP	Warfighter Training Support Package

MEMORANDUM FOR Director, Training Development Directorate, US Army Soldier Support Institute, Fort Jackson, SC 29207

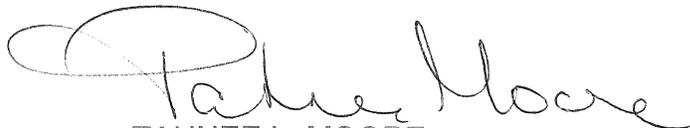
SUBJECT: Training Development Guide (TDG)

1. DECISION.
2. PURPOSE: To obtain the Director's signature approving the 2021 Soldier Support Institute TDG.
3. BACKGROUND and DISCUSSION:
  - a. OTED was charged with updating, staffing, and finalizing the 2021 TDG. The Chief OTED conducted the initial review of the document and assigned sessions for staffing and review within TDD. After two separate reviews and revisions by ETED, OTED, and CTED, the Chief OTED consolidated all sections into the master document.
  - b. The final draft guide was then staffed to the TDD's Deputy Director for review. The Deputy's recommendations then incorporated into the final guide.
  - c. The new TDG is available on SharePoint for access by all personnel.
4. RECOMMENDATION: That the Director approve the guide.

Encl

  
JAMES SANDERS  
Chief, OTED

Approved:  Disapproved: \_\_\_\_\_ See Me: \_\_\_\_\_ Date: 2-9-22

  
TAHNEE L. MOORE  
Director, Training Development Directorate