Headquarters
U.S. Army Soldier Support Institute
Fort Jackson, South Carolina

Training

TRAINING DEVELOPMENT GUIDE

Summary. This guide is for Soldier Support Institute (SSI) users and covers the training development processes, products, and programs. The goal is to develop standardized training products and programs that support an Army undergoing rapid change.

Applicability. This guide applies to all personnel involved in developing training for the Total Force within the SSI, Training Development Directorate (TDD).

Chapter 1
Introduction

1-1. Purpose. This guide provides guidance for training developers, subject matter experts (SMEs), and training development managers in the Soldier Support Institute (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 publication 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 development process.

1-2. References. The references for this pamphlet are listed in Appendix A.

1-3. Explanation of abbreviations and terms. Terms and abbreviations used in this pamphlet are explained in Appendix Q.

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).

1-5. Responsibilities. Appendix B, Training Development Functions Matrix, summarizes the responsibilities of each organization. The term "school" refers to Advanced Individual Training Department (AITD), Noncommissioned Officer Academy (NCOA), Adjutant General (AG) and Financial Management (FM) Officer Training Departments (OTD).

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. The use of contractors in the area of distributed learning is explained in Chapter 9 of this guide.

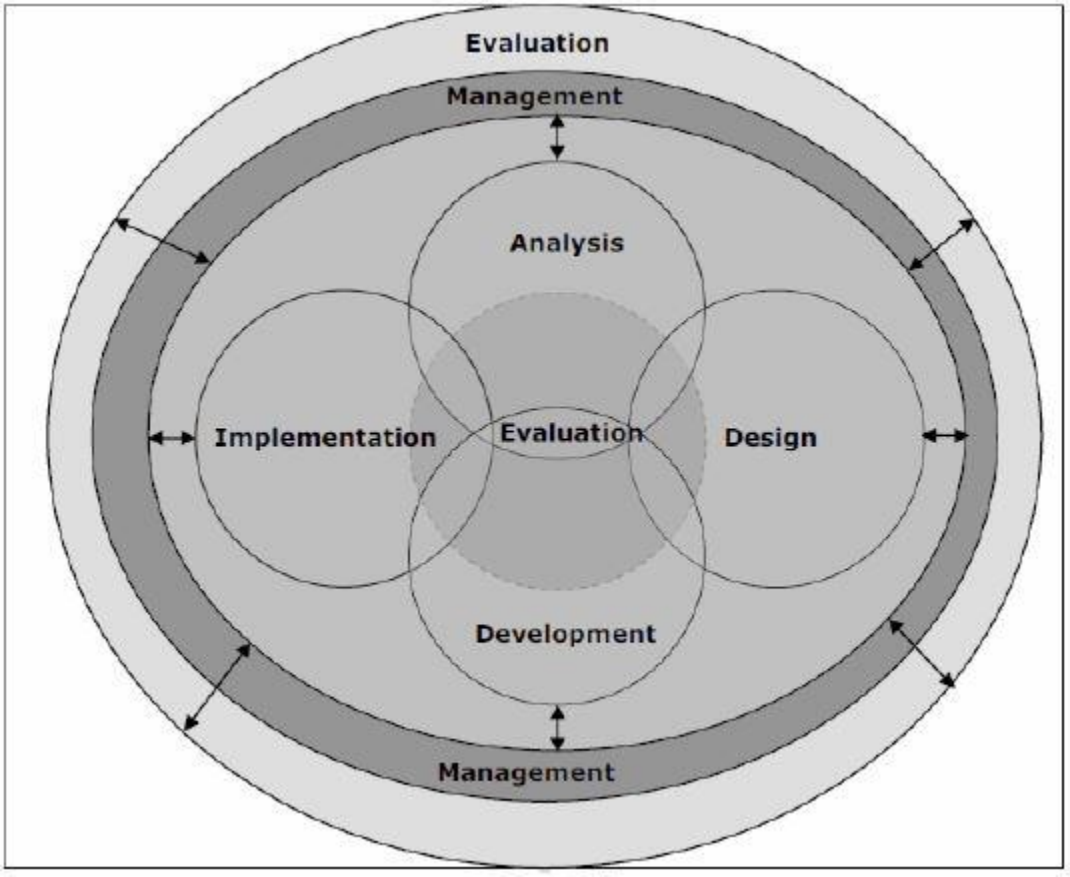
Chapter 2
Analysis, Design, Development, Implementation, and Evaluation (ADDIE)

2-1. Description. The ADDIE process is the basis of a systematic, spiral, ongoing approach to creating, planning, organizing, and documenting all unit and individual learning products. The ADDIE process provides for effectiveness and efficiencies by developing continuous awareness of the relationships among the component parts, rather than a systematic and linear approach.

2-2. Inter-relationship of ADDIE phases. The five phases of ADDIE enable the creation of integrated, mission essential products that support any type of learning and professional growth.

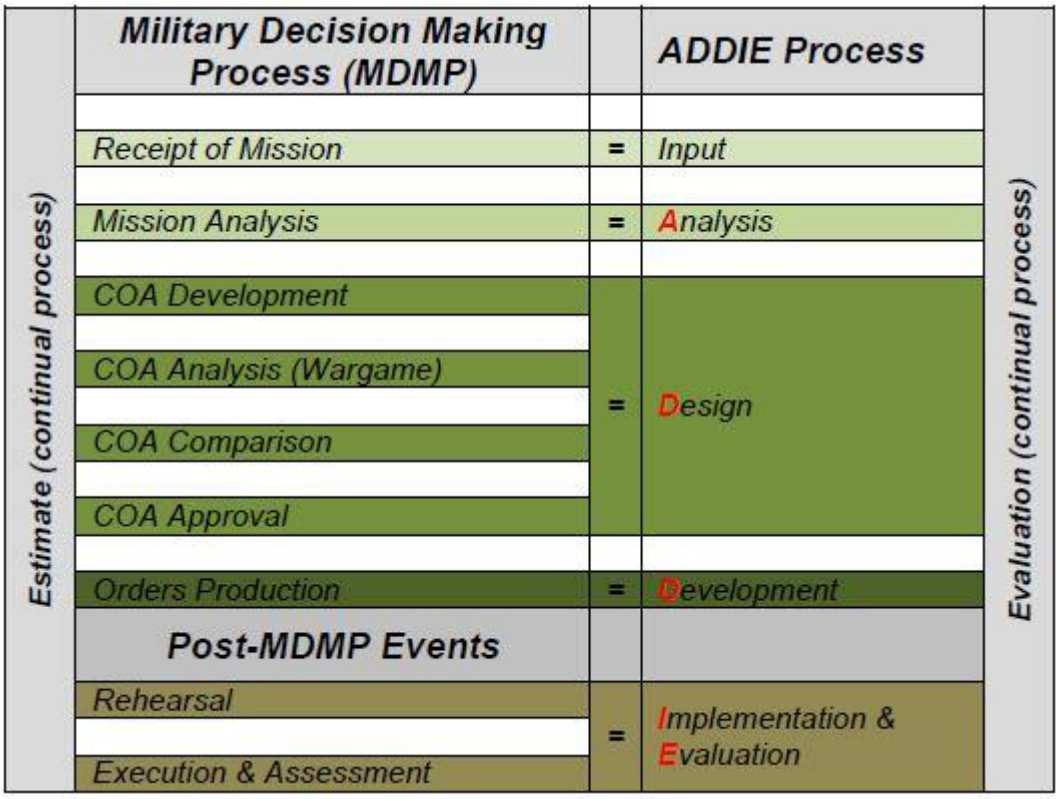
Non-Linear ADDIE Process. Developing institutional domain learning products requires awareness that the five ADDIE phases can be repeatedly applied at many levels, on a broad or narrow scope. A developer must determine at what level to enter the process and ensure that the process does not drift from the original intent. By following this step-by-step process, training developers and proponent schools determine whether or not training is needed; what is trained; who gets the training; how well, and where the training is presented; and the training support/resources required to produce, distribute, implement, and evaluate products.

The non-linear ADDIE process



a. **DOTMLPF.** The Doctrine, Organization, Training, Materiel, Leadership and Education, Personnel and Facilities (DOTMLPF) model drives training and training development requirements. During the ADDIE process, developers must ensure that any DOTMLPF gaps identified are addressed and solutions are fully implemented in training and education products.

b. **Military Decision Making Process Relationship to the ADDIE Model.** The decisions made during the ADDIE process are similar to those made during the Military Decision-Making Process (ADP 5-0, The Operations Process). The diagram below illustrates this comparison.



2-3. ADDIE Phases. While each phase of the ADDIE process builds on the outputs of the preceding phases, the phases are not necessarily sequential. A change in any phase requires review and may require adjustments to preceding phases. Minimum essential requirements differ depending on the product, whether it is new or revised. Developers may move in and out of each phase. Continuous formative evaluation of products from each phase, along with approvals, serves to eliminate or reduce wasted effort.

a. **Analysis.** The analysis phase is the building block of a training program and provides the justification for the initiation, continuation, or termination of the ADDIE process. It identifies the **need** for training, **who** gets the training and **what** wartime tasks (collective and individual [including leader] tasks) are **critical**. Analysis also identifies supporting skills and knowledge for the critical tasks. The product of this phase is the foundation for all subsequent development activities.

Analysis Requirement	Analysis Outputs	
	Collective Training	Individual Learning
1. Needs Analysis (all)	a. Needs analysis data. b. Training and education solutions or improvements (as applicable). c. Recommendations for non-training and education solutions (as applicable). d. Learning product development requirements.	
2. Outcome Analysis	Commandant-approved outcomes statements.	
3. Target Audience Analysis	Target audience profile.	
4. Mission Analysis	a. Mission analysis data. b. Unit task list of existing or required collective tasks.	
5. Collective Task Analysis	a. Collective task analysis data summaries. b. Collective task titles. c. Collective task numbers. d. Drill tasks, titles, and numbers. e. Task reference(s).	Individual tasks needed to support collective training.
6. Job (training) and/or topic analysis (education)		a. Job analysis survey. b. Total task inventory. c. Individual critical task list for a specific job or duty position (including task titles and task numbers). d. Approved hierarchy of tasks. e. Initial training or education site selection. f. CTSSB documents (including audit trail of all tasks not deemed critical by the board). g. Topic list for a segment of career, as applicable. h. Approved learning hierarchy of topics, as applicable.
7. Individual task analysis		a. Individual task analysis data. b. Individual task number. c. Individual task title. d. Collective task links. e. Standard for each task. f. Condition for each task. g. STP requirements. h. Task summary data. i. Individual task-to-job matrix. j. Individual task-to-skills/knowledge matrix.

Analysis Requirement (con't)	Analysis Outputs	
	Collective Training	Individual Learning
8. Individual task/ topic management		a. Approved branch/MOS task list (including shared tasks and common tasks). b. Comprehensive horizontal and vertical alignment. c. Approved topic list, as applicable
9. Resource analysis		Resource plan (revise as required throughout).

b. **Design.** If the results of the analysis represent a need for learning, then the design process begins. The design phase determines **when, where**, and **how** learning outcomes will be met. This process is driven by the products of the analysis phase and ends in a model or blueprint of the training program for future development.

Design Requirement	Design Outputs	
	Collective Training	Individual Learning
1. Training Requirements Analysis		a. ITP b. CAD c. POI
2. Preliminary research on topic and/or existing products	(Done during Analysis for creating and revising collective tasks)	Product research report.
3. Combined Arms Training Strategy (CATS)	a. CATS task selections including task selection name and number, frequency, collective tasks, types of events (including the event elements), and METL/ missions. b. CATS prioritized training	
4. Warfighter Training Support Package (WTSP)	Nine elements of WTSP and their components needed to support training event.	
5. Collective Task Design	a. Task Condition Statement b. Task Standard Statement	
6. Drill Design	a. Conditions Statements b. Standard Statements	
7. Learning Design		Design document(s)
8. Course Design: Prerequisites		a. Course prerequisites (as required). b. Instructor/facilitator requirements. c. Student requirements.

Design Requirement (con't)	Design Outputs	
	Collective Training	Individual Learning
9. Course design: Instructor/ Facilitator requirements		Instructor/facilitator certification.
10. Course Design: Learning Objectives		a. Terminal and Enabling Learning Objectives (TLO/ELO): b. Action. c. Conditions. d. Standards. e. Learning level (as applicable). f. Learning domain (as applicable). g. Joint PME area (as applicable).
11. Course Design: TATS Considerations		a. Course numbers for AA and RC. b. Course map for RC. c. Distributed course length for RC.
12. Course Design: Structuring and Sequencing (including TATS requirements)		a. Course structuring (phases/modules). b. Course map. c. Skills/knowledge matrix. d. Mandatory or recommended task/topic sequence (as required). e. Course length.
13. Course Design: Lesson outline/plan and learning steps and/or activities		a. Lesson plan prerequisites (as applicable). b. Steps and/or activities associated with each task/topic and comprehensive performance exercises for each course outcome (as appropriate). c. Method of instruction. d. Media selection (including TADSS as applicable). e. Delivery techniques. f. Time requirements. g. Instructor/facilitator-to-student ratio. h. Selection of existing materials (as necessary). i. Detailed scripts/storyboard designs (as required). j. References. k. Global requirements (foreign disclosure, security, safety, environmental). l. Resource requirements.

Design Requirement (con't)	Design Outputs	
	Collective Training	Individual Learning
14. Design Assessment Plan		a. Individual Student Assessment Plan (ISAP), including grading criteria b. Assessment administration guide (as appropriate). c. Assessment design and sample assessment item for each measurable task/topic. d. Sample comprehensive assessment for each outcome.
15. Design evaluation plan		a. Evaluation plan. b. Sample data collection tools. c. Methodology. d. Implementation plan. e. Validation plan.

c. **Development.** Development is the production phase of ADDIE. Developers take approved design outputs and turn them into completed, approved, validated products including the details required to implement the instruction, assess the students, and evaluate the program. The developer, with USAR and ARNG participation (if applicable), validates learning products prior to implementation and ensures resources are scheduled for implementation. Instructors/facilitators are taught to implement the products, continuously evaluate effectiveness, and assess learning. The school Commandant approves the final course or product for implementation

Development Requirement	Development Outputs	
	Collective Training	Individual Learning
1. Instructor / Facilitator Development		a. Instructor/facilitator familiarization. b. Instructor/facilitator formative evaluation report.
2. Learning Product Development	Completed products as designed (collective tasks, individual tasks/topics, CATS task selections/events, WTSPs, TSPs, drills, lesson plans, media, supporting course materials, advance sheets, study guides, interactive multimedia instruction (IMI), Army Correspondence Course Program (ACCP), GTAs, TADSS, and approved TRADOC common scenario, as applicable).	
3. Course Development: Planning Document		Course Management Plan (CMP).
4. Assessment Instruments		Assessment instruments and guidance.
5. Formative Evaluation	In-progress review report.	

Development Requirement (con't)	Development Outputs	
	Collective Training	Individual Learning
6. Final Evaluation Plan		a. Final evaluation plan. b. Evaluation tools and metrics.
7. Validation		a. Validated, approved learning products ready for implementation. b. Verified instructor/facilitator and key personnel readiness. c. Validation report and information on any required changes.
8. Publish	Validated, approved learning products posted on SharePoint and linked to Blackboard Academic Suite and/or Training Development Capability (TDC).	

d. **Implementation.** The implementation phase involves the actual conduct and delivery of the training products or course. It executes standardized training at resident and unit training sites, distribution of training products, and use of training products.

Implementation Requirement	Implementation Outputs	
	Collective Training	Individual Learning
1. Instructor/facilitator material preparation		a. Instructor/facilitator-prepared materials. b. Instructor/facilitator preparation.
2. Course preparation		Final coordination checks.
3. Formative evaluation		a. Formative evaluation report. b. Instructor/facilitator feedback.
4. ISAP		Completed student assessments.
5. Training product automation	Publish all collective training products in Digital Training Management System (DTMS).	

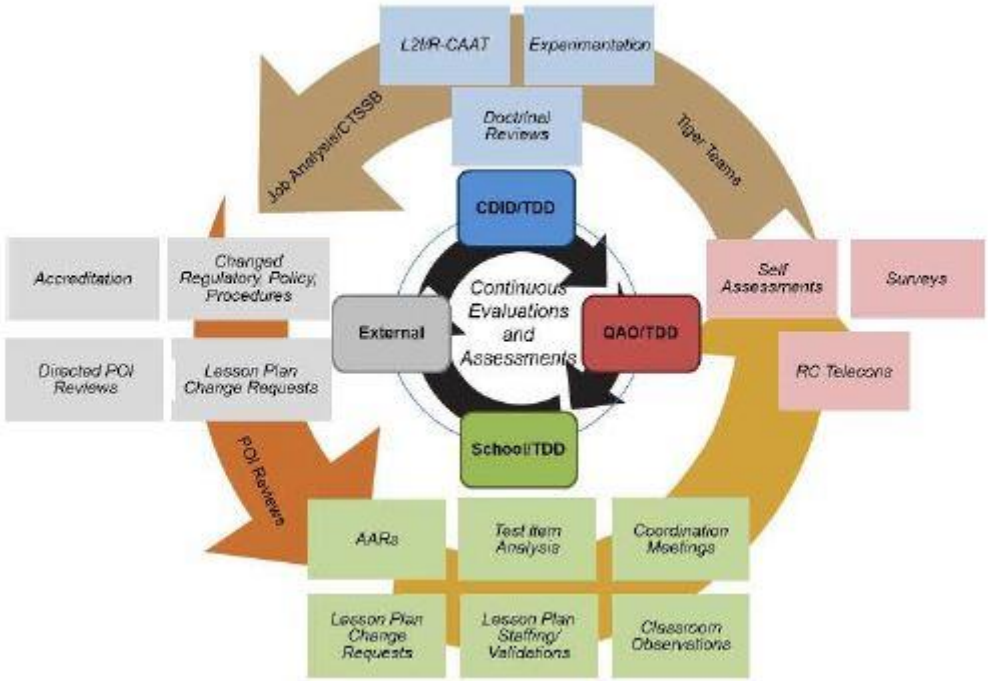
e. **Evaluation.** The evaluation phase determines how well the training takes place, how well Army personnel/units perform, and how well products support training and consists of two major activities: Formative and Summative Evaluation.

(1) Formative evaluation is the feedback received during the entire ADDIE process. It is performed during the analysis, design, development, and implementation phases.

(2) Summative (or program) evaluation occurs at the completion of the ADDIE process and determines if the learning products developed and their implementation meet established standards.

Evaluation Requirements	Evaluation Outputs	
	Collective Training	Individual Learning
1. Evaluation Plan	Evaluation plan	a. Evaluation plan. b. Student responsibilities. c. Graduation criteria. d. Assessment strategy.
2. Formative Evaluation	Formative evaluation reports from each ADDIE phase (e.g., Instructor/facilitator and/or student feedback; focus groups; interviews; courseware validation; Test Item Analysis)	
3. Summative (or program) evaluation	After Action Reviews (AAR), Observations, Insights and Lessons (OIL)	a. Program evaluation plan (e.g., TDD Project Management Plans (PMP); QAO Master Evaluation Plan (MEP); End-of-Course Survey Data) b. Program evaluation report (e.g., TRADOC Accreditation)

2-4. SSI Courseware Assessment and Evaluation Process. TDD employs a variety of methods to assess and evaluate training and education products, obtain feedback, and make any required modifications to increase the rigor, relevance, and effectiveness. The following graphic depicts the processes used with TDD followed by a brief description of each.



Process	Description
Developer/School Coordination Meetings	*Provides recurring feedback from the course director directly to the development team and provides avenue for continuous collaboration and coordination of course related assessments and actions in progress.*
Lesson Plan Staffing and Validations	*During the analysis, design, and development phases developers and instructors review lesson plans, provide assessments, and provide feedback to improve the lesson plan. Once completed the developer coordinates with the instructor and conducts validation in the classroom to assess and validate currency and relevancy.*
Test Item Analysis	*During each test event, the instructor performs test item analysis using Blackboard as a tool and reports issues and/or discrepancies to the developer for resolution. The developer makes appropriate changes to courseware (tests) and updates Blackboard. Periodically, the developer may select random tests to conduct further test item analysis on.*
Job Analysis/Critical Task and Site Selection Boards (CTSSB)	*Provides recurring critical review, assessment, and feedback from the operational Army on the currency and relevancy of course critical tasks. Conducted jointly with the School, TDD, and the field to review individual critical tasks and conduct task analysis to ensure currency and relevancy of the training material.*
Individual Critical Task List (ICTL) Reviews	*Conducted primarily for functional courses, this forum and brings SMEs together to review the ICTL and make recommendations on courseware changes to the school Commandant.*
Classroom Observations/Visits	*Informal unscheduled training site visits by leaders, QA, or TDD personnel to observe instruction and to assess the instructional materials. Visits may be documented on a Training Observation Checklist (SSI Form 350-70-4-1J).*
After Action Reviews (AAR) (Lesson, Module, Course)	*Instructors/facilitators conduct AARs at the end of learning blocks/modules to document potential improvements of learning products. Recommended changes to courseware may be entered into the SSI's Lesson Plan Change Request programs (LRC, Bb, SharePoint) or direct feedback may be provided to the training developer. Training developers may also attend and participate in the AARs or conduct the AAR, if necessary.*
Critiques and Surveys (Graduate, Supervisor)	*End-of-course critiques are systematically administered and reviewed for specific actionable courseware comments and trends. The school's Master Evaluation Plan (MEP) identifies courses whose graduates are to be surveyed. School QAEs process and analyze the survey data and forward results to their school leaders and TDD.*
Lesson Plan Changes Request Link (LRC, Bb, SharePoint)	*Provides real-time accessibility and feedback mechanism for the field, institutional students and instructors, and others to provide feedback on their assessment of the courseware. Allows TDD branch chiefs to suspense and track feedback to ensure completion. Links are located on SSI LRC, in courses Blackboard, and in SharePoint. Electronic workflow is generated to the TDD branch chief, who reassigns it to a developer with 72-hour suspense for action and follow-up.*
POI Reviews	*Periodically scheduled as directed by higher headquarters (DCG, IMT) or SSI leadership (CG, Commandants, etc.) and conducted in a Tiger Team format consisting of instructors, course directors, USAR/NG personnel, developers, QAO, and other necessary participants. POIs are quickly assessed for currency and relevancy and appropriate changes made and submitted to TRADOC for validation.*

Process	Description
Internal Evaluations	*(1) Routine internal evaluation and quality control measures of DOTMLPF functions conducted by leaders, staff and faculty. (2) Matrix team evaluations of instructional programs scheduled by the proponent school commandant annually and published in the school's MEP are designed to identify weaknesses and strengths within the DOTMLPF functions, to include TD and instructional systems. QAO coordinates course evaluations for their commandants.*
Self-Assessment	*School/center self-assessments precede a formal TRADOC accreditation visit. Self-assessments serve as a catalyst to improve communication both within and between center/school departments and between the schools and their higher headquarters. They also increase ownership as the learning institutions' staff and faculty identify and correct shortcomings before the accreditation team arrives.*
Accreditation	*An accreditation is the Army's formal recognition given to a training and education institution which recognizes its ability to meet established Army standards across the DOTMLPF domains. It is a forcing function that focuses the commander's attention on the state of the learning institution's programs and processes across its DOTMLPF domains against TRADOC-approved, Army accreditation standards (AR 350-1). TRADOC institutions undergo a formal accreditation on a 3-year cycle.*
Lessons Learned (L2) Integration / Reverse Collection and Analysis Team (R-CAAT) Forums	*Provides underlying capability to the Generating Force to capture emerging, relevant observations, insights, lessons, tactics, techniques, procedures and "best practices" from our forward deployed forces and major Army/Joint training events; then convert these into knowledge that can be rapidly integrated throughout the institutional and the operational Army.*
Doctrinal Validation	*Assesses, plans, develops, publishes and implements revisions for Human Resource (HR) and Financial Management (FM) Field Manuals and Army Technique Procedures; occurs every 18 months from publication date. Development of both HR and FM course curriculum is derived from approved field manuals and publications. TDD Course Review process integrates CDID doctrine validation upon lesson plan implementation, changes, or updates.*
Experimentation	*Examines the Required Capabilities (RCs) for HR and FM which will drive SSI concept development, the capabilities-based assessments (CBA), and SSI CBA efforts. The Annual Seminar process is a discovery level event which produces insights and recommendations into the future required capabilities needed by the HR and FM communities during future timeframes.*
Tiger Team Reviews	*Periodically conducted as directed by higher headquarters, SSI leadership, or when a major change effort is required for courseware update or course revision. Conducted in a Tiger Team format consisting of instructors/facilitators, course directors, USAR/NG personnel, developers, QAO, and other necessary participants. POIs and supporting courseware are assessed for currency and relevancy and appropriate changes made and submitted to TRADOC for validation. Participation may include CDID SSI DOTMLPF panel for resolution on doctrine changes, lessons learned trends, experimentation reviews and analysis.*
Reserve Component (RC) Telephone Conferences	*Senior Advisor to the SSI CG for the RC coordinates a quarterly teleconference, as needed, between the appropriate RC units and staff element representatives within the SSI to identify issues and develop solutions and/or recommendations.*

2-5. Application of the Army Learning Model (ALM). The ALM is the operational term for the continuous adaptive learning model originally introduced in TRADOC Pamphlet 525-8-2, The Army Learning Concept 2015.

a. ALM implementation has significantly changed individual learning methods and training development processes within the SSI). The entire SSI Team (Proponents, Quality Assurance Office, SSI G-staff, and TDD) are incrementally implementing the ALM with changes to instructional strategies that have created more facilitated, collaborative learning events that engage learners, employ digital learning content, use relevant operational scenarios, and capitalize on blended learning approaches. Efforts are ongoing and will continue within TDD to develop and adapt delivery, development, instruction, quality assurance, planning, and resourcing processes and models to implement the ALM. Training developers must continuously embrace and apply the principles of the ALM as they work through the ADDIE process and develop or revise training and education products.

b. ALM is the Army's visualization of how the Army will train and educate Soldiers and leaders in individual knowledge, skills, attributes, and abilities to execute unified land operations in an era of persistent conflict. Methods and technologies for developing ALM products will continue to evolve and training developers will continue to explore new ways to integrate ALM concepts and best practices into courseware. At a minimum, training developers must use the following guidelines adopted from the ALM for learning product development across all cohorts and echelons:

(1) Design learning products that require Soldiers and civilians to perform under realistic and stressful conditions and develop students, at all levels, who think adaptively, quickly, confidently, and innovatively.

(2) Whenever possible, convert classroom experiences into collaborative, problem-solving events led by instructors/facilitators who engage students to think and understand the relevance and context of what they learn.

(3) Tailor learning to the individual student's experience and competence level based on the results of a pre-assessment.

(4) Dramatically reduce or eliminate instructor-led slide presentation lectures and use a blended learning approach that incorporates virtual and constructive simulations, gaming techniques and technology, or other learner centric technology-delivered instruction.

(5) Link all learning activity outcomes to an ALM-defined 21st Century Soldier competency; metrics and outcomes will be determined by cohort and echelon.

(6) Examine courses to identify learning content that can be transformed into performance support applications. Develop the applications for performance support and introduce them in the schoolhouse at all levels.

(7) (7). Develop supporting, technology-driven instruction incorporating adaptive learning and intelligent tutors with a goal of reducing learning time while maintaining effectiveness for resident and non-resident use.

(8) Integrate digital literacy skills appropriate at each career level and foster skills to enable and encourage a life-long learning mindset.

(9) Implement components of virtual and game-based learning opportunities to add realism and operational relevance at all levels.

(10) Integrate joint, interagency, intergovernmental, and multinational culture and comprehensive fitness goals into courses at the level and degree that fits the learning audience.

(11) Develop a full spectrum mind-set in students, while maintaining flexibility to adapt learning content to meet operational demands.

(12) Use authentic exercises in classroom and blended learning activities to maximize skills transfer to the job and to the operational environment (OE).

Chapter 3
Individual Task Analysis

3-1. Description. TRADOC Pamphlet 350-70-1, Training Development in Support of the Operational Domain, Chapter 7, provides guidance on individual task analysis. 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 focus on how task steps are actually performed, under what conditions, and how well the Soldier performed the task. Task analysis data for critical tasks serves 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.

3-2. Definition. A task is a clearly defined and measurable activity accomplished by individuals and organizations. It is the lowest behavioral level in a job or unit that is performed for its own sake. A task must be specific, usually has a definite beginning and ending, and it must be observable and measureable. A task may support or be supported by other tasks. A task has only one action, and therefore, is described using only one verb *(TP 350-70-1, Training Development in Support of the Operational Domain, Chapter 7).* Developers determine the type of individual task and use the appropriate numbering or marking system as required by Training Development Capability (TDC). The different types of individual tasks and their definitions are as follows:

TASK TYPE	TASK DESCRIPTION
1. Unique (MOS-specific) task	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. For example, 805C-42A-1001, where 805C = AG and 42A = MOS ID.
2. Common Soldier task	An individual task performed by all Soldiers. Common tasks numbers use a proponent code, the three characters "COM," and a four-digit unique number. For example, 071-COM-1001, where 071 = infantry.
3. Shared Individual Task	An individual task shared between MOS within CMFs (example: 11B and 11C perform the same task). Shared tasks numbers use a proponent code, a "000" and a four-digit unique number. For example, 071-000-1001, where 071 = Infantry.
4. Skill Level/CMF and officer rank task	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. The skill level is denoted in TDC.
5. Leader task	An individual task performed by leaders from different branches or jobs, or a task shared by different skill levels at the same organizational level (for example, captains and company first sergeants may perform the same tasks). The leader task is designated a leader task within TDC.
6. Staff task	An individual task performed by a unit staff member. The staff task is designated a staff task within TDC.

3-3. Responsibilities. The Soldier Support Institute, Training Development Directorate has the lead on task analysis and is responsible for:

a. Identifying new collective and individual tasks, in conjunction with the proponent school.

b. Developing/revising task analysis data (e.g., task actions, conditions, standards, steps, measures, and references) in the Training Development Capability (TDC) system. Task data comprises the task summaries in the proponent Officer Foundation Standards and Soldier Training Publications.

c. Coordinating with other proponent schools and integrating schools on task analysis issues (e.g., Combined Arms Center (CAC), Combined Arms Support Command (CASCOM)).

d. Coordinating proponent Critical Task and Site Selection Boards (CTSSB).

e. Participating as the Training Development representative on CTSSBs.

f. Producing task-based training literature (e.g., Soldier Training Publications).

g. Maintaining an audit trail of all Individual Critical Task List (ICTL) changes.

3-4. Individual Critical Task Lists (ICTL).

a. All task-related training products must be based on the approved ICTL. The ICTL contains all proponent individual critical tasks for each MOS and AOC. ICTLs are maintained in TDC and exported to the Central Army Registry (CAR) for Army-wide use.

b. Changes to the ICTL. Any organization can recommend changes or additions/deletions to the ICTL. Content changes may be required at any time to reflect DOTML-PF changes. SSI, TDD sends ICTLs to the Commandant, as needed, based on changes, or as a minimum, annually for his/her approval. The Adjutant General and Financial Management School Commandants approve additions/deletions to the ICTL. All recommendations must be submitted with supporting rationale (e.g., doctrinal changes, recommendation of the CTSSB, and approved lessons learned) through the unit's chain of command to SSI, TDD.

3-5. Critical Task and Site Selection Boards (CTSSB).

a. TRADOC Pamphlet 350-70-1 (Training Development in Support of the Operational Domain) outlines the process for reviewing and updating critical task lists using a CTSSB. A CTSSB may be conducted after a significant change in doctrine, changes in the operational environment or every 2 or 3 years to review tasks and ensure that the critical tasks and their links to 21 Century Soldier competencies are relevant to the force. Proponents must conduct a face-to-face or virtual CTSSB to develop the list of individual critical tasks (TR 350-70, Army Learning Policy and Systems, para 6-15).

b. The purpose of the CTSSB is to recommend additions, changes, and deletions to the ICTL, to prioritize tasks for training, select critical tasks and recommend where they should be trained. The CTSSB should include representatives from U.S. Army Forces Command (FORSCOM), Combat Training Centers (CTC), National Guard Bureau (NGB), U.S. Army Reserve Command (USARC), other proponents, and the Adjutant General, and Financial Management Schools, respectively. Further information on conducting a CTSSB is in Appendix H of this guide.

c. In additional 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 and training demands (TP 350-70-1, Training Development in Support of the Operational Domain, Appendix F).

d. c. Specific CTSSB guidance, samples of board correspondence, and step-by-step CTSSB procedures are in TRADOC Pamphlet 350-70-1, Training Development in Support of the Operational Domain.

3-6. Task Analysis Development.

a. TRADOC Pamphlet 350-70-1 covers the procedures for developing individual task analyses. The TDC database provides the means to capture individual task analysis data for export to the Central Army Registry (CAR). Individual task data entered into TDC is also used for Soldier Training Publications and Officer Foundation Standards. TDC provides a template and step-by-step procedures for creating an individual task analysis report.

b. Refer to Appendix C for a task analysis checklist. This document, along with TRADOC Pamphlet 350-70-1, will assist in the processing and review of task analyses.

Chapter 4
Training Strategies

4-1. Unit Training Strategies. SSI, 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 FM) 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 G-3. More information pertaining to CATS is in Chapter 17 of this guide.

4-2. Individual Training Strategies. Individual training strategies are addressed in the Individual Training Plans for each MOS. The proponent school, in conjunction with SSI, TDD, has the lead for AG/FM School Individual Training Plans (ITP). Each ITP covers the Program Objective Memorandum (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 a given FY may deviate from the strategies in response to higher headquarters directives, implementation of lessons learned, etc.

Chapter 5
Training Requirements Analysis System (TRAS) Documentation

5-1. Purpose. The purpose of the TRAS documentation is to ensure that students, instructors, facilities, ammunition, equipment, and funds are in place at the right time to implement directed training as required by current and future proponent institutional strategies. TRAS is a management system that provides for the documentation of training and resource requirements in time to inject them into resource acquisition systems. TRADOC Pam 350-70-9, Budgeting and Resourcing, Chapter 4, covers the TRAS process in detail.

5-2. Description. The TRAS is a long-range planning and management process for the timely development of peacetime and mobilization individual training. The TRAS integrates the TD process with the Planning, Programming, Budgeting, and Execution System (PPBES) by documenting training strategies, courses, and related resource requirements. The TRAS ties together related acquisition systems for student, instructors, equipment and devices, ammunition, dollars, and facilities.

5-3. The Army School System (TASS)/One Army School System (OASS). Throughout the TASS/OASS, TRAS will include the library of existing Active Component (AC)/Reserve Component (RC) Individual Training Plans (ITPs), Course Administrative Data (CADs), and Programs of Instruction (POIs); and The Army Training Systems (TATS) Course CADs and POIs.

5-3. Individual Training Plan (ITP). The ITP is a long-range planning document that outlines the resident/nonresident training strategy for a Military Occupational Specialty (MOS) or Area of Concentration (AOC). It is the plan for implementing the cradle-to-grave, individual, long-range training strategy that lays out how the school will develop agile, competent, self-disciplined, confident leaders and master performers. It also includes projections of institutional training resources, such as estimated dollar, ammunition, facility, and equipment/device requirements not currently available (e.g., not documented on the table of distribution and allowances (TDA), not included in the Command Operating Budget, etc.).

a. An ITP should be submitted 3-5 years before the implementation fiscal year (FY) of new or revised training in order to align the resource information with the PPBES budget formulation process. However, in reality, ITPs must be maintained continuously in order to reflect proposed DOTML-PF changes.

b. SSI, TDD, in conjunction with the proponent school, has the lead for ITP revisions. The proponent school and TDD ensure updates of the ITPs throughout the year and seek the Commandant's approval for any changes. It is recommended that TDD staff revised ITPs with SSI School Directors of Training (DOTs), Capabilities Development and Integration Directorate (CDID), and the Quality Assurance Office (QAO) before submitting to the Commandant for final approval.

c. Once approved by the Commandant, TDD forwards the approved ITPs to the SSI G-3 Training Management for staffing to TRADOC G-3/5/7, NGB, and U.S. Army Reserve Command (USARC). See Appendix E, Training Requirements Analysis System (TRAS) Process, for more information about the ITP and the other TRAS documents.

5-4. Course Administrative Data (CAD). The CAD is a requirements document that provides critical planning information about a resident, non-resident, or DL course which enables the recruiting, quota management, and personnel systems to take the actions needed to have students and instructors/facilitators on-station in sufficient time to meet Army requirements. 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, such as the instructor contact hours (ICHs), optimum class size, course length, course start date, projected student input and Direct Support to the Training Events (DSTE).

b. A CAD is submitted 1-3 years before the implementation FY of new or revised training in order 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 following timeline:

(1) CADs for new courses or courses that have a change in prerequisites, which require a Total Army Centralized Individual Training Survey (TACITS) must be submitted by 2 January of each year.

(2) CAD revisions for existing courses with growth is 1 May. CAD revisions for course with no growth must be submitted by 1 June, as required by the SMDR timelines.

(3) SSI, TDD forwards the completed CAD to the Commandant at least two weeks before the submission deadlines.

(4) After the Commandant's approval, SSI, TDD forwards the CADs using Training Development Capability (TDC) to SSI G-3 Training Management for processing and forwarding to TRADOC G-3/5/7. A proponent's approval does not obligate TRADOC to resource the program. SSI, TDD is responsible for tracking CADs until approved by TRADOC.

5-5. 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. The POI is submitted a minimum of 1 year before implementation date if there are no new resources. POIs requiring resource changes must be developed and submitted at the earliest opportunity in order to impact the resourcing system.

b. POI revisions requiring additional resources or a change in tasks taught should be processed through the CTSSB and approved by the Commandant. The POI then goes into the appropriate resourcing channels which can take 2-3 years to produce the required resources due to the nature of the budget cycle.

c. Once the Commandant has approved development of a new course or revision of an existing one, SSI, TDD develops and staffs the POI through the affected school and proponent for concurrence. The Army Training System (TATS) course POIs must be coordinated through the NGB and USARC before proponent command approval and submission to HQs TRADOC.

d. Once all lesson plans have been completed in TDC, a final POI is generated from TDC. SSI, TDD forwards the completed POI through the respective school to the Commandant for approval.

e. After the Commandant's approval, SSI, TDD forwards the POIs through the school's Force Integrator for staffing with NGB, and USARC (if required). Upon receiving NGB and USARC concurrence, SSI, TDD forwards the POI through SSI G-3 Training Management to TRADOC. A proponent's approval does not obligate TRADOC to resource the program. SSI, TDD is responsible for tracking POIs until approved by TRADOC.

Note: *POIs affecting 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).*

5-6. Types of Submission

Note: *The TATS course development timeline in TRADOC Regulation 350-70, Army Learning Policy and Systems), Training Course Design, depicts submission of TRAS documents.*

a. In-cycle Submissions – Submissions of TRAS documents at the appropriate time to access the resource systems are called "in-cycle" submissions. Although new or revised training initiatives must sometimes be implemented out-of-cycle, in-cycle planning and resource management systems (including the TRAS) must be used to enable the resources to "catch-up" and satisfy long-range needs.

(1) The ITP addresses all resident and distributed courses or training programs directly supporting an occupational specialty or career program, to include contractor-conducted courses; ITRO consolidated and collocated courses; courses which award additional skill identifiers (ASI) or skill qualification identifiers (SQI); and functional courses which are aligned with an Military Occupational Specialty (MOS), Branch, Area of Concentration (AOC), or functional area.

(2) The CAD provides:

(a) Critical planning information about a formal course which enables the recruiting, quota management, and personnel systems to take the actions needed to have students and instructors on-station in sufficient time to meet Army requirements.

(b) New or revised Initial Military Training (IMT) course descriptions and prerequisites to the U.S. Army Recruiting Command (USAREC).

(c) Course information needed to update Army Training Requirements and Resources System (ATRRS).

(3) The POI lists the critical tasks and supporting skills and knowledge taught, including distance learning phases of the course.

b. Out-of-cycle Submissions – Other submissions are called "out-of-cycle" (reference AR 350-10, Management of Army Individual Training Requirements and Resources). Out-of-cycle resource requirements must be treated as unfinanced requirements (UFR) or paid for with on-hand assets until inclusion in the resource cycle.

c. CADs or POIs for new courses received by TRADOC after the 2 January in-cycle solicitation deadline must be acted upon as an out-of-cycle solicitation. In addition to providing the TRAS document and supporting justification signed by the Commandant, schools must also identify the target audience and expected training requirement numbers if known. Once TRADOC G-3/5/7 reviews and approves the new course (as documented in the POI) the course will be documented in ATRRS and the solicitation process completed.

d. Late ITP/CAD – A late ITP or CAD prevents the identification of facility requirements and the determination of instructor requirements for recognition at the appropriate year's SMDR and proper allocation of manpower during the TRADOC Review of Manpower (TRM).

e. Late CAD/POI – Late CAD and POI submissions may cause late preparation and distribution of revised class schedules, late notification to Soldiers of revised class dates, amendments to TDY orders, late authorization and assignment of instructors, and insufficient time to incorporate TRADOC and major subordinate command guidance prior to implementing a new or revised course.

5-7. Course Length. Course length is the total time required to actually present the training. The course length is reported to Army G-1 through input to ATRRS. The major output of this design function is an approved course length that allows for efficient and effective training and student management.

a. Academic Time/Hours - Academic time/hours is the total length of time actually required to present instruction and includes conducting instruction, assessment, and an after-action review. Identify academic time for each method of instruction for each lesson. When using self-paced instruction, use the teaching time necessary if taught in residence.

b. Academic Week - The academic week consists of the number of academic hours that must be taught during any given training week. The minimum Active Army (AA) peacetime five-day academic week is 36 hours; mobilization and DL are 54 hours. The minimum AA peacetime six-day academic week is 44 hours.

(1) Proponent schools/centers may establish training weeks with more than 36 academic hours or 44 academic hours, five-day training week and six-day training week, respectively. Training weeks of less than 36 or 44 hours must be approved by HQ TRADOC, DCS, G-3/5/7, TOMA.

Note: *HQ TRADOC, DCS, G-3/5/7 may direct that the academic week include more than 36 academic hours for specific courses.*

(2) The minimum RC peacetime academic week is 48 hours, based upon an 8-hour training day, 6 days a week.

c. Training Week – A training week consists of the total number of training hours conducted during any given week. A normal training week is 40 hours. When directed to use a 6-day training week, the normal training week is 48 hours.

d. Administrative Time –Administrative time consists of all non-academic time included in a course, and is represented as the total hours necessary to perform administrative activities. Scheduling course hours requires the identification of both administrative and academic time to determine the full duration a student must attend at the training site. Administrative time includes –

- In processing
- Commander’s orientation
- Retesting
- Army Physical Fitness Test (APFT)
- Commandant’s time
- Remedial training
- Guard detail
- Out processing
- Physical Readiness Training (PRT)

(1) Administrative time must not exceed four hours per AA training week. Submit requests for additional administrative time to HQ TRADOC, DCS, G-3/5/7, TOMA. Requests must include why the administrative activity cannot be accomplished before or after normal training time.

(2) Instructor Contact Hours (ICH) are not generated or supported by administrative time within a course. An ICH is the manpower work load factor which represents one instructor work hour devoted to conduct training. Instructor contact hours for each lesson are related to optimum class size and computed by multiplying the number of academic hours, the number of student groups', and the number of instructors required per group.

e. Quality Control – To ensure quality training, the individuals involved in designing the training must ensure the training length is the minimum that provides efficient, effective training.

Chapter 6
Training Support Packages (TSP)

6-1. Description. A external TSP is a complete, exportable package integrating training and education products and materials necessary to train/teach more than one lesson plan. A TSP is developed for an entire course, or for a group of related lesson plans, and can be used at a site(s) other than the development location. Alternate sites could be an active Army school, a training battalion in The Army School System, a unit, or via distributed learning. The contents of the TSP will vary depending on the number of lesson plans included. A TSP consists of a cover sheet, administrative instructions, supporting products, and complete lesson plans.

NOTE: *TRADOC Pamphlet 350-70-XX, Training Development in Support of the Institutional Domain, provides guidance on developing TSPs for individual training. This publication is pending final approval and publication. The TDC database also provides a template and on-line, step-by-step procedures for creating a TSP.*

6-2. Design. The TSP design and development functions normally are conducted simultaneously. However, a TSP that contains multiple lessons must be designed first and then developed to ensure sequential, progressive training. This type of TSP pulls together the details of multiple lessons. Design and develop TSPs in essentially the same way as designing and developing courses and lessons.

6-3. Development.

a. TSP development starts with the receipt of the TSP design. TSP development primarily consists of packaging the material to be presented as a complete, comprehensive training package.

TSP Development Steps	
Step 1	*Acquire the task performance specifications for the tasks to be trained.*
Step 2	*Develop/obtain the included training products.*
Step 3	*Add administrative details.*
Step 4	*Staff TSP with personnel and activities as appropriate for the type and content of the TSP.*
Step 5	*Obtain appropriate command authority approval.*
Step 6	*Arrange for reproduction and distribution.*

b. The instructor/facilitator and student guides are the two main components of a TSP.

(1) The instructor/facilitator guide provides additional information that is necessary to execute instruction. Create guides for both resident and DL instruction as required. Instructor/facilitator guides include, but are not limited to, the following sections:

(a) Course schedule.

(b) PE sheets with student instructions and PE sheet answer keys (as needed).

(c) Slide presentations (as appropriate).

(d) Tests and test solutions.

(e) Instructor/facilitator notes necessary for execution.

(f) Copies of student guides or handouts.

(g)) Instructor/facilitator tips for online courses as necessary (for example, announcement templates or discussion board topics).

(2) The student guide provides additional information to the student necessary to achieve the objectives. Student guides include, but are not limited to, the following:

(a) Course schedule.

(b) Instructor/facilitator contact information.

(c) Individual Student Assessment Plan (ISAP) and assessments.

(d) Student code of conduct.

(e) Slide presentations (as appropriate).

(f) PE sheets and instructions (as necessary).

(g)) Student handouts including copies of articles and supplemental reading materials.

(h) Special instructions (for example, discussion board assignments if DL course).

(i) References list.

(j) Training aids.

(k) Simulation and gaming references and information.

c. TDC automatically consolidates lesson plan information into four main supporting material portions when generating a TSP. These include the viewgraph master, tests and test solutions, practical exercises and solutions, and student handouts. TDC pulls this information from the linked lesson plan(s). To create a TSP for a complete module, link all lesson plans for that module to the TSP.

6-4. Quality control. For a quality TSP, each individual involved must ensure the TSP meets format and component requirements and the training provided by the TSP is feasible, cost effective, valid, sequential, and progressive. The TSP must be validated and approved prior to reproduction and distribution.

Chapter 7
Development of New Courses

7-1. Overview. The majority of the SSI, TDD courseware development work consists of changes to existing courses *(see Chapter 8, Changes to Existing Courses).* However, new courses are occasionally developed in response to major DOTML-PF changes like a new system or program or a 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 the minimum required to develop course materials, acquire necessary resources, train cadre, and schedule facilities.

7-2. Course Concept. SSI, TDD works with the AGS and FMS proponency and training departments impacted by new courseware to develop a concept that addresses purpose, target audience, prerequisites, course strategy, course length, and milestones:

a. Purpose. CTSSBs and needs analyses are triggers that can generate new courseware development.

(1) CTSSBs determine which tasks are critical and where they should be trained.

(2) Needs analyses determine why new courseware is required.

b. Target audience. The target audience description specifies the MOS(s) and skill level(s) required for students in the course and the projected annual enrollment.

c. Prerequisites. Requirements that must be met prior to student enrollment in the new course are addressed in the prerequisites.

d. Course strategy. Design of the course is explained in the course strategy and identifies use of phases and/or tracks (e.g., all students complete common lessons and then branch off to different lessons) and means 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?)

e. Course length. Course length is the total time required to conduct the course/event, to include mandatory course subjects and command-directed learning. It includes both academic and administrative time and expresses the time in weeks and days. The academic week represents the number of academic hours taught during any given academic week. The minimum Active Army (AA) peacetime, 5-day academic week is 36 hours; mobilization is 54 hours. The minimum AA peacetime 6-day academic week is 44 hours.

f. Tentative course development timelines will include:

(1) ITP Update

(2) CAD submission to TRADOC G-3/5/7

(3) Lesson plan and test development

(4) POI submission to TRADOC G-3/5/7

(5) Course pilot dates

(6) Course start date

Much of this information will feed into the CAD for the new course. Minimal information may be available in some cases (e.g., the course is system based and the system is still being designed). It may be necessary to develop the concept based on similar, existing courses.

7-3. Commandant Approval. SSI, TDD staffs the course concept briefing to the proponent and Commandant. After incorporating appropriate feedback, SSI, TDD conducts a decision brief to the Commandant, with appropriate organizations in attendance. Upon Commandant approval of the course concept, SSI, TDD then develops the course materials.

7-4. Training Development Manpower. SSI, TDD estimates required manpower using TRADOC's approved Estimated Time Values (ETVs). For example, the ETV for developing a "training course" is 15 man-hours per POI hour. Therefore, the "cost" of developing twelve lesson plans totaling 40 hours would be 600 man-hours or one person for about 4 months. Manpower data is tracked so this figure can be increased or decreased over time to more accurately reflect the requirements.

7-5. Update the ITP. SSI, TDD will update the ITP ICW the proponent school to reflect projected institutional training resources related to the new course (e.g., ammunition, facility, and equipment / device requirements). The resource projections need to be as accurate as possible since, in some cases, they will impact equipment production decisions. System requirements should also specify the associated items of equipment (ASIOE) required for instruction. ITP changes will be consolidated annually and submitted to the Commandant for approval (see TRADOC Pamphlet 350-70-9, Budgeting and Resourcing, for further information.

7-6. Develop the CAD. SSI, TDD, working with the AG and FM Schools, develops the CAD. CADs for new courses require The Army Centralized Individual Training Solicitation (TACITS) and must be submitted to TRADOC G-3/5/7 1-3 years prior to the execution year.

7-7. Review of Existing Materials. Before developing lesson plans, the training developers review all existing task analysis data, new equipment training (NET) materials, lessons learned, field surveys, etc. For system-based lessons, valid task analysis data may be unavailable until prototype systems and draft technical

documentation have been developed by the contractor.

7-8. Develop the Course Materials. SSI, TDD will develop the lesson plans, supporting materials, test administration guide, tests, and a course lesson sequence summary with input from the unit subject matter experts (SMEs) and other team members, as appropriate. In-progress reviews (IPR) will be conducted between the AG and FM Schools and SSI, TDD throughout the course development process. As part of developing/revising institutional training materials, the SSI, TDD training developers are responsible for staffing all materials for review with the training department, proponent and Commandant. Once all training materials are staffed, they are forwarded with the consolidated feedback attached to the Commandant for approval. SSI, TDD maintains all audit files for a course.

a. Tests are developed during the design phase utilizing the procedures found in TRADOC Pamphlet 350-70-5, Systems Approach to Training: Testing. 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 TRADOC Pamphlet 350-70-5 will be used to develop a test plan. An example test plan template can be found in Appendix F of this guide.

b. Test Item Analysis will be conducted on tests developed by SSI, TDD utilizing test item analysis spreadsheets developed by SSI, 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 SSI, TDD for review, filing, and appropriate changes to courseware.

c. Individual Student Assessment Plans (ISAPs) will be developed for all courses. ISAPs will be signed by the Commandant (or his/her designated representative (normally the Training Department Director)) and the training developer who developed the ISAP.

7-9. Develop the POI. Once the lesson plans have been completed, the POI, to include the lesson titles, action, conditions, standards, tasks taught, and resources, is entered into TDC by the training developer. In addition, SSI, TDD develops the cover page, preface page, memorandum of transmittal, and for dL courseware, the Distance Learning Questionnaire.

7-10. Develop the Course Management Plan (CMP). SSI, TDD develops a CMP for all courses, including exportable courses, such as those taught in TASS Battalions. An example of the CMP is in Appendix G. The CMP includes:

- Course structure (derived from the POI)
- Course map (derived from the Course Lesson Sequence Summary)
- Training sequence
- Course manager qualification

- Course manager guidance
- Instructor certification requirements
- Student guidance
- Test administration guidance
- Required references
- Trainer guidance

7-11. Plan and Conduct the Course Validation. Before course validation, the school and SSI, 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, SSI, 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. SSI, TDD will ensure all revisions have been captured in the lesson plans, POI, and ITP.

NOTE: Refer to TRADOC Pamphlet 350-70-10, Course and Courseware Validation, for guidance on conducting training course and courseware validation, including the process and procedures for developing a validation plan.

Chapter 8
Changes to Existing Courses

8-1. Overview. A course is a complete series of instruction (phases, modules, and lessons) identified by a common title and number. A course consists of curriculum composed of critical tasks or educational requirements that qualifies a person for a specific MOS, AOC, functional area, or skill set. The developer and course manager develop courses that are supported by a POI and course administrative data (CAD), and managed by the course manager. A formal analysis and the Army Learning Model (ALM) are the basis for Army course design. The ALM outlines a path forward for individual training and education, leader development, and collective training.

8-2. Course Evaluation. Evaluation of existing courses is a continuous process to maintain and improve the quality of education and training products. Evaluation during the implementation phase of ADDIE includes student assessment to measure achievement of Army learning standards and outcomes to ensure continuous improvement. The evaluation phase consists of both formative and summative parts.

a. Formative evaluation occurs throughout all ADDIE phases as a feedback collection mechanism to modify the execution of the current phase and future phases. This is a check-on-development to control the quality of the learning products developed and their implementation. Managers must ensure formative evaluation occurs during the implementation phase as specified in the program evaluation plan. Formative evaluation during implementation consists primarily of keeping a formative evaluation report (audit trail) of each instance of learning product implementation, and the collection of critiques, feedback, and AARs for each instance. Critiques, feedback, and AARs collected after the completion of the implementation phase will contribute to data used for determining if changes are required for existing courses.

b. Summative evaluation occurs at the completion of the ADDIE process, and determines whether the learning products developed and their implementation meet established Army and center/school standards.

8-3. 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 fixes, software 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 changes several tasks taught in a course.

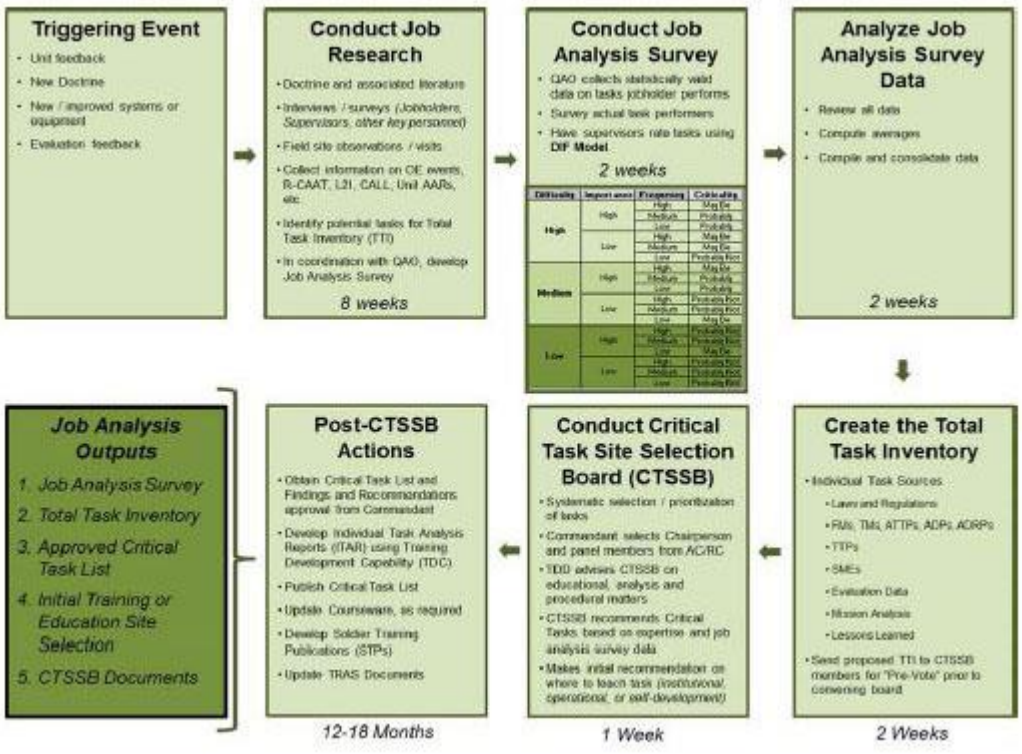
a. Routine Changes. Instructors / facilitators may make routine changes to their lesson plans with “pen and ink” while awaiting corrections to be completed through formal channels. The *“Courseware Change Request”* workflow option on SharePoint is the primary method used to recommend changes to lessons, tests, and practical exercises. Units may also submit routine changes to SSI, TDD, via memorandum,

email or FJ Form 350-100-86, Course Material Inquiry Sheet, if SharePoint access is not available.

b. Major Changes. Major changes to courses are managed through the Critical Task and Site Selection Board (CTSSB) process.

(1) During the Pre-CTSSB field surveys and briefings, units and training directors may propose institutional training changes to the Commandant. The purpose is to gain initial guidance from the Commandant (i.e., the Commandant can preliminarily validate that 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.

CTSSB Flow Chart



(2) TRADOC Pamphlet 350-70-1, Training Development in Support of the Operational Domain, provides additional guidance on the conduct of CTSSBs. Appendix H of this guide also provides detailed information on CTSSB procedures within SSI.

8-4 Commandant Approval. Within 30 days of completing the CTSSB, SSI, TDD will set up a decision briefing to the Commandant. If the Commandant disapproves the CTSSB recommendations, then SSI, TDD will make changes IAW the Commandant's guidance. If the Commandant approves the CTSSB recommendation, then SSI, TDD develops or revises the appropriate training material.

Chapter 9
Distributed Learning (dL)

9-1. 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).

9-2. Training Requirements and Training Strategy.

a. **Courseware Nominations Briefings for Commandants.** As needed, but at least annually**,** TDD dL Branch will brief School Commandants to obtain approval of the respective school's dL courseware nominations list for submission to ATSC. Based on proponent guidance, dL Branch develops a list of recommended courses or lessons that might be converted from classroom instruction to distributed learning media. Nominations will address new courseware conversions, previous conversions that should be considered for maintenance, and blended courseware initiatives.

b. **Training Strategy.** TDD reviews the overall structure and TRAS documentation (e.g., CAD, POI and ITP) prior to conversion of a course from classroom, instructor-led training (ILT) to IMI media, to begin development of the course training strategy. 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 two to three 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 of this information must be entered in TDC which contains 19 fields that must be addressed and includes beginning dates, launch dates, Public Law 508 (Americans With Disabilities Act) compliance, anticipated student load, the length of time a learner has to complete the course, prerequisite information, etc.

c. **TRAS Documentation Submission.** When a course, or part of a course, is to be converted to dL media, the CAD, POI, and Transmittal Letter signed by the Commandant must be submitted to TRADOC. This step initiates the course listing in the Army Training Requirements and Resources System (ATRRS). TRAS documentation is collectively prepared by the Educational Services and Individual Training Divisions (when the dL course is a phase of the resident course). Current TRAS document guidance directs that the entire POI for a course must be submitted rather than just the dL portion. TRAS documentation must be transmitted utilizing the TDC database.

9-3. Course Nominations.

a. **Delivery Orders.** The Distributed Learning Branch personnel go to the Army Training Support Center (ATSC) dL site and copy the latest delivery order (DO) for new courseware conversions, maintenance of current dL courseware, and blended learning courses. They then complete the appropriate template, filling in the necessary information and required appendices to include responsibilities for Test Item Analyses, Individual Task Analysis Reports (ITARs), etc.

b. **Submission of Course Nominations.** When the DOs are completed and approved, they are forwarded to the Contracting Officer' Representative (COR) for bid purposes and to the TRADOC, DCS G-3/5/7 office for funding. DL program managers input course nomination data to the automated system through TRADOC's ADLP site.

c. **Government Furnished Information (GFI).** The dL Branch begins collecting the GFI for turn-over to the contractor as soon as work statements are forwarded. GFI normally consists of a combination of the following: CAD, POI, lesson plans, practical exercises, exams, PowerPoint slide decks, Excel Spreadsheets, film clips, audio files, source code for previously developed dL courseware, references and regulations, recent dL IMI products for maintenance contracts, examples of end-of-course student surveys, and any other information that might be helpful to the contractors. 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. Once the dL Branch has verified the GFI, they prepare a GFI Certification memorandum. The memorandum must be signed by the Director, TDD.

9-4. 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 the dL Branch and confirmation from TRADOC, DCS G-3/5/7 that the course conversion or maintenance work 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 comprised of one representative (voting member) from each of the following areas: ATSC courseware testing facility, Policy and Programs Division, COR responsible for SSI schools, courseware manager, and the proponent.

The TEB evaluates each of the proposals on merit and substance and then makes an overall recommendation to the contracting officer.

9-5. The Post Award Process.

a. **The Post Award Meeting.** Once the DO has been awarded and signed, the next step is to conduct the Post Award Meeting. The COR arranges the meeting (i.e., determines the location, date and time, and notifies the attendees). The Post Award Meeting attendees are the COR, ATSC Courseware Manager, proponent school, technical representative and the contractor staff. The purpose of the Post Award Meeting is to establish the administrative notification processes and to discuss pertinent aspects of the courseware development such as the timelines, primary and secondary points of contact, review periods of the deliverables, the on-line review system, PL 508 compliance, and GFI. It is a generally accepted practice to go through the DO and address all aspects of the training itself, i.e., testing preferences, levels of interactivity, sequencing and grouping of blocks of instruction, etc.

b. **Post Award Meeting Minutes.** The contractor is responsible for documenting the meeting, producing meeting minutes, and distributing draft minutes to attendees. The dL Branch captures minutes on SSI's behalf and compares them to the contractors' version. SSI corrections are noted and submitted to the contractor for incorporation into the final minutes.

c. **Government Furnished Information Turnover.** It is highly recommended that the GFI be forwarded to the contractor as soon as the DO is awarded and signed. This will give the contractors adequate time to analyze the GFI and therefore make the Post Award Meeting more productive. The contractors can then provide the milestone schedule for development at the Post Award Meeting. Any items listed in the DO but not provided to the contractor are listed in the minutes of the meeting.

9-6. Contract/Delivery Order Deliverables.

a. **Instructional Media Design Plan (IMDP).** The IMDP is the first comprehensive document prepared by the contractors and forms the blueprint for development effort. The IMDP contains the following major sub-sections:

(1) **Summary Description of the Training Program.** This section contains the overall course or lesson architecture, delivery methodology (Web-based or stand-alone CD), target audience description, storyboard contents, security classifications, safety information if necessary, and media requirements.

(2) **Courseware Design Strategy**. This section contains the overall format guide, sequence of lessons and learning activities, student interaction, control and navigation, glossary and reference preferences, text conventions (font, height, width, color, etc.) and format of control features.

(3) **Lesson Strategy.** This section contains the types of learning that will occur, performance measurement strategies (checks on learning, pretests, posttests, etc.), interactivity lessons, audiovisual elements, and TLO/ELO specifics for each lesson.

(4) **Courseware Logic Flow Diagrams.** This section contains a general overview, course maps, and flow chart diagrams.

(5) **Course Summary.** This section contains a generalized roll-up of the other sub-sections of the IMDP as well as the administrative POCs.

b. **Storyboards.** Each page of Interactive Multimedia Instruction (IMI) is pre-scripted in the form of a storyboard. Storyboards give proponent schools an indication of what to expect in the final product. Storyboards contain the graphical user interface (GUI), the graphics for that page and text. They also contain any audio files that play on that page. If the storyboard page relates to an exam or check on learning, it also contains the correct and incorrect answers and the TLO/ELO being tested. The storyboards are forwarded as a separate deliverable in advance of the IMI.

(1) **First Draft IMI.** Each contractor develops and maintains an on-line review system for the purpose of viewing the IMI deliverable. The on-line review system must provide at least two levels of review capability (e.g., an all reviewers permission and a reviewer/approver permission). All reviewers will input their comments into the review system. The approver eliminates any duplicates, asks for clarification of any comments not easily understood, and de-conflicts comments where necessary. The approver also advises the contractor that the comments are complete and approved and ready for download and application.

(2) **Second Draft IMI.** The first draft IMI comments are downloaded by the contractor who makes the appropriate changes. The contractor then posts the new version to the on-line review system as a second draft. The SSI then completes a 100% verification of changes to ensure no corrections were missed.

(3) **Final Copy.** Any changes or due-outs from the second draft version are checked against the final copy once it is posted to the on-line review system.

c. **Monthly Status Reports.** The contractor is required to prepare a monthly status report. The report indicates the work completed during the month, the work projected for the following month and any challenges. This report is sent to the COR. The dL program manager receives a courtesy copy as well.

9-7. 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 four activities: Content Validation, Test Validation (to include test item analyses), Individual Validation, and Group Validation. The guidance for course validation in a classroom is contained in

TRADOC Regulation 350-70.

9-8. Courseware Acceptance. At the end of the contract period of performance, the government must accept the final products. Acceptance must be done in writing, either by an email or by letter.

9-9. 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. Although the proponent school is not the responsible for SCORM compliance testing, the process is included here for information purposes.

Typically, final courseware is forwarded to the COR from the prime contractor. The COR then forwards the courseware to the ATSC Courseware Manager. The ATSC Courseware Manager completes the Cataform and forwards the courseware to the ATSC testing facility. The courseware testing facility loads the course to their test servers and begins the testing process. They document any deficiencies and classify them according to importance and impact. The deficiencies are forwarded to the proponent school and to the contractors. The contractors are responsible for repair and re-submission. The contractor has 10 days to re-submit the corrected version. The proponent school must evaluate the deficiencies noted and determine if they require repair. There are two types of deficiencies: Critical and Non Critical. Critical deficiencies are those that must be resolved before implementation. Non Critical deficiencies do not affect the implementation of the course.

Once all testing is complete, the course is posted to the 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.

9-10. 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 ATSC/TRADOC COR has that official mission), a complete audit trail must also be retained by the SSI 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.

Chapter 10
Soldier Training Publications (STPs)

10-1. Description. Soldier Training Publications (STPs) are Army-Wide Doctrine and Training Literature Program (ADTLP) publications that contain critical tasks and other training information used to train Soldiers and serve to standardize individual training for the whole Army; provide information and guidance in conducting individual training in the unit; and aid the Soldier, officer, noncommissioned officer (NCO), and commander in training critical tasks. TRADOC Pamphlet 350-70-1 (Training Development in Support of the Operational Domain), Chapter 8, provides additional guidance.

10-2. Responsibility. Commandant, Training Development, and Proponent-specific responsibilities for STPs are as follows:

a. Follow ADTLP analysis, planning, programming, design, development, and implementation/fielding policy and guidance in DA Pam 25-36, Design and Production of Instructional Publications.

b. Develop STPs for all enlisted MOS SLs unless exempted by HQ TRADOC.

c. Develop and electronically publish branch manuals at the Commandant's discretion.

d. Develop, validate, and maintain up-to-date task summaries for all tasks for which school is proponent.

e. Apply appropriate classification markings and Foreign Disclosure (FD) restriction statement on publications containing classified military information (CMI) and controlled unclassified information (CUI); meet copyright requirements.

f. Ensure STP training development workload is reported in the TD workload database.

g. Submit ADTLP STP requirements IAW ADTLP guidance.

h. Staff all coordinating STP drafts with the Army Training Support Center (ATSC).

i. Forward to ATSC digital media for authentication, distribution, and verification that the product(s) meet TRADOC Technical Media Standard requirements.

j. Make authenticated STPs available on the Internet, SSI Learning Resource Center or other electronic portal, as appropriate.

10-3. Outputs. STPs are a minimum essential requirement as identified during needs analysis or short-range individual training strategy development.

10-4. New and Revised STP.

a. New. During needs analysis or development of short-range unit and individual Combined Army Training Strategies (CATS), proponents determine the critical tasks and the need to produce a STP in support of a new job.

b. Revised. Since the STP is a direct output of individual task analysis, revisions must be considered when individual task analysis information changes. A complete revision should occur when 30 percent of task summaries become obsolete. Use errata sheets for minor revisions.

Note: *Review cycles should occur routinely (e.g., every 12 or 18 months).*

10-5. STP Content Organization – STPs are organized as follows:

a. Front Matter

(1) Outside front cover

(2) Table of Contents

(3) Preface

b. Chapter 1 – Overview of Army/branch/MOS/job training strategy Army training system.

(1) Task summary format

(2) Training responsibilities provide:

(a) General/remedial training feedback to individual Soldier

(b) Product improvement feedback to task proponent

c. Chapter 2 – Training Guide

(1) Career Development Model (Job specific)

Note: *Includes the long-range training strategy for the Career Management Field (CMF), the short-range training strategy for each included skill level, and the self-development strategy for each skill level.*

(2) Cross training strategy (if appropriate)

d. Chapter 3 – Job-specific task summaries (including shared tasks)

e. Chapter 4 – Job-unique duty position tasks

f. Back Matter –

(1) Appendix A. (optional) Training Ammunition, Pyrotechnics and Explosives

(2) Appendix B. (optional) DA Form 5165-R (Field Expedient Squad Book)

(3) Glossary

(4) References

(5) Authentication Page

10-6. STP Types. The following provides STP descriptions and content requirements by STP type.

a. Soldier Manual of Common Tasks (SMCT) – The base document for all common Soldier and common skill-level individual task training and evaluation in the field. It provides:

(1) A task inventory for the common task test.

(2) Standardized critical common task summaries that include the conditions, standards, performance steps, and performance measures for each critical common task.

(3) Task summaries that are reference-independent.

(4) Information leaders need to train and sustain task proficiency.

(5) A critical common task-training plan and DA Form 5165-R (Field Expedient Squad Book) (in STP 21-20-SMCT).

b. Branch (MOS/AOC) specific Soldier Manual (SM) – Base document for all branch-specific individual task training and evaluation in the field. It provides:

(1) Branch-specific critical tasks for a specific MOS/AOC by skill level.

(2) A task summary for every branch-specific critical task grouped by Army Universal Task List (AUTL).

Note: *Task summaries do not duplicate lower Skill Level SM task summaries.*

(3) Information trainers need to plan and conduct individual training.

c. Soldiers Manual/Trainer's Guide (SM/TG) – Gives commanders and unit trainers' information needed to plan and conduct Soldier training and evaluations in the unit. It provides:

(1) Career Development Model which provides –

(a) Long-range Individual Training Strategy for the CMF.

(b) Short-range individual training strategy which lists all critical tasks (job-specific and shared) for all SLs/job grades.

(c) Self-development training strategy for the CMF by skill level including branch reading program.

(2) Cross training requirements (if appropriate).

10-7. STP Development Requirements - Soldier training publications support individual training and evaluation programs. SSI, TDD will--

a. Develop STPs for:

(1) Every enlisted MOS.

(2) Every officer branch (at school commandant's discretion).

(3) Critical common skill-level tasks (e.g., STP 21-1).

b. Prioritize STP development to accomplish workloads within resource constraints.

c. Use TDC database to:

(1) Manage STP development

(2) Plan for STP revision

(3) Develop STPs.

10-8. STP Development Process. The STP development process requires SSI, TDD to:

a. Identify TD requirement for an STP through needs analysis or an individual CATS using the following steps:

(1) **Plan**

(a) Establish requirement for a new or revised STP.

(b) Identify STP fielding date.

(c) Use fielding date to —

- Determine internal development milestones
- Enter scheduled completion dates into TDC

(d) Base fielding dates on effective dates in memorandum of approved changes.

(2) **Analyze** - Use training strategy and task analysis information as basis for STP development.

(3) **Develop** - Use the following guidance:

(a) Chapter I-1, Training Product Classification, FD Restriction Statements, and Copyright/Proprietary Materials

(b) Chapter II-4, ADTLP Product Management

(c) Shared Task Catalog (for shared task identification)

(4) **Validate** - Conduct validation of task summaries with subject matter experts, trainers, and Soldiers to:

(a) Determine effectiveness of task summaries as training and evaluation guides

(b) Ensure enough detailed information is in task summaries for trainers, evaluators, and Soldiers to be able to train and measure task performance

(5) **Staff STP draft**, one copy each to—

(a) HQ TRADOC, ATTN: ATTG-IL, Fort Eustis, VA 23604.

(b) Commander, USATSC, ATTN: ATIC-DLC-D, Fort Eustis, VA 23604-5206.

If--	Submit to--
Officer STP	Commandant, USACGSC, ATTN: ATZL-SWC-LE, Fort Leavenworth, KS 66207-6900
Enlisted STP	Commandant, U.S. Army Sergeants Major Academy, ATTN: ATSS-DC, Fort Bliss, TX 79918-5000
Warrant Officer STP	Commandant, Warrant Officer Career Center, ATTN: ATZQ-WCC, Ft Rucker, AL 36362-5000

Note 1: *Use electronic means whenever possible.*

Note 2: *Staffing of draft STP with field units is optional.*

(6) **Prepare digital copies** –

(a) Review and correct draft

(b) Develop digital media according to—

- AR 25-30, Army Publishing Program, Chapter 2
- DA Pamphlet 25-36, Design and Production of Instructional Publications, pages 3-5
- TRADOC Regulation 25-30, Preparation, Production, and Processing of Army wide Doctrinal and Training Literature (ADTL) , Chapter 8
- ADTLP Product Management and Training and Training Development (TD) Automation

(7) **Submit STPs**. See TRADOC Regulation 25-30 for submission requirements.

(a) SSI, TDD completes STP development when the proponent-approved STPs are forwarded to ATSC IAW TRADOC Regulation 25-30

(b) ATSC completes STP responsibilities when STPs are available on Reimer Digital Library.

(c). See TRADOC Regulation 25-30 for more information on distribution, and database storage requirements.

10-9. Quality Control - SSI, TDD performs quality control functions before submitting a product to ATSC. SSI, TDD verifies that —

a. Tasks listed in the STP are those approved by the appropriate Training/TD (Task) Proponent.

b. All critical individual tasks are included in the appropriate STP.

c. The STP reflects the results of a valid job and task analysis.

d. STPs meet established standards in AR 25-30.

e. The STP is prepared in the correct format IAW TR 25-30 and this guide.

f. Proper language, including spelling, grammar, and punctuation is used.

g. Graphics comply with regulatory standards in:

(1) DA Pamphlet 25-36, Section III

(2) TRADOC Regulation 25-30, Chapter 9

h. The STP contains summaries of critical tasks, not knowledge or skills.

Chapter 11
Resource Management for Institutional Training

11-1. 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. See Appendix E for illustrations that graphically depict the interrelationship of the key resource processes.

11-2. 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 G-3 and the TADSS resourced and produced, it is critical to determine the need early in the training development process. SSI, 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 FY15-21, then the mini-POM would cover FY16-21. 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.

11-3. 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. SSI, TDD (ICW proponent school) develops and updates ITPs.

b. Course Administrative Data. The CAD is submitted 3 years before the implementation FY of new or revised training in order for course data to be recognized during the HQDA SMDR and fed into the TRADOC ITRM. SSI, 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), instructor contact hours (ICHs), 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. G-8 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.

11-4. 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 in order 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). The 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 G-4/G-8 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 12
Lesson Plan Development

12-1. Lessons. Lessons are the basic building blocks of all instruction. A lesson should be Enabling Learning Objective (ELO) (as applicable) or learning steps/activities 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.

12-2. 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 that each learning activity can be assessed objectively and associated with one or more task or 21st Century Soldier competency.

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

	Lesson Type	
Elements	**Single Individual Task-Based**	**Educational Outcome-Based**
Task / Topic	Import / convert one approved task from TDC into a lesson plan format.	Develop lesson plan from a topic or 21st Century Soldier competency. Non task-based.
TLOs / ELOs	Has one TLO and no ELOs. The three parts (Action, Condition, Standard) of the TLO are from the approved task.	Has one TLO, and as many ELOs (minimum of two) as necessary to cover the topic.
LSAs	Learning step/activities are usually from or very closely related to the approved task steps.	Learning step/activities chunks the TLO into digestible pieces and appropriate learning levels.
Performance	Performance goal related to observable task standard.	Performance result related to student proficiency.
End Result	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.

12-3. Lesson Outlines. A lesson outline can be created to focus the lesson and serve as the framework that becomes the lesson plan. A lesson outline includes:

a. Lesson title / number

b. Task(s) taught, supported and/or reinforced

c. TLO

d. ELO(s) (if used)

e. Learning Steps and Activities

(1) Method of Instruction

(2) Instructor-to-student ratio (ISR)

(3) Time of instruction (minutes)

(4) Media (as applicable)

(5) References

(6) Security Classification

(7) Resource Requirements

(8) Lesson Academic Hours

(9) Assessment / Testing Requirements

12-4. Lesson Numbers. Consistency in lesson numbering and versioning is a key to product search capability and management within Training Development Capability (TDC) and for Program of Instruction (POI) Development. See Appendix D, Lesson Identification Numbering, for the standard lesson plan numbering conventions within Training Development Directorate.

12-5. 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 educational outcome based lessons, the lesson title and the subject found in the TLO / ELO action statement should be identical or closely related.

12-6. 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 basics for instructional strategy decisions.

(3) Establish clear, concise learner goals.

(4) Determine content of the instructional system.

(5) Serve as a basis for criterion tests.

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

(1) **TLOs** are the major tasks/educational outcomes identified during analysis. The TLO is the main objective of a module, not the course (unless the course only contains one module) and describes in observable, measurable terms what the learner must do at the end of the module to demonstrate acceptable performance. A module has only one TLO.

(2) **ELOs** are the prerequisite fundamentals required to achieve the TLO. ELOs are the supporting learning objectives identified in the task / educational outcome analysis and describe the component action, skill, or knowledge that must be learned before the Soldier can achieve mastery of the TLO. The standard statement of the TLO provides 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 as a result of 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) in order to accurately determine the learning objective level because the same verb may appear in different levels of learning.

(2) **Condition Statements.** Condition statements set parameters or sample parameters. Conditions explain what to provide and what to withhold, and may be modified if necessary. They describe the "condition" under which the objective is taught or measured. The condition includes environment, safety considerations, resources, and constraints. Conditions should reflect the job as closely as possible.

(3) **Standard Statements.** The standard statement provides the criteria used to measure whether learners meet the objective at an established baseline. Learning objective standard statements:

(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.

c. **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, must include supporting knowledge, and must be associated with one or more tasks or Army Learning Model (ALM) defined 21st Century Soldier competencies. 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 Method of Instruction (MOI), instructor type (to include instructor to student ratio), time of instruction, instructional strategy, media type, and the security classification.

12-7. Lesson Plan Development. The lesson plan is used to develop the lesson by including the administrative data and the specified resources that support the lesson. A lesson plan supports one lesson so that lessons can easily be shared across the Army to support additional modules, phases, and courses. 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.

a. **External Lesson Plans.** Lesson plans developed for external, Army-wide use will be developed using the TDC lesson plan development template. 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

- Taught Individual Tasks
- Supported Individual Tasks
- Reinforced Individual Tasks
- Supported Collective Tasks
- Knowledge
- Skills

Introduction

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

TLO

- *General Information - *Action
- *Condition
- *Standard
- Multimedia
- References
- Facilities
- Materiel Items (NSN) (multiple items required)
- Instructor Types / ISR
- Support Personnel
- TADDS
- DODIC
- *Check on Learning
- *Review Summary

ELO/LSA

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

- References
- Facilities
- Materiel Items (NSN)
- Instructor Types / ISR
- 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

b. Internal Lesson Plans. Lessons Plans used internally within the SSI will be developed using the SharePoint model previously recognized by the TRADOC accreditation team as an Army Training and Education Development (ATED) "best practice". Individual lesson plans using this format will include, at a minimum, PowerPoint or Lectora slides and the following **mandatory lesson plan data elements** included in the notes pages:

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.
- Terminal Learning Objective (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

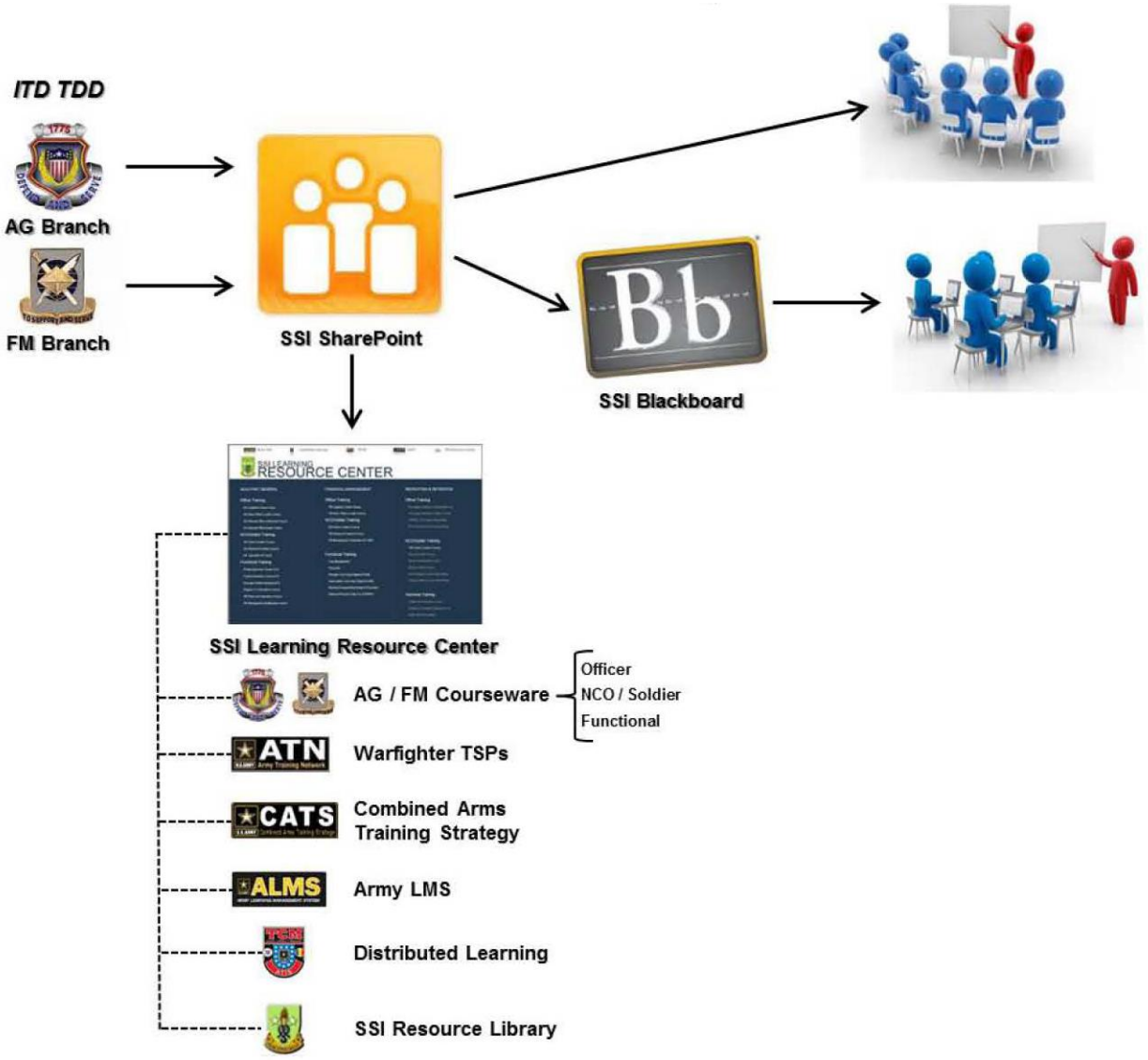
- Check on Learning
- Review / Summary

c. **Experiential Learning Model (ELM) Lesson Plans.** ELM is the prescribed format for certain leader development courses within the SSI, since these courses may be 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. Training Developers should refer to **U.S. Army Command and General Staff College Author's Handbook** for guidance on ELM lesson plan development.

12-8. Lesson Plan Review and Approval Process. Training Developers will staff their lesson plans through facilitators/instructors; team/branch chiefs; proponent Quality Assurance Evaluator; directors of school training departments, (OTD, AITD, NCOA); AGS and FMS CSMs (enlisted training only); and the AGS and FMS Commandants for approval using the Workflow function in SharePoint (or hardcopy if required). Additionally, certain lesson plans may require staffing to the SSI Safety Manager for review. The Safety Manager will indicate lesson plan approval through SharePoint workflow (or hard copy, as appropriate).

12-9. Lesson Plan Delivery. The SSI SharePoint site is the official sole repository for all approved lesson plans and related learning products developed within TDD. Upon Commandant approval, Training Developers will upload the 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



NOTE: *For courses utilizing Blackboard Academic Suite all courseware hyperlinks will be to the SSI TDD SharePoint site. See the TDD Blackboard Academic Suite (Chapter 19 and SharePoint (Chapter 20) Standing Operating Procedures (SOPs) for detailed information.*

Chapter 13
Integration of Lessons Learned and Operational Environment (OE)

13-1. 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 Lessons Learned (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 that 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 Combined Army Training Strategy (CATS), Soldier Training Publications (STP), Individual Task Analysis, AIT, NCOES, WOES and OES courses.

13-2. Integrating Approved Lessons Learned. Upon Commandant approval of integrating new lessons learned:

a. SSI, TDD immediately begins the ADDIE process and develops a strategy for integrating lesson learned into AGS and FMS proponent courses. The strategy specifies all courses where lessons learned should be integrated, by what means, and projected timeframe for completion.

b. SSI, TDD integrates the lessons learned into collective/individual task analysis reports and SSI, TDD developed training products such as Warfighter TSPs, Soldier's Manuals, 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.

c. Some training departments may be unable to implement SSI, TDD's strategy due to resource constraints. Training departments may also develop an alternative strategy for integrating lessons learned with the Commandant's approval.

13-3. 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 that the lesson learned is an approved one. If it is, then SSI, 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.

13-4. 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 1-02). The OE encompasses physical areas and factors (of the air, land, maritime, and space domains) and the information environment (which includes cyberspace) is the overall OE that exists today and out to the year 2020.

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. Army training developed by the SSI 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.

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.

13-5. 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 of SSI courses. In this capacity, most of the training support packages come from other proponents. SSI, TDD works closely with course executive agents (e.g., Deputy Commanding General for Initial Military Training (DCG, IMT); School of Advanced Leadership and Tactics (SALT); Warrant Officer Career Center (WOCC), etc.) and other branch proponents to ensure that 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 SSI, TDD of requested changes and work with TDD to ensure up-to-date training packages are made 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 SSI, TDD to ensure training stays current, relevant and properly documented through the training development process.

13-6. 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 FM live, virtual, and constructive individual/collective training capability. SSI, TDD partners with WTA personnel by providing assistance, as required, with Army Gaming, Mission Command, Simulation and HR/FM 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 14
Training Developer Training and Education

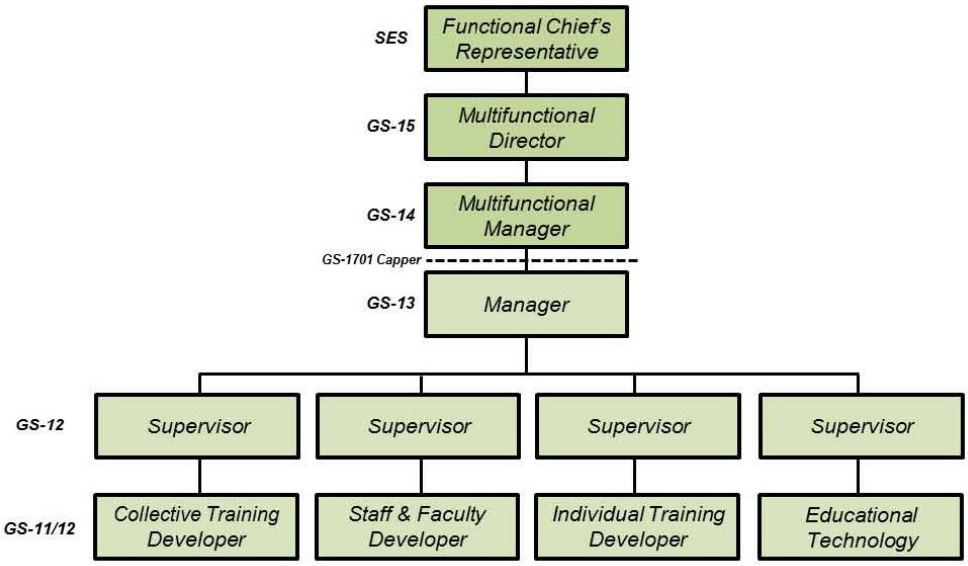
14-1. Training, Capability, and Doctrine Warfighting Developers (Career Program (CP) 32). For the purposes of this guide, a "training developer" is defined as any of the following:

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

14-2. GS-1712 Training Instruction.

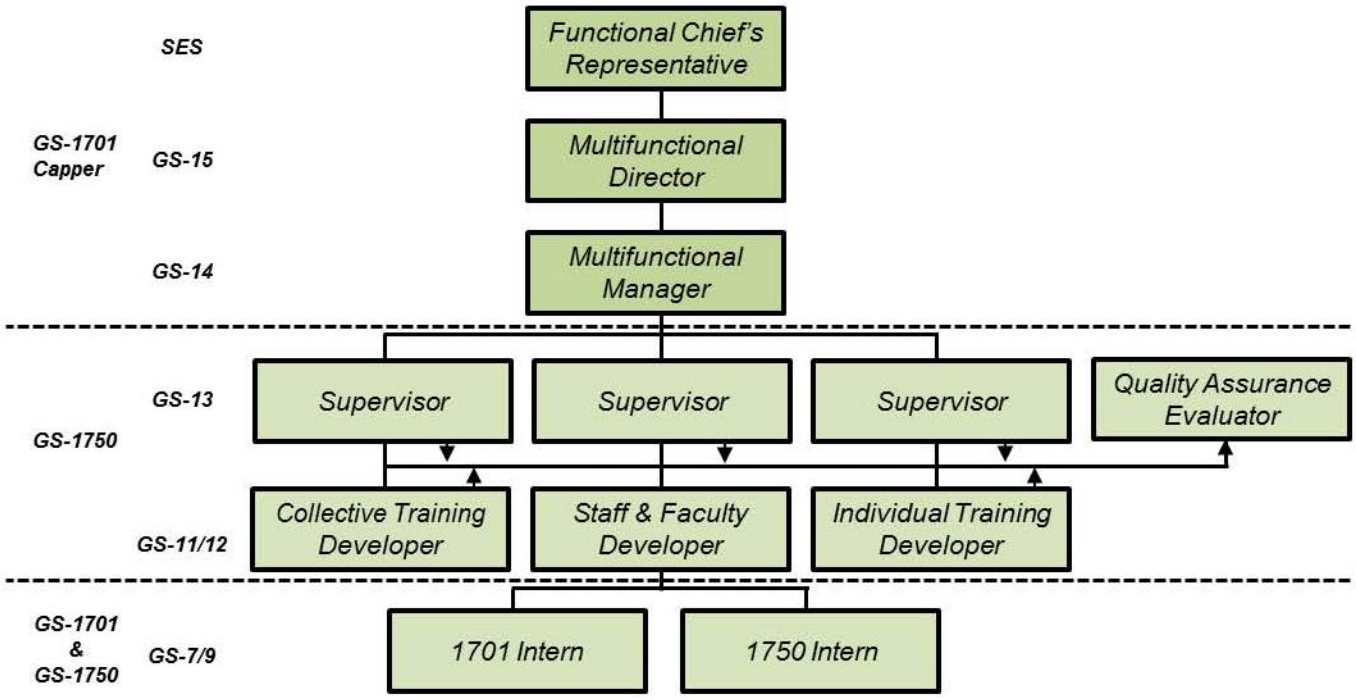
a. GS-1712s play a major role in the development of training and education. They serve as members of training and education production teams and provide content expertise to that production process. Training Instruction positions are involved in the direct delivery of instruction or training/education services. They require a practical knowledge of training/education 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 a subject matter expert in the content of the material included in training and education products presented to students or provided to support unit training. They are experts in the application of the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) process. 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, Army Learning Model (ALM) implementation and computer-assisted instruction. Additionally, they respond to content inquiries from instructors/facilitators and other external stakeholders.

14-3. GS-1750 Instructional Systems Specialist. CP-32 employees in GS-1750 Instructional Systems positions perform professional work in training. They serve as instructors, supervisors, administrators, and managers. They also may provide professional educational principles and theory in the analysis, design, development, implementation, and evaluation of training programs and products. The Instructional Systems Specialist (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



14-4. Individual Development Plan (IDP). - A completed 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.

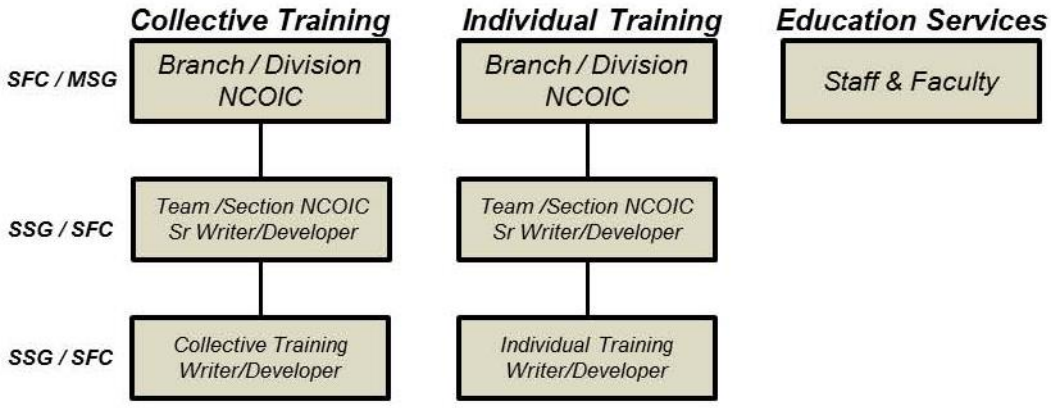
a. IDPs will be developed and tailored for each careerist to integrate his/her qualifications with training and developmental experiences to prepare the individual for a position of greater responsibility. The supervisor, with the employee's assistance, will develop the IDP. CP-32 members must be fully 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, and must be completed in preparation for career appraisal. Throughout the year the IDP should be kept current by annotating the date of course or developmental training completion.

14-5. Military Training and Education Developers. Military personnel assigned to TDD serve a critical role as training developers and Subject Matter Experts (SME).

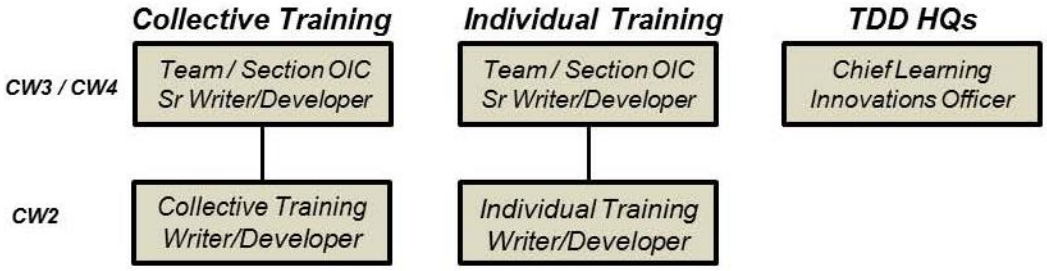
a. **Noncommissioned Officers (NCO).** NCOs may serve as Writer/Developers, Senior Writer/Developers or Team/Section NCOICs in support of Advanced Individual Training (AIT), Noncommissioned Officer Education System (NCOES) courses, functional courses, and Collective Training. Additionally, they may serve as a member of Staff and Faculty. Because of their extensive experience in the operational environment and knowledge of 21st Century Soldier Competencies, they are SMEs in the content of material included in enlisted training and education products presented to students or provided to support unit training.

NCO Writer / Developers



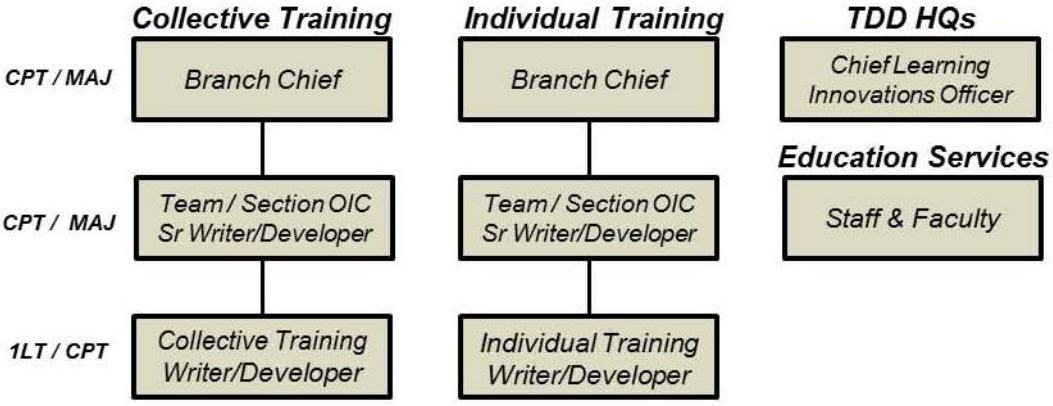
b. **Warrant Officers.** Warrant Officers may serve as Writer/Developers, Senior Writer/Developers, or Team/Section OICs in support of Warrant Officer Education System (WOES) courses, functional courses or new equipment training. Additionally, they may serve as TDD's Chief, Learning Innovations Officer (CLIO). 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 provided 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 Officer Education System (OES) courses, functional courses or new equipment training. They may also serve as a Branch Chief for Collective Training, Financial Management or Adjutant General individual training. Additionally, officers may serve as a member of Staff and Faculty or as TDD's Chief, Learning Innovations Officer (CLIO). 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 provided to support unit training.

Officer Writer / Developers



14-6. 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 or 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 Analysis, Design, Development, Implementation, and Evaluation (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.

14-7. 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 that support 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 request, coordinate, and project individual training requirements based on availability of funding. There are numerous (internal and external) developmental training opportunities. The following chart illustrates the minimum qualification training requirements and other training and education opportunities.

SSI Training Instructor / Developer Training and Education

Minimum Qualification Training	***Developmental Training***	***Professional / Self-Development***
*Foundation Instructor Facilitator Course (*ABIC)*	*Training and Education Developer Middle Manager Course (dL) (TRADOC)*	*Army Learning Management System (ALMS)*
*Foundation Training Developer Course (*SAT-BC)*	*Advanced Training Developer Course (SSI)*	*Army Management Staff College (AMSC)*
*Intermediate Facilitation Skills Course (*SGITC)*	*Advanced Facilitation Skills Course (SSI)*	*Bob Pike Workshops*
Faculty Development Program (FDP1)	*Faculty Development Program (FDP3) (SSI)*	*East Carolina University (ECU)*
Blackboard Basics Course	*Test Construction Workshop (SSI)*	*GoArmyEd*
SharePoint Training	*Supervisor Development Course (AMSC)*	*Skillport*
Training Development Capability (TDC) Training	*Action Officer Development Course (AMSC)*	
	Instructional Design Practices (ECU)	
Multi-Functional Developer Training	*Instructional Product Development (ECU)*	***Civilian Education System***
Intro to Technology Development	*Educational Evaluation (ECU)*	*Foundation Course (GS01-15)*
Enhanced Classroom Program	*Computers in Education (ECU)*	*Basic Course (GS01-09)*
Audio / Video Editing	*Learning Theory (ECU)*	*Intermediate Course (GS10-12)*
Graphic Design	*Psychology of Learning (ECU)*	*Advanced Course (GS13-15)*
Product Compression	*Educational Psychology (ECU)*	
Development Process		
PowerPoint Templates		
Interactive Learning		
Maintain Lectora Products	****Indicates legacy Staff and Faculty Course that was replaced by ALM Staff and Faculty Course.***	

14-8. 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 the CP-32 ACTED plan for training, education, and developmental opportunities and use it as a guide for career planning.

14-9. 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 12-1 for program details.

Chapter 15
Staff and Faculty Training

15-1. Mission. Conducts staff and faculty training; design, develop, prepare, validate and revise materials for staff and faculty training; prepare schedules and register staff and faculty for training; establish and maintain staff and faculty training files; request SI/SQI orders; prepare end of course/workshop certificates; provide advice and assistance on staff and faculty matters; manage the instructor/facilitator recognition program; and serve as primary POC coordinating and scheduling USASSI personnel at the TRADOC Senior Training Manager's Course and TRADOC Training Developer Middle Manager's Course.

15-2. References. AR 350-1; AR 611-1; DA Pam 611-21; TR 350-70 and supporting Pamphlets; SSI Reg 350-24; SSI Reg 350-25; Memorandums of Agreement (MOAs) with supported organizations.

15-3. Target Population. Soldier Support Institute (SSI) to include international military students through the International Military Student Organization (IMSO); Chaplain Center and School (CHCS); 187th Ordnance Battalion; MEDDAC; Drill Sergeants School (DSS); Drill Sergeant Personnel Proponency (DSPP); Leader Development Division (formerly Victory University (VU)); Strength Maintenance Center, Professional Education Center (PEC), Little Rock, AR; Judge Advocate General (JAG) School, Charlottesville, VA.

15-4. Courses/Workshops.

a. **Army Basic Instructor Course (ABIC)**. A 10-day basic, entry-level course required for instructors/facilitators, training developers, training managers and training evaluators. It consists of planning, preparing, and presenting Army training/education. The course provides the instructor/facilitator with standardized references and lesson plans for presenting instruction, a Training Support Package with visuals for multi-media use, a practical exercise and a presentation evaluation checklist. Upon successful completion of ABIC, 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	# Students Year
11	**21***	**231**

***** Minimum class size is 7

b. **Small Group Instructor/Facilitator Training Course.** A 5-day course that teaches instructors/facilitators the principles of group processes, group dynamics, and team-building. Students present much of the instruction. ABIC or attendance at an authorized instructor training course is a prerequisite for attendance. This course is required for all personnel who develop, present or evaluate small group instruction. Individuals successfully completing the course are provided a certificate of completion

Iterations Per Year	Maximum Class Size	# Students Year
4	12*	48

* Minimum class size is 6

c. **Faculty Development Program (FDP1)**. A 5-day course that uses small group instruction to introduce the Command and General Staff College (CGSC) Experiential Learning Model (ELM). The ELM is based on adult learning principles, Learning Style Theory, and adult learning environments. Target audiences are those required to use ELM as a dominant teaching methodology for delivering instruction. Captains Career Course instructors required to teach using the ELM method are not required to attend ABIC or SGI. They are required to attend FDP1.

Iterations Per Year	Maximum Class Size	# Students Year
4	12*	48

Minimum class size 6

d. **Blackboard Course**. A 1-day course that provides attendees an overview of Blackboard. The training is designed for Course Developers and Instructors/facilitators who have previously attended the ABIC and/or SATBC.

Iterations Per Year	Maximum Class Size	# Students Year
10*	12*	120

*Or as needed

e. **Systems Approach to Training Basic Course (SAT-BC).** A 5-day course, taught by the Army Training Support Center, Fort Eustis, VA using video teletraining technology. The course introduces the five phases of the Systems Approach to Training (SAT): analysis, design, development, implementation, and evaluation. Students complete instructional modules, practical exercises, and criterion tests on each phase of the training development process. This course or its equivalent is prerequisite for attending the TRADOC Senior Training and Education Managers Course (STEMC) and the TRADOC Middle Managers Course (TDMMC) dL. Individuals completing the courses are provided a certificate of completion by ATSC.

Iterations Per Year	Maximum Class Size	# Students Year
As needed*	12**	varies

* Coordinate with ATSC for scheduling of classes
**Minimum class size is 4

f. **Video-Teletraining Instructor/Facilitator Training Course (VTT-ITC).** A 5-day, hands-on, performance based course taught by the Army Training Support Center using video-teletraining technology that provides students with an overview of instructional techniques, procedures, and equipment used to conduct distributed learning over a video-teletraining network. Individuals who conduct or develop training using video-teletraining are required to attend this training. Completion of ABIC or an

authorized instructor/facilitator course is required. Individuals completing the course are provided a certificate of completion by ATSC.

Iterations Per Year	Maximum Class Size	# Students Year
As needed*	4**	varies

*Coordinate with ATSC for scheduling of classes
**Minimum class size is 4

g. **Senior Training and Education Manager's Course (STEMC).** A 5-day course conducted by HQ TRADOC that introduces senior training and education managers to the training development process using the Systems Approach to Training (SAT). STEMC teaches students to manage the requirements determination process, conduct strategic planning and budgetary activities, manage the integration of SAT with the Life Cycle Systems Management, and model/manage the quality control of training. 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	# Students Year
4**	25*	100

* 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 LTC to BG and DA Civilians (1700 series) in grades GS-13 to GS-15 and school Command Sergeants Major (CSMs). 0-4 and GS-12 personnel may attend on a fill-up basis with approval/exception of the Course Manager.

h. **Training Developer Middle Manager's Course dL (TDMMC dL).** A 5-day, video-teletraining course conducted by HQ TRADOC staff as an intermediate level course designed to support the TRADOC Staff and Faculty 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 Systems Approach to Training (SAT). TRADOC will enter an individual's data into ATRRS upon completion of the course. Successful completion of SAT-BC is a prerequisite for this course. Individuals completing the course are provided a certificate of completion by TRADOC.

Iterations Per Year	Maximum Class Size	# Students Year
3*	12	36

* Attendees include AC/RC officers from CPT to MAJ and CW3 to CW4, AC/RC SSG-SGM and DOD Civilians from GS09 to GS12.

15-5. Scheduling.

a. Scheduling for all courses except the STMC and TDMMC dL is accomplished by school/activity POCs providing the student's name, rank, email address, and

requested course dates to the Chief, Staff and Faculty 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/SC/Series, Duty Position Title, telephone number and email address. This information is provided the TRADOC course manager for enrollment and course completion certification.

15-6. Requesting Instructor Identifier. For individuals successfully completing ABIC, memorandums requesting the award of the appropriate instructor identifier ("5K" for officers; "8" for Warrant Officers, and "8" for enlisted) are submitted to the agency maintaining the records of the individual(s). The Chief, Staff and Faculty Development Team, TDD, will forward the request for the award of identifiers to the Fort Jackson Military Personnel Division not earlier than five days following the ABIC course completion. Requests will include a copy of the course completion certificate and ORB/ERB. The ORB/ERB request is submitted to the SSI G1 section at the beginning of the class to submit with the requests. A copy of the completion memorandum for those attending from SSI is provided G-1. The Chief, Staff and Faculty Development will monitor the processing of awards by the Fort Jackson Military Personnel Division. A suspense file will be maintained to ensure timely processing. Chief, Staff and Faculty will provide SQI orders to the schools within five days of receiving. A copy of the class roster is also provided to Academic Records, Training Management Division for entries to be made in ATRRS showing completion of the ABIC. Only those successfully completing the course are entered into ATRRS.

15-7. Academic Failures. Individuals who fail to complete the ABIC course requirements within the required time frame 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 Service School Academic Evaluation Report (DA Form 1059,) is prepared indicating the course deficiencies. Copies are provided to the individual, the individual's supervisor and/or unit, and a copy is retained in the individual's academic folder maintained by Staff and Faculty.

Chapter 16
Instructor/Facilitator Recognition Program

16-1. Instructors/Facilitators of the Quarter (IOQ).

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

b. **Nominations.** The AGS, SOM, FMS, 369th, and NCOA may nominate individuals who meet the qualifications to compete for the IOQ in the categories of officer/warrant officer, noncommissioned officer, 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 Staff and Faculty 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 that have been provided whether they are notified or not. If, and when possible, nominees will be provided a 24-hour notice of the evaluation. Staff and Faculty 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 Staff and Faculty of changes in the presentation dates and when the nominee is not available. A member of Staff and Faculty 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 Soldier Support Institute. Panel members are briefed prior to beginning the evaluations by Staff and Faculty 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 AAFES Photo Shop (Leonard's Exchange Studio) to have their photo taken. Staff and Faculty will be provided an 8X10 and 2 - 5X7 photos for the Instructor Recognition Display Board. Photos are taken courtesy of Leonard's Exchange Studio.

f. **Awards.** CG and CSM Notes with coins are requested from each Administrative Assistant for the winners. Additional awards may be determined by the

command.

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

16-2. Instructor(s)/Facilitator(s) of the Year (IOY).

a. **Eligibility.** Winners of the I/FOQ are eligible to compete for the IOY. The IOY nominees include 1st through 4th 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 or not they desire to participate.

b. **Evaluations.** At the conclusion of the 4th quarter, three panel members act as evaluators to review 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 Soldier Support Institute. Panel members are briefed prior to beginning the evaluations by Staff and Faculty 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.

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

16-3. 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 spelled out 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 individuals 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 congratulation letter from the Commander, TRADOC and a plaque.

Chapter 17
Collective Training Development

17-1. Overview. The term “Collective Training” typically refers to training that is 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. A collective task is a clearly defined, discrete, and measurable activity, action, or event (i.e., task) which requires organized team or unit performance and leads to accomplishment of a mission or function. It is derived from unit missions or higher level collective tasks. Task accomplishment requires performance of procedures composed of supporting collective or individual tasks. A collective task describes the exact performance a group must perform in the field under actual operational conditions. Refer to the following Appendices for specific areas in Collective Training.

Chapter 18
Training Development Capability (TDC) System

18-1. Overview. Training Development Capability (TDC). TDC allows for the production, integration, management, and documentation of training development products. TDC is a Domain based management and information system which provides total task management and creation capability utilizing a relational database. It also provides an automated means for training developers to build a Program of Instruction (POI) and Course Administrative Data (CAD) in accordance with Training Requirements Analysis System (TRAS).

18-2. TDC SOP. To access the complete TDC SOP, please click the following link:

https://train.gordon.army.mil/webapps/ssi/tddHandbook/pdfs/USASSI_TDC_SOP.docx

Chapter 19
Blackboard

19-1. Overview. SSI's Blackboard, found at https://ellc.ssi.learn.army.mil, is a part of the Army Learning Management System (ALMS). Blackboard is a web-based learning content management system (LCMS) that allows faculty to develop, administer, and conduct learning activities for students in an online environment. Blackboard is designed to allow students and instructors to participate in classes delivered online or to use online materials and activities to complement resident ILT. Only registered students and instructors can access courses listed under the courses catalog within SSI's Blackboard domain. With Blackboard, instructors can provide students with course materials, discussion boards, virtual chat, online quizzes, and more. The degree to which Blackboard is used in a course varies. For example, an instructor may supplement a resident class by putting the student' guide and handouts on a Blackboard course site and use Blackboard to provide blended instruction. In contrast, other courses may be conducted entirely through Blackboard without any resident ILT.

The main navigation area for Blackboard courses is at the left side of the browser window. This area is customized by the instructor. It may look slightly different for each course, but the general functionality is the same -- to help users navigate around the course. Students and instructors will use the links in this area to navigate throughout a course.

19-2. Blackboard SOP. To access the complete Blackboard SOP, please click the following link:

https://train.gordon.army.mil/webapps/ssi/tddHandbook/pdfs/USASSI_Bb_SOP.docx

Chapter 20
SharePoint

20-1. Overview. SharePoint serves as the sole repository for course content taught within the SSI Schools both at Fort Jackson and affiliated remote sites. SharePoint further serves today's Soldier by providing them direct access to relevant and up to date training content for individual and unit level sustainment / refresher training.

***Note**: The content stored in this repository is being shared thru URL linking by Blackboard, TDC, the SSI Learning Resource Center, ALMS, WTSPs, Mobile Applications, etc.*

20-2. SharePoint SOP. To access the complete SharePoint SOP, please click the following link:

https://train.gordon.army.mil/webapps/ssi/tddHandbook/pdfs/USASSI_SP_SOP.docx

Appendix A
References

AR 1-1	Planning, Programming, Budgeting, and Execution System
AR 70-1	Army Acquisition Policy
AR 350-1	Army Training and Leader Development
AR 350-10	Management of Army Individual Training Requirements and Resources
AR 350-38	Training – Policies and Management for Training Aids, Devices, Simulators, and Simulations
DA PAM 350-38	Training -- Standards in Training Commission
DA PAM 611-21	Military Occupational Classification and Structure
TRADOC Reg 25-30	Preparation, Production, and Processing of Armywide Doctrinal and Training Literature (ADTL),
TRADOC Reg 350-6	Training -- Enlisted Initial Entry Training Polices and Administration
TRADOC Reg 350-10	Institutional Leader Training and Education
TRADOC Reg 350-18	The Army School System (TASS)
TRADOC Reg 350-70	Army Learning Policy and Systems
TRADOC Pam 350-70-1	Training Development in Support of the Operational Domain
TRADOC Pam 350-70-3	Staff and Faculty Development
TRADOC Pam 350-70-4	Systems Approach to Training; Evaluation
TRADOC Pam 350-70-5	Systems Approach to Training; Testing
TRADOC Pam 350-70-6	Systems Approach to Training; Analysis
TRADOC Pam 350-70-7	Army Education Processes
TRADOC Pam 350-70-9	Budgeting and Resourcing
TRADOC Pam 350-70-10	Systems Approach to Training; Course and Courseware Validation
TRADOC Pam 350-70-12	The Army Distributed Learning (DL) Guide
TRADOC Reg 350-70-16	Army Training and Education Proponents

FORSCOM/TRADOC Regulation 140-3	United States Army Reserve (USAR) Division (Institutional Training) Training Management and Policies

Appendix B
Training Development Functions Matrix

Product	Lead	Development Support	Staff	Approve	Comments
Individual Training Plan (ITP)	Proponent School	TDD or OTD or NCOA or AITD	Commandant G3 Training Mgmt (TM) Proponent QAE	Commandant	Proponent staffs each ITP through the appropriate school to the Commandant for approval. G3 TM forwards to TRADOC
Course Administrative Data (CAD)	SSI, TDD	OTD or NCOA or AITD	Commandant Training Mgmt Proponent QAE	Commandant	G3 TM forwards CAD to TRADOC
Program of Instruction (POI)	SSI, TDD	OTD or NCOA or AITD	Commandant Training Mgmt Proponent QAE	Commandant	SSI, TDD develops/ revises and staffs POI through the appropriate school to the Commandant for approval. G3 TM forwards POI to TRADOC
Training Support Plan (TSP) (Lesson plan, tests, supporting materials)	SSI, TDD	OTD or NCOA or AITD	School Proponent QAE	Commandant	SSI, TDD develops the materials with school input. Commandant approves TSPs.
dL courseware	SSI, TDD	Subject Matter Experts	Proponent Commandant	Commandant	Staff thru Proponent for future changes due to due time and money constraints
Institutional Training Management Board (ITMB)	SSI, TDD	OTD or NCOA or AITD	Proponent CDID	Commandant	
Task List	SSI, TDD	OTD or NCOA or AITD	Proponent Proponent QAE	Commandant	
Critical Task and Site Selection Boards (CTSSB)	Proponent	SSI, TDD	Proponent SSI, TDD Proponent QAE	Commandant	
Soldier Training Publications (STP)	SSI, TDD		Proponent Proponent QAE	Commandant	

LEGEND

AITD	Advanced Individual Training Department	OTD	Officer Training Department
CDID	Capabilities Development and Integration Directorate	QAE	Quality Assurance Element

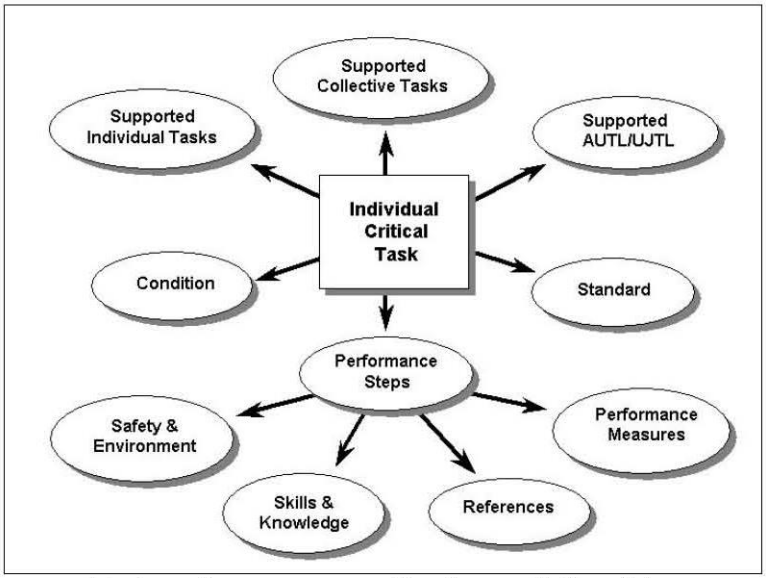
NCOA Noncommissioned Officer Academy

Appendix C
Individual Task Analysis

Reference: TRADOC Pamphlet 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. Output – The critical Individual task analysis is a **minimum essential requirement** before development of individual training products. Required individual task analysis outputs:

a. Individual task performance specifications, including task performance standard

b. Task analysis report

c. Soldier Training Publications (STP) task summary data

d. Individual-to-collective task matrix

e. Individual-to-skill/knowledge matrix

C-3. Start Point - Start points for new and revised individual task analysis are as follows:

a. **Revision**. A 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.

Utilizing a set procedure when conducting any analysis helps ensure that all important 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-4. Procedures - The activities that occur during each step are as follows:

a. Identify individual task performance specifications

b. Assign a permanent individual task number

c. Prepare the individual to-collective task matrix

d. Develop a task-to-skill/knowledge matrix

e. Obtain individual task analysis approval

f. Distribute approved individual task analysis

g. Update individual task analysis in Training Development Capability.

C-5. 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 all of these specifications, in order that the follow-on education is effective, efficient, and economical. The specifications are:

(1) Task title

(2) Task number

(a) Follow critical individual task numbering guidance

(b) Refer to POI File Numbers, Appendix D

(3) Task performance standard (prescriptive).

(4) Task performance condition.

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

Note: *The first step in usually the triggering circumstance initiating task performance*

For each task performance step, identify the:

(a) Skills and knowledge required to perform the step.

(b) References required title, publication number, date, and paragraph number.

(c) Equipment/End items/Materials required.

(d) All safety factors, hazards, and considerations associated with the performance step. (Includes Hazardous Communication considerations).*

(e) All environmental factors and considerations associated with the performance step.

(f) Supporting individual task(s), including leader tasks, performed as part of or in support of the individual task being analyzed.

(g) Cue, condition, and standard of each performance step as needed to support simulation design.

(6) Develop an objective task standard that measures task performance.

(7) Establish performance measures.

(8) Identify Army Universal Task List (AUTL) task that are supported by the vertical individual task. These include the:

(a) Army Universal Task List supported tasks.

(b) Universal Joint Task List operational level supported tasks.

(c) Universal Joint Task List strategic level supported tasks

(9) Identify supported individual task(s).

(a) Identify supported collective tasks.

(b) Link the individual task to all supported collective tasks

(10) Determine if specific certification is required for task performance. Follow critical individual task numbering guidance. (Refer to “POI File Numbers”, Appendix D)

(11) Task certification requirements (if applicable).

(a) In a few rare instances, you may find a critical individual task that requires prior certification of the individual before performing the task independently.

(b) The task analyst determines if specific certification is required for task performance for each individual critical task that is analyzed.

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				
Required: Is the Proponent properly identified?				
Required: 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)				
Required: Is the title completely understandable in terms of the expected outcome? Para 7-2c				
Required: Does the task behavior/title consist of one present tense action verb? Para 7-2c				
Required: Does the verb in the task title match the verb in the Standard Statement and the Standard Verb in the Task Data?				
Required: Does the task behavior/title contain only one object? Para 7-2c				
Required: Does the title sum up the action performed by the Soldier? Para 7-2c				
Required: Does another proponent have a task already approved for this purpose?				
Required: 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?				
Recommended: Does it identify an ICTL?				Majority of all Individual tasks should be linked to an ICTL.
Required: Is the Safety Level indicated?				
Required: Is the Security Domain indicated?				
Required: Is the Security Sub domain provided?				
Administrative Data				
Required: Is the administrative data filled out? Creator/Developer/Manager/Approver				

Condition Statement				
Required: 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				
Required: Is the standard written in present tense and paragraph format? Para & Figure 7-4				
Required: Does the standard describe the acceptable level of performance? Para & Figure 7-4				
Required: Can the standard be used to measure the task performance? Para & Figure 7-4				
Required: 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				
Required: Is each performance step written in present tense verb and object format? Para 7-5				
Performance Measures				
Required: Are the performance measures objectively observable, qualitative and/or quantitative? Para & Figure 7-6				
Required: 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				
Required: Do the measures have the same number of measures as steps? Measures are derived from the steps. Para & Figure 7-6				
Evaluation Guidance				
Required: 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				
Required: 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				
Required: Does it identify a restriction?				
Foreign Disclosure				
Required: Does it identify one?				
Supporting References				
Required: Is there a reference linked? Para 7-2d				
If more than one reference is identified, is one identified as primary? Para 7-2d				
Required: Are the references valid and available in APD? Para 7-2d. If not, the location of the reference must be identified.				
Knowledges				
Recommended: Are knowledges identified? Para 7-9c				
Skills				
Recommended: 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				
Required: Are the environmental considerations identified? Para 7-13b				
Required: Does the safety statement accurately describe the risk? Para 7-13a				

NOTE: This checklist is also available on the Army Training Network (ATN) Training and Education Developer Toolbox (TED-T) website.

Appendix D
Lesson Identification Numbering

Lesson ID Number

1ST CHARACTER = SCHOOL ID

A = FINANCIAL MGMT SCHOOL	N = NCO ACADEMY
B = REC & RET SCHOOL	P = PROFESSIONAL EDUCATION CENTER (RECRUITING & RETENTION)
C = AG SCHOOL	R = ARRTC-FT MCCOY

2ND CHARACTER = LEVEL OF TRAINING

A = AIT/MOS RECLASSIFICATION	H = WOAC
B = ALC	I = STAFF & FACULTY
C = SLC	J = FUNCTIONAL
D = BOLC	K = FOBQ
E = CCC	S = ASI
F = PRECOMMAND COURSE	Z = COMBINED
G = WOBC	

3RD CHARACTER = TRAINING MODULE

A, B, C, ETC.

4TH AND 5TH CHARACTER = MOS, BRANCH, FA, FUNCTIONAL COURSE

42 = HUMAN RESOURCES OFFICER	E3 = ASI 42AE3
	F4 = ASI 42AF4
44 = FINANCIAL MANAGEMENT	F5 = ASI 42AF5
	FS = FI AUTOMATED SYSTEMS
2A = MOS 42A	GC = GUIDANCE COUNSELOR
	HC = HEALTH CARE
4A = MOS 420A	PE = PPBES
4C = MOS 36B	RA = RESOURCE MANAGEMENT TACTICAL
9R = MOS 79R	RC = REC CO CMDR
9S = MOS 79S	RF = REC 1ST SGT
9T = MOS 79T	RM = RESOURCE MGT BUDGET

9V = MOS 79V	RO = REC OPERATIONS

AA = ADV MIL ACCT ANAL	RT = REC TRAINER NCO
AH = ARMY HUMAN RESOURCE INFO SYSTEMS TNG	SC = STATION CMDR
AP = ACCOUNTS PAYABLE	SM = CSM RECRUITING
CC = CAREER COUNSELOR	TA = TRAVEL ADMIN & ENT
DO = DISBURSING OPS	TR = TRANSITION NCO

6TH CHARACTER = NUMBER OF TASKS/SUBJECTS KNOWLEDGE TRAINEDIN A LESSON/BLOCK

S = SUBJECT/KNOWLEDGE TNG
E = ENABLING TASK/SKILL
1 = ONE TASK TRAINED
2 = TWO TASKS TRAINED
3 = THREE TASKS TRAINED
X = FTX
C = CPX
T = TEST

7TH AND 8TH CHARACTERS = ORDER/SEQUENCE

01 = FIRST IN SEQUENCE
02 = SECOND IN SEQUENCE
99 = LAST POSSIBLE

EXAMPLE: AAA4C101

1ST A = FINANCE SCHOOL
2ND A = AIT
3RD A = TRAINING MODULE A
4TH & 5TH = MOS 36B
6TH = ONE TASK TRAINED
7TH = FIRST IN SEQUENCE

EXAMPLE: BJAHCE02

B = RECRUITING & RETENTION
J = FUNCTIONAL COURSE
A = TRAINING MODULE A
HC = HEALTH CARE REC
E = ENABLING TASK/SKILL
02 = SECOND IN SEQUENCE

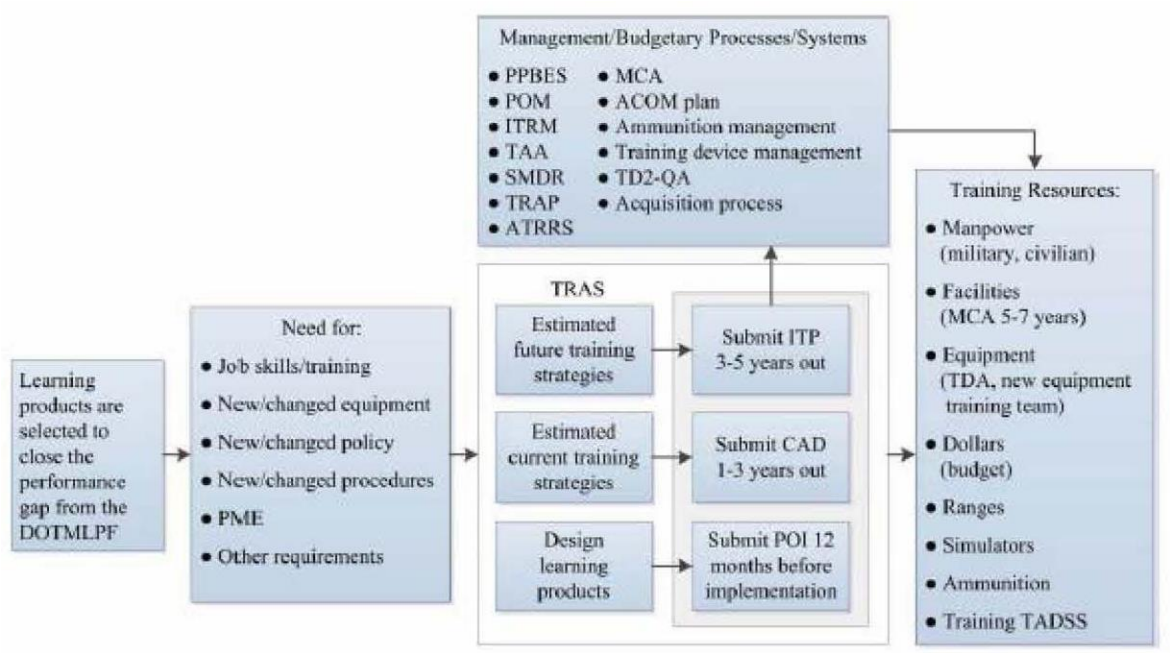
NOTE: TDC will automatically add the school code prefix to the beginning of all Lesson Plans (e.g., 805A-AAA4C101)

Appendix E
TRAS Process Diagram

G-1. TRAS Documents. TRAS documents capture the resource requirements (students, instructors/ facilitators, facilities, ammunition, equipment, and funds) for learning product implementation. The TRAS uses three types of documents: **Individual Training Plans (ITP), Course Administrative Data (CAD) and Programs of Instruction (POI)** *(TR 350-70 (Army Learning Policy and Systems), para 4-6).*

Interaction between Army Budgeting and TRAS

TRADOC Regulation 350-70, Army Learning Policies and Systems, Figure 4-1



G-2. ITPs. ITPs are long-range planning documents, prepared for each military or civilian occupational specialty or learning program that describe the overall plan to satisfy learning requirements for an individual's entire career. Proponents **must submit ITPs 3 to 5 years prior to implementation** of new or key changes to an existing learning strategy. This allows proponent schools to pursue resources that have a long lead-time to acquire and implement *(TR 350-70 (Army Learning Policy and Systems), para 4-6c(1)).*

G-3. CAD. The CAD is the Commandant's estimate of course content and the required supporting administrative data that is used to document a new or revised course in the Army Training Requirements and Resources System (ATRRS). The CAD stimulates resource systems and processes needed to acquire the resources before the implementation date. CAD provides critical planning information about a resident, distributed learning (dL), Mobile Training Team (MTT) and/or on-site course/phase that enables the recruiting, quota management, and personnel systems to take the actions needed to have students, facilitators, and other identified resources in the right place at the right time for implementation. Commandants **must submit CAD 1 to 3 years prior to the**

implementation of proposed course *(TR 350-70 (Army Learning Policy and Systems), para 4-6c(2)).*

G-4. POI. The POI is the definitive requirements document. POIs provide a specific description of course content, duration of instruction, and types of instruction. They list resources required to conduct the course/phase. They include the critical tasks/topics, the learning objectives, and the supporting skills and knowledge taught. **POI should be submitted no less than 1 year from implementation** *(TR 350-70, Army Learning Policy and Systems, paragraph 4-6c(3)).*

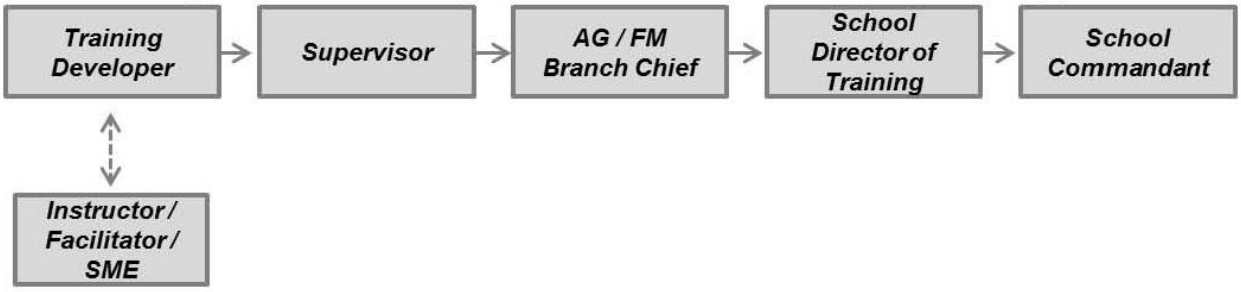
LEGEND			
PPBES	*Planning, Programming, Budgeting and Execution System*	*MCA*	*Military Construction, Army*
POM	*Program Objective Memorandum*	*ACOM*	*Army Command*
ITRM	*Institutional Training and Resource Model*	*TD2-QA*	*Training and Doctrine Development – Quality Assurance Management System*
TAA	*Total Army Analysis*	*ITP*	*Individual Training Plan*
SMDR	*Structured Manning Decision Review*	*CAD*	*Course Administrative Data*
TRAP	*Training Resource Arbitration Panel*	*POI*	*Program of Instruction*
ATRRS	*Army Training Requirements and Resources System*	*PME*	*Professional Military Education*

Appendix F
Individual Training Staffing Documents / Training Support Packages (TSP) / Lesson Plan Formats

F-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.

F-2. Approval Authority. As training proponents for their respective branches, the Commandants of the Financial Management and Adjutant General School 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 other individual they so designate. The following depicts the general administrative routing flow for individual training and education products.

Routing of Individual Training and Education Products for Commandant Approval



F-3. Administrative Staffing Forms. The following administrative forms are used within SSI for staffing training and education related documents. An example of each is included on the following pages in this Appendix.

a. **Routing and Transmittal Slip.** Used to identify 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 a particular action, provide a recommendation, and obtain the Commandant's approval/ disapproval or guidance.

F-4. TSP / Lesson Plan Formats. This appendix provides examples for the following TSP / lesson plan formats.

a. **Training Development Capability (TDC) TSPs / Lesson Plans.** TDC is the approved standard within TRADOC for preparing TSPs and lesson plans. TRADOC Pam 350-70-XX, Training Development Support in 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.

b. **Experiential Learning Model (ELM) Lesson Plans.** ELM is the prescribed format for certain leader development courses within the SSI (e.g., Captains Career Course and NCOES), since these courses may be more education based rather than task-based. Efforts are ongoing to modify TDC to accommodate the ELM lesson plan format. In the interim, TRADOC Pam 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.

c. **SSI Best Practices Lesson Plans.** TSPs and lesson plans used internally within the SSI may be developed using the SharePoint model previously recognized by the TRADOC Accreditation Team as an Army Training and Education Development (ATED) "best practice." This format includes, at a minimum, slides (with notes) and the following lesson plan data elements:

(1) Introduction/Motivator

(2) Academic Hours

(3) Terminal Learning Objective

(4) Safety/Risk Management Statement

(5) Environmental Statement

(6) Instructional Lead-in

(7) Learning Steps and Activities with Instructor Notes (in notes portion)

(8) Evaluation

(9) Checks On Learning

(10) Summary

F-5. Routing and Transmittal Slip – Example

Adjutant General Branch, Individual Training Division									
Routing and Transmittal Slip						Date:	10 Feb 15		
SUBJECT:	42A-Human Resources Specialist ALC Program of Instruction (POI)								
From:	L.Z. Harrison, Jr.					Room No: 2058			
						Phone #:	751-8663		
REMARKS:	Request signature on MOT for POI approval.								
x	Action		Note and Return		Circulate		For your info		Approval
	See Me		File		Line thru		Concurrence	x	Review/Comment

SEQ	To: Name and Room Number	Suspense Date	Initials	Date action Completed	Remarks
1	Mr. Harrison	2/10			
2	Mr. Evans Dep DOT, Enl Tng	2/12			
3	LTC Parilli DOT, AGS	2/14			
4	CSM Culbertson CSM, AGS	2/18			
5	Mr. Molosso Dep Cmdt, AGS	2/20			
6	COL Garlick Cmdt, AGS				
7	Return to L.Z. Harrison, Jr.				

NOTE: Documents included:
Encl 1 – 500-42A40-C46 MOT/Admin Data
Encl 2- 805C-42A40-C46 MOT/Admin Data (Phase 1)
Encl 3 – 805C-42A40-C46 MOT/Admin Data (Phase 2)

Electronic copies of the POIs in their entirety will be provided upon request, if needed.

F-6. Decision Memorandum – Example

ATSG-TD-XXX

MEMORANDUM FOR Commandant, AG/FM School

SUBJECT: Approval of Training Support Package

1. DECISION.

2. PURPOSE: To obtain the Commandant's signature approving this action.

3. BACKGROUND and DISCUSSION: Enclosed is the Training Support Package for (Lesson number and title) which is to be implemented in (which course(s). This TSP contains a lesson plan, PowerPoint slides, handouts, practical exercises, and two tests.

4. RECOMMENDATION: That the Commandant sign approving this action.

Encl

NAME
Chief, Adjutant General/Financial Management Branch

COORDINATION:

Dir, TD or AGS/FMS CSM	Concur/Nonconcur	DATE:
Dep Cmdt	Concur/Nonconcur	DATE:

NAME
COL, AG/FM
Commandant

F-7. EXSUM Action Staffing Form - Example

EXSUM ACTION STAFFING FORM	1. School: Adjutant General School	2. TODAY'S DATE 6 March 2015	3. SUSPENSE DATE (YYYYMMDD) N/A
4. OFFICE SYMBOL ATSG-TD-ITD	5. SUBJECT Human Resources Management Qualification Course Program of Instruction (POI)		
6. TDD POC (Rank, Name, Division) L.Z. Harrison, Jr., Chief, AG Branch		Phone: 751-8663	

7. **EXECUTIVE SUMMARY / ACTION MEMORANDUM**

Key Points

- HRMQC Phase 1 and Phase 2 POIs were last validated by TRADOC in **June 2008.**
- This POI submission documents changes/updates to curriculum and course administrative data.
- There is no course growth in this POI submission.
- This POI submission formally documents that completion of the HRMQC enables RC officer graduates to receive AOC 42B/H from their respective RC commands.

- The USAR and NGB have concurred with the HRMQC Phase 1 and Phase 2 POIs.

Ref: TRADOC Reg 350-70 (Army Learning Policies and Systems); TRADOC Pam 350-70-9 (Budgeting and Resourcing); and TRADOC Pam 525-8-2 (The U.S. Army Learning Concept for 2015)

1. Purpose: To obtain Commandant approval of the HRMQC Phase 1 and Phase 2 POIs.

2. Discussion:

a. HRMQC Phase 1 is 80-hours of Distributed Learning (dL) that must be completed prior to attendance at the 2-week resident Phase 2. This POI documents changes and updates to the dL Phase 1 curriculum which was originally based on the February 2007 FM 1-0, HR Support.

b. HRMQC Phase 2 is 80-hours of resident training conducted by the AGS Senior Leader Training Division. This POI also documents changes to curriculum which have occurred since the course was initially introduced.

c. The course purpose, scope, prerequisites, and remarks were also updated. Specific language is included in the "Phase Remarks" to clarify that completion of HRMQC enables RC officer graduates to receive AOC 42B/H from their respective RC commands:

> ***Phase Remarks:*** *Completion of the HRMQC enables RC officer graduates to receive AOC 42B/H from their respective RC commands. IAW DA PAM 600-3, paragraph 36-5, no additional training for award of AOC 42B/H is required. This course enables RC commissioned officer graduates to branch transfer to the Adjutant General Corps, once awarded AOC 42B/H, in order to be Duty Military Occupational Specialty Qualified (DMOSQ) in professional HR assignments requiring AOC 42B/H as a primary skill. The HRMQC is not a substitute for the RC officer's normally scheduled CCC. Therefore, the HRMQC does not qualify for award of Military Education Level (MEL) 3.*

d. RC personnel are uniquely qualified to teach HRMQC because several tasks/subjects are specific to the RC. Based on a previous approval memo when the course was initially established, AG School coordinates with the NGB and USAR for instructor/developer support.

3. **Recommendation**: That the Commandant approves the HRMQC Phase 1 and Phase 2 POIs by signing the Memorandums of Transmittals.

APPROVED____ DISAPPROVED____ NOTED____ SEE ME____ COMMENT____

F-8. TDC TSPs / Lesson Plan - Example

- EXAMPLE -

TDC Individual TSP / Lesson Plan Report

WITH TDC DATA ENTRY LOCATIONS IDENTIFIED IN PARENTHESIS

{ITSP Report generated and supplied as a standalone file in the zip file download.}

{Minimal information is entered to highlight the default entries. If Enabling Learning Objectives are not included in your lesson plan, the directions to tabs should read TLO to TLO Steps/Activities.}

Training Support Package (Individual TSP)

Individual TSP Number / Title	805-A-0001 / Sample Format with TDC Field / Tab Crosswalk ***{Individual TSP Step 1 – General Information.}***
Effective Date	***{Based on the approval date of the TSP.}***
Supersedes Individual TSP(s) / Lesson(s)	***{Displays as Blank}***
Individual TSP Users	***{Individual TSP Step 3- Purpose, Users, Special Instructions}***
Proponent	***{Individual TSP Step 1 – General Information.}***
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, Recommended Changes to Publications and Blank Forms. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: Commander, USASSI ATSG-TDD-ITD 10000 Hampton Parkway Fort Jackson, SC 29207 Army Training Help Desk Telephone (Commercial): (800) 275-2872 Option # 1 Telephone (DSN): 826-3666 https://athd.army.mil ***{Automatic display on report of entry above up to the first colon. School address based on proponent selection and information entered in TDC database.}***
Security Clearance / Access	***{Automatic display of the security classification of the associated lesson LSA with the highest classification.}***
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the Fort Jackson / USASSI foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions. ***{Step 8 – Foreign Disclosure}***

TDC TSPs / Lesson Plan – Example (con't)

Training Support Package (Individual TSP)

PREFACE

Purpose *{Display on the report of content entered on Step 3 – Purpose, followed by a listing of all tasks linked to any lesson plan linked to this Individual TSP. Tasks are linked to a lesson plan through Step 3 – Lesson Plan Structure to the Ind. Tasks Taught, Ind. Task Supported, Col. Tasks Taught and Col. Task Supported tabs.}*

Task Number	Task Title
Individual	
805C-42A-1002	Prepare Correspondence
805C-42A-1291	Prepare Request for Soldier Application
Collective	
12-6-0011	Maintain Unit Strength

CONTENTS

{Test(s) and Test Solution(s) are not included in the Individual TSP.}

TDC TSPs / Lesson Plan – Example (con't)

{Information displayed is entered through the Create/Edit Lesson Plans option unless otherwise stated.}

Example Lesson Plan Format with TDC Step Crosswalk
805C-CDA2A142 / Version 1.0
Effective Date 1 May 2015 *{selected when approved}*
{Step 1 – General Information}

SECTION I. ADMINISTRATIVE DATA

All Course Masters/POIs Including This Lesson

Courses

Course Number	Version	Title	Phase	Status

{Displays Courses where lesson was linked at the Course Master level. None displays if there are no Course Masters.}

POIs

POI Number	Version	Title	Phase	Status

{Displays Courses where lesson was linked at the POI module level. None displays if there are no POIs.}

Task(s) Taught(*) or Supported

Task Number	Task Title
Individual	
805C-42A-1002 (*)	Prepare Correspondence
805C-42A-1385 (*)	Prepare Request for Soldier Application
Collective	
12-6-0011 (*)	Maintain Unit Strength

{Step 3- Lesson Plan Structure, Taught/Supported Individual Tasks and Supported Collective Task tabs.}

Reinforced Task(s)

Task Number	Task Title

{Step 3 - Lesson Plan Structure, Reinforced Individual Tasks tab.}

Knowledge

Knowledge Id	Title	Taught	Required
805C-444K	Effective communications	Yes	Yes

{Step 3 – Lesson Plan Structure, Knowledge tab.}

Skill

Skill Id	Title	Taught	Required
805C-1131S	Coordinate Communications	Yes	Yes

{Step 3 – Lesson Plan Structure, Skills tab.}

TDC TSPs / Lesson Plan – Example (con't)

Administrative/ Academic Hours

The academic hours required to teach this lesson are as follows:

Academic	Resident Hours/Methods		
Yes	1 hrs	0 mins	Conference / Discussion
No	0 hrs	30 mins	In-processing
Yes	4 hr	0 mins	Practical Exercise (Performance)
Yes	0 hrs	10 mins	Test Review
Yes	1 hrs	0 mins	Test
Total Hours:	6 hrs	40 mins	

{Step 3 – Lesson Plan Structure. Automatic rollup of academic hours by Method of Instruction as entered in the Time of Instruction field on the Introduction, Step/Activity and Summary Data links. Times are entered and displayed in hours and minutes. Times are based on a 50-minute academic hour. Test and Test Review display only when those methods are selected}
NOTE: LP time displays as entered, POI time is displayed in tenths of an hour.

Prerequisite Lesson(s)

Hours	Lesson Number Version	Lesson Title

None

{Step 17 – Test and Prerequisite Lessons. Automatic display of None on report if step is empty.}

Training Material Classification

Security Level: This course/lesson will present information that has a Security Classification of:

U - Unclassified.

{Step 3 – Lesson Plan Structure. Displays highest security level assigned to any Step/Activity or PE in this lesson. Security Classification field found on General Information screen for step or PE.}

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the product developers in coordination with the Fort Jackson / USASSI foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

{Step 21 – Foreign Disclosure Statement.}

References

{Step 3 – Lesson Plan Structure, References Tab for any TLO, ELO or Step/Activity. The Date field is maintained in Data Maintenance. The date field is blank if no date is entered in the Data Maintenance table.}

Number	Title	Date
AR 25-50	Preparing and Managing Correspondence	06Dec2011

Student Study Assignments

None

{Step 14 – Study Assignments. Automatic display of None on report if step is empty.}

Instructor Requirements

None

{Step 9 - Instructor Requirements. Automatic display of None on report if step is empty.}

TDC TSPs / Lesson Plan – Example (con't)

Support Personnel Requirements

None

{Step 10 – Supporting Personnel Requirements. Automatic display of None on report if step is empty.}

Additional Support

Personnel Requirements

Name	Student Ratio	Qty	Man Hours
Assistant Instructor	1:16		8.0

{Step 3 – Lesson Plan Structure. Rollup of Support Personnel entries for this lesson. TLO link to Support Personnel tab or ELO link to Support Personnel tab or Learning Steps/Activities link to Support Personnel tab. Associations should be made at the lowest level at which the support personnel are needed. Automatic display of None on report if no support personnel are associated.}

Equipment Required for Instruction

ID Name	Student Ratio	Instructor Ratio	Spt	Qty	Exp
5895-01-463-7374 - Workstation, Computer	1:1	1:1	Yes	3	No

(Note: Asterisk before ID indicates a TADSS.)

{Step 3 - ***Listing of equipment and TADSS entries for the lesson plan. TLO link to Materiel Item and TADSS tabs or to ELO tab to Materiel Item and TADSS tabs or to Learning Steps/Activities tab to Materiel Item and TADSS tabs. The Quantity field displays sum of Instructor and Support quantities entered. The Expended field is selected by the Developer. Automatic display of None on report if no equipment or TADSS are linked.}***

Materials Required

Instructor Materials: None

{Step 12 – Instructor Materials. Automatic display of None on report if tab is empty.}

Student Materials: None

{Step 13 – Student Materials. Automatic display of None on report if tab is empty.}

Classroom, Training Area, and Range Requirements

ID – Name	Quantity	Student Ratio	Setup Mins	Cleanup Mins

{Step 3 – Lesson Plan Sequence. TLO link to Facilities tab or ELO link to Facilities tab or Learning Steps/Activities link to Facilities tab. Rollup of Facilities entries for this lesson.}

Ammunition Requirements

DODIC -Name	Exp	Student Ratio	Instruct Ratio	Spt Qty

None

{Rollup of DODIC entries for this lesson. Step 3 - TLO tab to DODIC tab or ELO tab to DODIC tab or Learning Steps/Activities tab to DODIC tab. Ratios or support quantities for non-expendable DODIC are the highest ratio or quantity indicated in the lesson plan. Ratios or support quantities for expendable DODIC are a rollup of ratios or support quantities for all like DODIC. The Expendable field is maintained in the database. Live DODIC is expendable. Dummy and Inert DODIC are not expendable. Automatic display of None on report if no DODIC are linked.}

Instructional Guidance

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

{Step 11 – Instructional Guidance. Automatic display on report of NOTE above followed by user entry on Instructional Guidance step.}

TDC TSPs / Lesson Plan – Example (con't)

	Name	Rank	Position	Date
Proponent Lesson Plan Approvals	*{Name selected on Step 2 – Action Officers.}*	*Rank currently not populated*		*{Date generated by TDC at the time approval is given.}*

SECTION II. INTRODUCTION

{Step 3 – Lesson Plan Structure, Introduction link. Time of Instruction is entered and displays as hours and minutes. Times are based on a 50-minute academic hour. Method of Instruction and Instructional Strategy are from Technique of Delivery field. Instructor Type and Ratio are from the Instructor Types tab.}

Method of Instruction: Conference / Discussion
Instr Type (I:S Ratio/Qty): Small Group Leader (1:16/0)
Time of Instruction: 5 mins
Instructional Strategy: Small Group Instruction

Motivator

{Step – Statements - Motivator.}

Terminal Learning Objective

NOTE Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Prepare an Individual TSP Lesson Plan
Conditions:	Using Training Development Capability (TDC)
Standards:	All data will be entered in the appropriate fields.

{Step 3 Lesson Plan Structure - Terminal Learning Objective link to TLO Action, TLO Condition and TLO Standard tabs. Automatic display on report of the NOTE and lead-in sentence above.}

Safety Requirements

None

{Step – Statements – Safety.}

Risk Assessment Level

Calculated Level -
Assessment:
Controls:
Leader Actions:

{Step 8– Risk Assessment. Default entry is None. Use the Add Hazard link to identify and calculate the risk level.}

Environmental Considerations

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.

None

{Step 5 – Statements - Environmental. Automatic display on report of NOTE above followed by user entry on Environmental step. }

Instructional Lead-In

{Step – Statements – Instructional Lead-in.}

TDC TSPs / Lesson Plan – Example (con't)

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

{Automatic display on report of NOTE above. The ELO is entered through Step 3 – Lesson Plan Structure and adding an Enabling Learning Objective by right clicking the Terminal Learning Objective link and selecting Add ELO. Name and then select the newly created ELO on the tree structure. Add the ELO Action to the General Information tab and then access the Condition and Standard tabs. If there are no ELOs for the Lesson, the NOTE above and the ELO portion below will not display and the report will proceed with Learning Step/ Activity 1.}

A. ENABLING LEARNING OBJECTIVE

ACTION:	
CONDITIONS:	
STANDARDS:	

{All Learning Step/Activity data is accessed through Step 3 – Lesson Plan Structure by right clicking to create the learning step or expanding the tree structure and selecting the learning step. Time of Instruction is entered and displays as hours and minutes. Times are based on a 50-minute academic hour.}

1. ELO A – LSA 1. Learning Step / Activity ELO A – LSA 1. Sample LSA

Method of Instruction: Demonstration ***{Step Technique of Delivery tab}***

Instr Type (I:S Ratio/Qty): Small Group Leader (1:16/0) ***{Step Instructor Types tab or if none entered, uses the instructor type from the parent object}***

Time of Instruction: 15 mins ***{Step General Information tab; Complete LSA time - PE TOI in parentheses if applicable}***

Instructional Strategy: Demonstrator ***{Step Technique of Delivery tab}***

Media Type: Actual Equipment ***{Step Technique of Delivery tab}***

Other Media: Unassigned ***{Step Technique of Delivery tab}***

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified. ***{Step General Information tab}***

{Step 3 – Lesson Plan Structure, Steps/Activities below are entered on the General Information tab, Learning Step/Activity Text. The user enters letters a., b., c., etc. NOTE: Small graphics (not PowerPoint slides) may be displayed in the text when linked on the learning step/activity Multimedia tab following instructions found on the General Information tab.}

a. Learning Step / Activity Text
b. Learning Step / Activity Text
c. Learning Step / Activity Text
d. Learning Step / Activity Text

Check on Learning: Conduct a check on learning and summarize the learning activity.
{Learning Steps/Activities link on the tree structure to Check on Learning tab.}

Review Summary: ***{Learning Steps/Activities link on the tree structure to Review Summary tab.}***

TDC TSPs / Lesson Plan – Example (con't)

2. ELO A – LSA 2. Learning Step / Activity ELO A – LSA 2. Sample LSA

Method of Instruction:	Practical Exercise (Hands-On) ***{Step Technique of Delivery tab}***
Instr Type (I:S Ratio/Qty):	Instructor (1:16/0) ***{Step Instructor Types tab or if none entered, uses the instructor type from the parent object}***
Time of Instruction:	1 hr 0 min ***{Step General Information tab; Complete LSA time - PE TOI in parentheses if applicable}***
Instructional Strategy:	Hands-On Instruction ***{Step Technique of Delivery tab}***
Media Type:	Actual Equipment ***{Step Technique of Delivery tab}***
Other Media:	Unassigned ***{Step Technique of Delivery tab}***
Security Classification:	This course/lesson will present information that has a Security Classification of: U - Unclassified. ***{Step General Information tab}***

{Information entered through the Step/Activity Data tab using the tree structure is displayed.}

Check on Learning: Conduct a check on learning and summarize the learning activity.
{Learning Steps/Activities link on the tree structure to Check on Learning tab.}

Review Summary:
{Learning Steps/Activities link on the tree structure to Review Summary tab.

B. ENABLING LEARNING OBJECTIVE
{Any additional ELOs will display in the same format as ELO A above.}

SECTION IV. SUMMARY

{Step 3 – Lesson Plan Structure, Summary link on the tree structure. Time of Instruction is entered in tenths of an hour, but displays here as hours and minutes. Times are based on a 50-minute academic hour. Media is from the Technique of Delivery field.}

Method of Instruction:	Conference/Discussion ***{Technique of Delivery tab}***
Instr Type(I:S Ratio/Qty):	Instructor (1:16/0) ***{Instructor Types tab}***
Time of Instruction:	15 min ***{General Information tab}***
Instructional Strategy:	Small Group Instruction ***{Technique of Delivery tab}***

Check on Learning	Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings. ***{Step 3 – Lesson Plan Structure, TLO Check on Learning.}***
Review / Summary	***{Step 3 – Lesson Plan Structure, TLO Review/Summary.}***

TDC TSPs / Lesson Plan – Example (con't)

SECTION V. STUDENT EVALUATION

Testing Requirements	**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan. ***{Step 15 – Testing Requirements. Automatic display on report of NOTE above followed by user entry on Testing Requirements step.}***
Feedback Requirements	**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed. ***{Step 16 – Feedback Requirements. Automatic display on report of NOTE above followed by user entry on Feedback Requirements step.}***

{Additional ITSP lesson plans are included in the same format as the lesson plan above in the WinZip file with all associated uploaded documents.}

Appendix A - Viewgraph Masters

Sample Lesson Plan with TDC Step Crosswalk
805C-CCA2A412 / Version 1.0

Sequence	Media Name	Media Type
0	Composite Risk Management (CRM)	DOC
1	Example of CRM Worksheet	DOC

{Step 23 – Lesson Plan Multimedia – items selected with a purpose of 'Presentation'.}

Actual materials are not displayed in the Appendix but are included in the WinZip file.

Appendix B Test(s) and Test Solution(s) (N/A)

{This section is not supported in TDC}

TDC TSPs / Lesson Plan – Example (con't)

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 1: 12345678 Version 1.0

PRACTICAL EXERCISE SHEET 12345678 PE1

Time: 1 hour 30 minutes ***{Practical Exercise to General Information tab.}***

{Step 3 – Lesson Plan Structure. PEs are created by right clicking the tree view on the desired learning object.}

Title	Sample Lesson Plan with TDC Field/Tab Crosswalk Practical Exercise ***{Practical Exercises link/General Information/Practical Exercise Text.}***
Lesson Number/Title	805C·CDA2A41 Version 1.0 / Sample Lesson Plan with TDC Field/Tab Crosswalk ***{Lesson number and version from Lesson Plan General Information step.}***
Security Classification	Unclassified ***{Practical Exercise to General Information tab.}***
Introduction	***{Practical Exercise link to Statements (I) tab.}***
Motivator	***{Practical Exercise link to Statements (I) tab.}***
Terminal Learning Objective	**NOTE:** Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will: ***{Automatic display of the NOTE and lead-in sentence followed by selection made for the TLO/ELO/Learning Step field on the tree structure. The selection will determine the report section title and whether the TLO, an ELO or a learning step activity is displayed in the block below.}***
	Action: Prepare an Individual TSP Lesson Plan
	Conditions: Using Training Development Capability (TDC)
	Standards: All data will be entered in the appropriate fields.
Safety Requirements	***{Practical Exercise link to Statements (I) tab.}***
Risk Assessment Level	Low/Moderate/High/Extremely High ***{Practical Exercise to General Information tab.}***
Environmental Considerations	**NOTE:** Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures. ***{Practical Exercise link to Statements (I) tab. Automatic display on report of NOTE above followed by user entry in Environmental field. Automatic entry on report of None if field is empty.}***
Evaluation	***{Practical Exercises link to Evaluations tab.}***

Instructional Lead-In	*{Practical Exercise link to Statements (II) tab.}*
Resource Requirements	**Instructor Materials:** *{Practical Exercises link to Instructor and Student Resources tab.}* **Student Materials:** *{Practical Exercises link to Instructor and Student Resources tab.}*
Special Instructions	*{Practical Exercises link to General Information tab. Automatic entry on report of None if field is empty. }*
Procedures	*{Practical Exercises link to Procedures tab.}*
Feedback Requirements	*{Practical Exercises link to Requirements tab.}*

SOLUTION FOR
PRACTICAL EXERCISE 12345678 PE1

{Practical Exercises link to Statements (II) tab.}

Appendix D - Student Handouts

Sample Lesson Plan with TDC Step Crosswalk
171-12345678 / Version 1.0

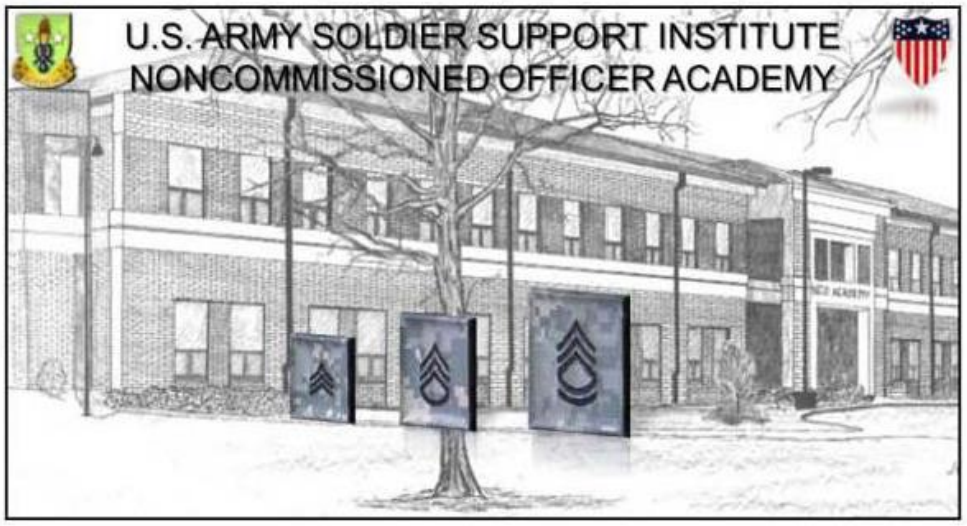
Sequence	Media Name	Media Type
1	Agile and Adaptive Leadership Development	PPTX
2	Terms, Symbols and Graphics	DOC

Step 3 – Lesson Plan Structure – TLO link to Multimedia tab or ELO link to Multimedia tab or Learning Steps/Activities link to Multimedia tab - Picks up any items linked on the Multimedia tabs that are not used as an embedded graphic.

Step 23 – Lesson Plan Multimedia – items selected with a purpose of 'Handout'. Picks up any items linked on the Multimedia tabs that have a Sequence Number of 0. Linking the same multimedia in more than one place will result in the file being included more than once in the Training Support Package.}

Actual materials are not displayed in the Appendix but included in the WinZip file.

F-9. ELM Lesson Plan - Example



HUMAN RESOURCES SENIOR LEADERS COURSE 42A

Think Critically and Creatively

LESSON PLAN

Version 1.0

January 2015

U.S. ARMY SOLDIER SUPPORT INSTITUTE
Noncommissioned Officer Academy
Human Resources Senior Leaders Course
TLO 0.0 – Conduct Essential Leadership Training
ELO 0.2 - Think Critically and Creatively

LESSON PLAN

Lesson Author: AG Branch, ITD
Date prepared: January 2015
Last update: January 2015

1. SCOPE: Critical and Creative Thinking is a 3-hour lesson that introduces students to the content of emerging Army doctrine on critical and creative thinking. The purpose of this lesson is to provide students with an understanding of what critical thinking is and to recognize that their thinking can be improved. All subsequent instruction and experience in SLC represent opportunities to think critically and creatively. This is not instruction in problem solving, but it is applicable to problem solving. The individual mental processes involved in critical thinking correspond to processes involved in group decision making. The concrete experience should make students want to know more about how their minds work and why they seem prone to certain errors. That desire to learn about thinking is fulfilled during discussion of the key concepts in emerging Army doctrine on critical and creative thinking. Students are introduced to tools that they can use to enhance the quality of their thought. Those tools should be put to use throughout the remainder of the SLC.

Students will reach the following lesson outcomes through assigned readings, actively participating in class, and completing the practical exercise:

- Understand how critical and creative thinking enables good decisions
- Understand how critical thinking produces mental agility, resourcefulness and imagination in leaders equipped to act creatively and decisively in all situations

2. LEARNING OBJECTIVE:

Action: Explain the Nature of Critical Thinking and its Relationship to Mission Command

Condition: Senior HR Leaders in a classroom environment working individually and as a member of a small group, using doctrinal and administrative publications, practical exercises, case studies, personal experience, handouts, and discussion.

Standard: Explanation includes—

1. Definition and description of critical and creative thinking
2. Components of cognition
3. Examination of the intellectual standards.
4. Sources of creativity and its relationship to innovation.
5. Pitfalls in thinking.

Learning Domain: Cognitive
Level of Learning: Comprehension

3. STUDENT PREREQUISITE WORK:

a. **Prior to Class:**

Read:

(1) ***The Miniature Guide to Critical Thinking Concepts and Tools*****,** by Dr. Richard Paul and Dr. Linda Elder (19 Pages)

(2) **TC 2-33.4**, Intelligence Analysis, Chapter 2 (Analytical Processes, Methodologies, and Terms), pages 1-10 (10 pages)

Resources for additional study:

(1) Psychology of Intelligence Analysis by Richards Heuer. Download at **https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/PsychofIntelNew.pdf**

(2) http://www.criticalthinking.org/

(3) http://www.au.af.mil/au/awc/awcgate/awc-thkg.htm

b. Bring to class: NA

c. **Be prepared to answer or discuss the following:**

(1) Definition of critical thinking

(2) Universal intellectual standards

4. INSTRUCTOR ADDITIONAL READING(S)/MATERIAL: NA

5. TRAINING AIDS, REFERENCES, AND RESOURCES: This lesson is intended to be facilitated in a small group classroom setting with the ability to project PowerPoint slides and multimedia. Additional resources are available digitally for students to reference on their laptops without having the need to print.

Appendix A: Assessment Plan
Appendix B: Slides

6. CONDUCT OF LESSONS:

a. Lesson Timeline:

5 minutes	"Shift Happens" Video
10 minutes	Concrete Experience: “If p, then q”
10 minutes	Publish and Process
45 minutes	Generalize New Information
10 minutes	Break
40 minutes	Generalize New Information
10 minutes	Develop
10 minutes	Break
30 minutes	Apply

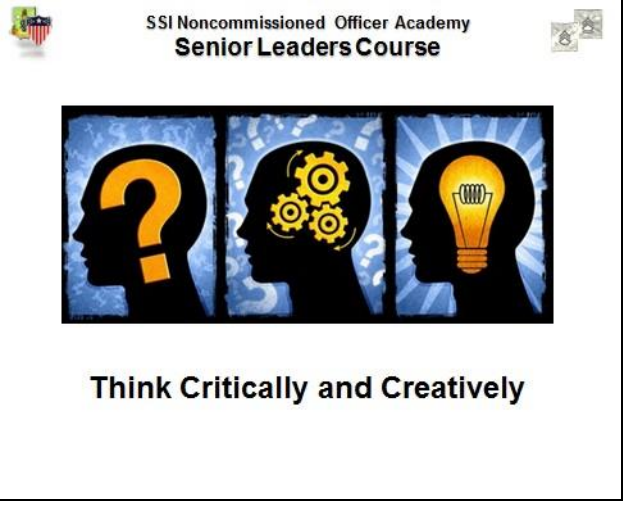
NOTE: Adjust the Lesson Timeline as necessary to facilitate class schedule, your teaching style, and student learning. ***You are not bound by any time constraints during any particular phase of the ELM model.***

NOTE: *Your purpose in this block is first to make your students believe that they will be more effective leaders if they improve the quality of their thinking and to overcome any resistance to the idea by applying new knowledge in a short exercise. Lesson design supports achievement of that purpose by first demonstrating how error-prone in our thinking we are and then demonstrating that there is a body of well-researched and practical knowledge – documented in emerging Army doctrine – which they can put to use and benefit from immediately.*

Conduct this lesson as early in the course as possible after the “ice” has been broken. Reinforce the content throughout the course by being a model of critical and creative thinking yourself; providing your students opportunities to think critically and creatively using these tools; and by providing them frequent informal and formal feedback focused on critical thinking skills. The lesson design and materials should not be a constraint to you. The only constraint upon the instructor is the learning objective.

discussion begins.

Slide 1: Shift Happens	
Show video (4:22) ***http://www.youtube.com/watch?v=XVQ1ULfQawk***	

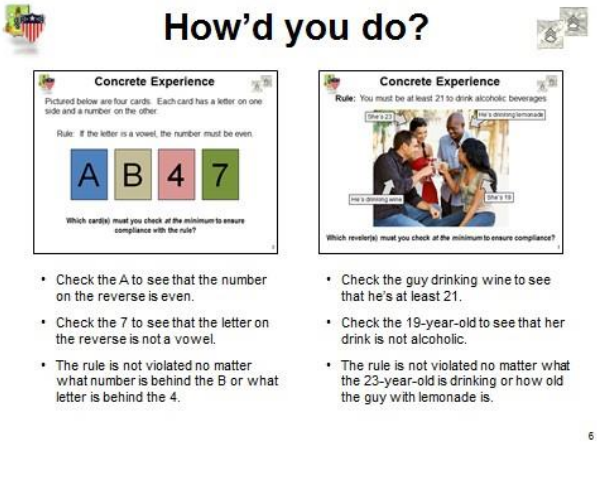
Slide 2: Title Slide	
Lesson Introduction	

b. Concrete Experience (10 min): "If p then q". When students are settled, display the first slide and let them read it.

Slide 3: Rules of Engagement	
Rules of Engagement for Concrete Experience ***Do not provide a lot of set-up for this exercise. Emphasize that they are not "trick" questions, and this is not an intelligence test. You don't even want to know what answers they give. Make sure everyone is prepared to write down their answers on something.***	**Rules of Engagement** **Think Critically and Creatively** • You will be asked to answer two questions that call for reasoning. • These are not "trick" questions. • The information provided on the slides is true and complete – take it at face value. • This is not a test of intelligence. • You will have 60 seconds for each question. • Jot down your answers on a piece of paper. • These are not "trick" questions. 3

Slide 4: Card Problem	
Card Problem ***Check time and give them 60 seconds. If there are questions, answer them if possible by restating something from the ROE slide. After 60 seconds, next slide.***	**Concrete Experience** **Think Critically and Creatively** Pictured below are four cards. Each card has a letter on one side and a number on the other. **Rule**: If the letter is a vowel, the number must be even. A B 4 7 **Which card(s) must you check *at the minimum* to ensure compliance with the rule?** 4

Slide 5: Drinking Age Problem	
Same drill. Emphasize again, that the age and drink labels are to be treated as known facts. 60 Seconds. "Stop". Hit the "B" button on the keyboard so the screen goes black. Ask an open ended question to get students talking with one another – "how do you think you did?" Don't ask for their answers, but if necessary ask if they found the questions hard or easy. Probably some students will start sharing answers with each other – that's good. After some students have staked-out a position and others have realized they might be wrong…Next slide.	

Slide 6: How'd you do?	
Give them a minute to read the solutions. Check their reactions. Let the conversations continue. **Leave the slide up as you begin the Publish and Process phase.**	

c. Publish and Process (10 min): This phase is student-centered and instructor facilitated.

The "publish" portion is a short discussion on how group members felt during their experience of generating data. This phase focuses on the group dynamics during the exercise and is **NOT** intended to be a discussion of the content generated. This can be kept short; once the group moves to "process," they will likely continue to add to "publishing" type information. **Do not let the group jump straight to content.** When well facilitated, publishing is a good method to relate a discussion of interpersonal communication and group dynamics to the broader topic of leader competencies described in FM 6-22, Army Leadership.

Instructor Questions:

- *What happened? How did you feel about that?*
- *Who had a similar or different experience, and why? Were there any surprises?*
- *What did you learn from the group experience?*

Questions the instructor may ask to assist in publishing: (Intent is to push critical thinking. Push students to defend their answers – allow students to hash out ideas).

As the discussion develops, steer to the following points:

- The two questions are logically identical, but for most of us, the card question is harder than the drinking age question.
- The first situation is abstract and not familiar to us so we must engage in deliberate analytic thinking. We go step-by-step, trying to "what if" each card.
- Thinking analytically we might make inferences not implied by the rule, like, "if the number's even, it must have a vowel on the reverse", or "if the letter's not a vowel, it must not have an even number". Someone who did this probably checked more cards than necessary – maybe all of them.
- The second situation is more natural and familiar to most of us, so we don't need to engage deliberate reasoning in the same way. It's obvious that a 23-year old can't be in violation of the under-age drinking rule. But it's not obvious that a card with the number 4 can't be in violation of the vowels-must-have-even-numbers rule even though it's the exact same thing logically.
- In the natural situation we're less prone to make the same errors we might in the abstract situation. Few of us would reason, for instance that "that woman is over 21, so she's required to drink alcohol" or "that guy is not drinking alcohol, so he's required to be under 21". But if you thought consonants were required to have odd numbers, you were making the same logical error.
- Two common responses to the card question are: Check the "A" and the "4"; check only the "A". When we rely on our analytic reasoning ability, many of us tend to look for instances that confirm expectations, but neglect to look for disconfirming instances. We're less likely to make that mistake in a familiar setting where we reason more naturally.

- After struggling with the card question, the drinking age situation might prove difficult because of "over-think". This is a tendency to believe that thinking harder will lead to a better answer. If the drinking age situation is posed first, people are more likely to get it right because they are less likely to over-analyze it.
-
- ***If we understood a little better how our brains work, we could make better decisions.***

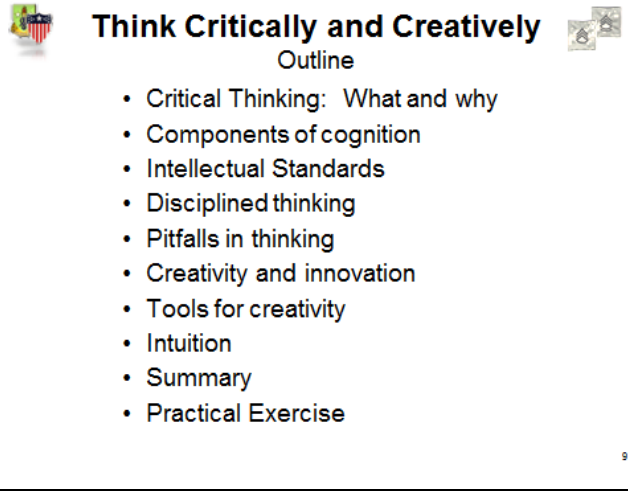
The test does not imply anything about how good of a thinker you are. The idea was to get you to **start thinking about your own thought processes**. Our thought processes are the topic for the next few hours. As you know from the advance sheet, the objective of this instruction and the rest of SLC are to help you to improve your own thinking by making it more critical and more creative. The Army has been talking about critical and creative thinking for a long time.

d. Generalize New Information (45 minutes):

Slide 7: Learning Objective	
This lesson is focused on meeting leadership education outcomes.	**Learning Objective** **ACTION:** Explain the nature of critical thinking and its relationship to effective leadership **CONDITIONS:** Senior HR Leaders in a classroom environment working individually and as a member of a small group, using doctrinal and administrative publications, practical exercises, case studies, personal experience, handouts, and discussion. **STANDARD:** Explanation includes: 1. Definition and description of critical and creative thinking 2. Explanation of the components of cognition 3. Examination of the intellectual standards. 4. Explain sources of creativity and its relationship to innovation. 5. Explanation of the pitfalls in thinking. 7

NOTE: The purpose of this lesson is not to impart knowledge and move on – it is intended to get students thinking about how important effective leadership is. There are very few slides in the lesson; however, there are multiple opportunities for discussion. While topic slides do introduce knowledge and provide a focus, they are primarily designed to start discussions and constantly engage students, even in the GNI portion. The information covered in this lesson is basic and even students with limited leadership time, knowledge, and skills. The products of critical and creative thinking at the individual level are the ideas each leader forms about what to believe or do. Every choice – large or small – is guided by thinking which is critical and creative in varying degrees. As such, critical thinking is an inherent part of everything else we ask of Army leaders throughout the rest of their careers.

Slide 8: Comic Relief	
Ice-breaker (optional). Humorous video of comic [Mark Gungor](). (2:40). Comic relief if needed. • ***Men's brains are made of little boxes.*** • ***Women's brains are like wires.*** ***http://www.youtube.com/watch?v=ZogpjOZxf2M***	

Slide 9 : Think Critically and Creatively - Outline	
*This lesson covers a lot of information in a very short period of time. This is only an introduction to each of these topics on the slide with only nine (9) slides of Generalize New Information (GNI). I will give you the slides with speaker notes when we're done, so don't **"take"** notes. Instead, please participate and ***make*** notes on your thoughts. Please ask questions as we go along.*	

Slide 10: Critical Thinking: What and Why	
Cognition is "knowing". *We *MAKE* sense – the knowledge we accept as true. Knowledge guides our actions. Modern warfare is complex.* *Technology doesn't think for us, no matter what the vendors say. Mission Command requires that all leaders exercise greater judgment.* *We apply our judgment to making decisions* ***analytically, intuitively, or by a combination.***	**Critical Thinking: What and Why** • Use of cognitive skills • We develop knowledge (*make* sense) • ULO, complexity requires judgment, innovation & mental agility • Is your phone really smart? • Mission Command: We're all decision makers • Decision making – Analytic – Intuitive 10

Slide 11: Intellectual Standards	
NOTE: *Refer students to TC 2-33.4, Chapter 2, pages 1-10* ***Universal intellectual standards*** *are standards which must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, issue, or situation.*	**Intellectual Standards** • Clarity • Accuracy • Precision • Relevance • Depth • Breadth • Logic • Fairness  *"Well, it's official. The entire catalogue has to be dumbed down again!"*

Universal intellectual standards are standards which must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, issue, or situation. To think critically entails having command of these standards. To help invoke critical thinking, it is best to pose questions which probe others' thinking; questions which hold individuals accountable for their thinking; questions which, through consistent use, become internalized by individuals as questions they need to ask themselves.

The ultimate goal, then, is for these questions to become infused in the thinking, forming part of your inner voice, which then guides you to better and better reasoning. While there are many universal standards, the following are some of the most essential:

CLARITY: *Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example?* Clarity is the gateway standard. If a statement is unclear, we cannot determine whether it is accurate or relevant. In fact, we cannot tell anything about it because we don't yet know what it is saying. For example, the question, "What can be done about the education system in America?" is unclear. In order to address the question adequately, we would need to have a clearer understanding of what the person asking the question is considering the "problem" to be. A clearer question might be "What can educators do to ensure that students learn the skills and abilities which help them function successfully on the job and in their daily decision-making?"

ACCURACY: *Is that really true? How could we check that? How could we find out if that is true?* A statement can be clear but not accurate, as in "Most dogs are over 300 pounds in weight."

PRECISION: *Could you give more details? Could you be more specific?* A statement can be both clear and accurate, but not precise, as in "Jack is overweight." (We don't know how overweight Jack is, one pound or 500 pounds.)

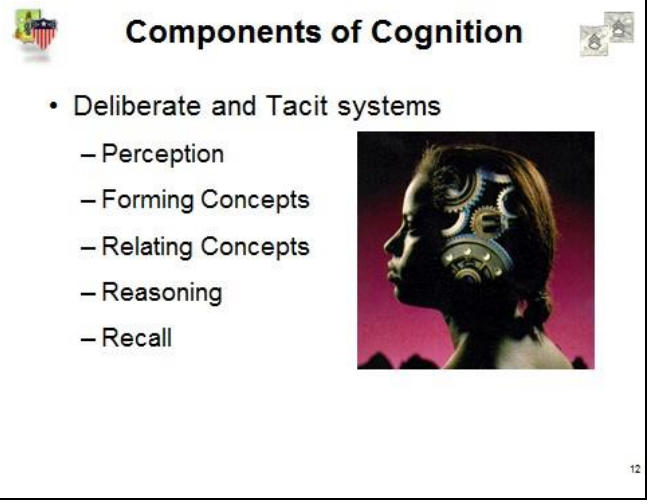
RELEVANCE: *How is that connected to the question? How does that bear on the issue?* A statement can be clear, accurate, and precise, but not relevant to the question at issue. For example, students often think that the amount of effort they put into a course should be used in raising their grade in a course. Often, however, the "effort" does not measure the quality of student learning; and when this is so, effort is irrelevant to their appropriate grade.

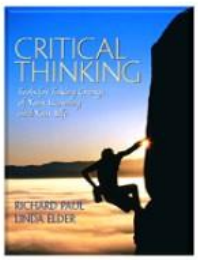
DEPTH: *How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors?* A statement can be clear, accurate, precise, and relevant, but superficial (that is, lack depth). For example, the statement, "Just say No!" which is often used to discourage children and teens from using drugs, is clear, accurate, precise, and relevant. Nevertheless, it lacks depth because it treats an extremely complex issue, the pervasive problem of drug use among young people, superficially. It fails to deal with the complexities of the issue.

BREADTH: *Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view of . . .?* A line of reasoning may be clear accurate, precise, relevant, and deep, but lack breadth (as in an argument from either the conservative or liberal standpoint which gets deeply into an issue, but only recognizes the insights of one side of the question.)

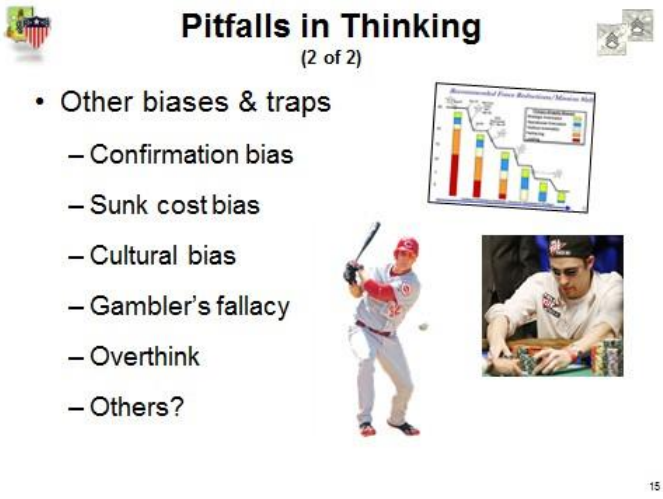
LOGIC: *Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this, and now you are saying that; how can both be true?* When we think, we bring a variety of thoughts together into some order. When the combinations of thoughts are mutually supporting and make sense in combination, the thinking is "logical." When the combination is not mutually supporting, is contradictory in some sense or does not "make sense," the combination is not logical.

FAIRNESS: *Do I have a vested interest in this issue? Am I sympathetically representing the viewpoints of others?* Human think is often biased in the direction of the thinker - in what are the perceived interests of the thinker. Humans do not naturally consider the rights and needs of others on the same plane with their own rights and needs. We therefore must actively work to make sure we are applying the intellectual standard of fairness to our thinking. Since we naturally see ourselves as fair even when we are unfair, this can be very difficult. A commitment to fair-mindedness is a starting place.

Slide 12: Components of Cognition	
*There are two systems by which we come to know things. The **deliberate** system is the one we are aware of and control. The **tacit** system is automatic. We may not be aware of it. We recognize **five components** of cognition. Improvement in any component produces better thinking. We **perceive** with any of our senses. **Concepts** are our mental vocabulary. When we **relate concepts** we form complete ideas. **Reasoning** combines ideas (premises) to lead us to new ideas (conclusions). **Recall** is the ability to access our memory.*	

Slide 13: Disciplined thinking	
*Refer to the **Miniature Guide to Critical Thinking Tools and Techniques.** Paul and Elder are two of the leading researchers in the field. The elements are a tool to ensure your thinking is complete. The standards ensure rigor. When we think about our own thinking to apply discipline, we are using **metacognition**. A team-based approach is where two or more people work together to discipline each other's thinking through questioning and coaching.*	**Disciplined Thinking** • Richard Paul and Linda Elder – The Elements of Thought – The Standards of Thinking • Approaches – Metacognitive – Team-based  13

Slide 14: Pitfalls in Thinking (1 of 2)	
"Heuristic" = by trial and error. Heuristic learning leads to 3 types of bias. • ***Availability: what comes to mind first.*** • ***Representative: our own experience dominates even if it's not representative.*** • ***Anchoring: stuck on what's worked before.*** ***Logical Fallacies*** • ***Attacking the person: If we disagree "you're an idiot".*** • ***False dichotomy: few things are really black and white.*** • ***False cause: just because A was followed by B that doesn't mean A *caused* B*** • ***Appeal to the masses: "Everybody knows…", but "everybody" is often wrong.***	**Pitfalls in Thinking** (1 of 2) • Heuristic-related bias – Availability – Representative – Anchoring • Logical Fallacies – Attacking the person rather than the idea – False dichotomy – False cause – Appeal to the masses  14

Slide 15: Pitfalls in Thinking (2 of 2)	
Confirmation bias: We see what we expect to see; what aligns with what we already believe ***Sunk cost: Reluctance to let go of an idea we've invested in, e.g., "…that these dead shall not have died in vain…"*** ***Cultural bias: Hard to see ourselves objectively. Are "they" habitually late, or are "we" time-obsessed?*** ***Gambler's fallacy: Random events have memory – "our luck is bound to change"*** ***Overthink: I just need to focus, concentrate, try harder***	

BREAK. *Providing the training schedule provides and available time permits, you may want to provide the students a short break before transitioning to Changing Educational Paradigms and additional GNI.*

Generalize New Information (40 minutes):

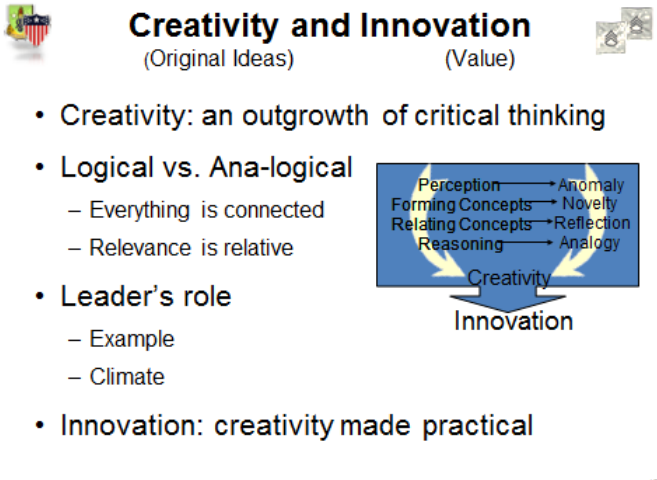
Slide 16: Changing Educational Paradigms	
On return from break watch this 11-minute video. Minimal set-up. Just say "As you watch this I want you to make sense of it. In other words what does it mean <u>to you</u>. Make notes if you wish – may be useful later in an exercise. ***NOTE: Slide has embedded hyper-link]*** ***http://www.youtube.com/watch?v=zDZFcDGpL4U&feature=player_embedded***	

Slide 17: Creativity and Innovation

It's possible to think critically without being creative. It's not possible to be creative without thinking critically.

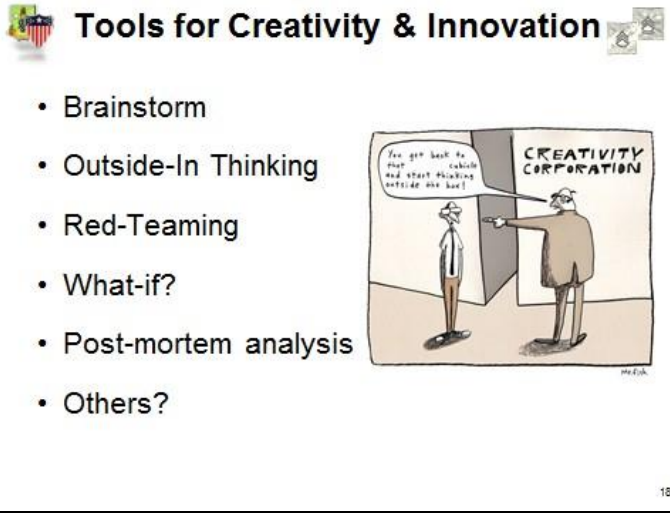
The goal is innovation – something practical -- not art for its own sake. The essence of creativity is seeing connections between seemingly un-connected things. These non-obvious connections are usually analogical.

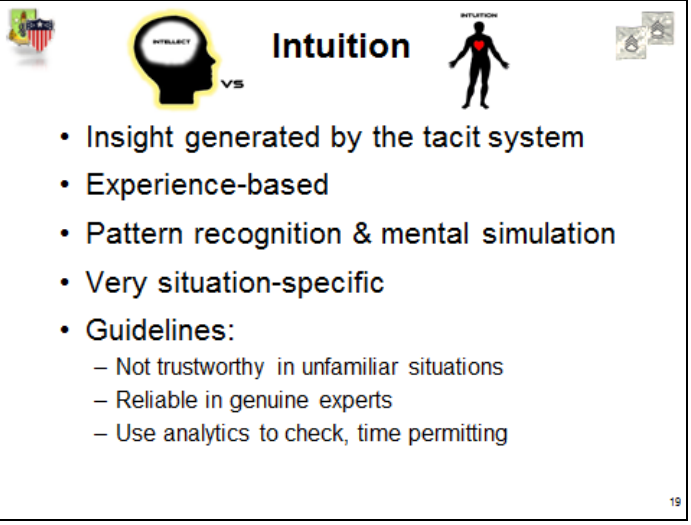
Leaders set an example and create climates conducive to creativity



Slide 18: Tools for Creativity & Innovation

Brainstorm: Unconstrained, non-judgmental idea generation. Prevent groupthink.
Out-side in Thinking: Graphically depict the subject area *in* a box and generate influencers outside of the box.
Red-Team: Appoint role players to represent adversary/opponent.
What-if: Suppose an event you've assumed away happens.
Post-mortem: Assume a COA under consideration fails and explain how.



Slide 19: Intuition	
Tacit learning produces intuition. We perceive and record things unconsciously. We identify patterns and store them in memory. Mental simulations anticipate sequels. Our response is emotional, visceral. ***"Insight" is a conclusion from the tacit system that we become aware of but often cannot explain. The patterns are only valid if based on a large store of similar situations. For true experts, intuition is reliable within their field.***	

***NOTE**: Time to revisit the information.*

1. This activity is called a **"Geometric Close".** Using the dry erase board or butcher block paper draw the follow shapes on the flip chart.

- A Square
- A Triangle
- A Circle
- A "Z"

2. Each participant is asked to do the following.

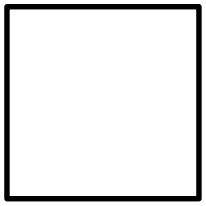
   1. Find something in the training that "squared" with what they already thought and share it with others. **(SQUARE)**

   2. Find something in the training that made them view something from a new angle and share it. **(TRIANGLE)**

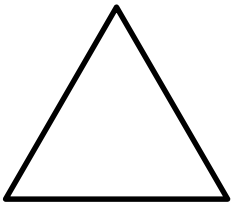
   3. Find some new piece of information that completed or "closed the circle" for them and share it. **(CIRCLE)**

   4. List an action or a new approach they will now take and share it **("Z").**

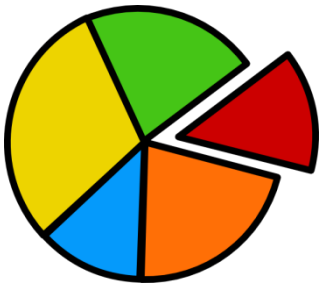
SAMPLE CHART



What squared (agreed) with something you already knew?

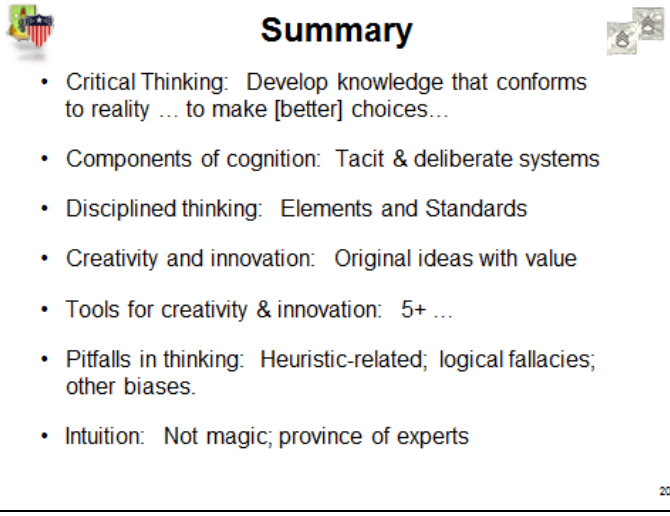


What did you see from a new angle?



What did you learn that was new, that completed a circle of knowledge?

What new direction will you go in? What action will you take?

Slide 20: Summary	
Like drinking from a fire hose – Covered a lot of material. *I will be looking for you to use these concepts and techniques throughout the course.*	

e. Develop (10 min): This phase is student-centered and instructor facilitated.

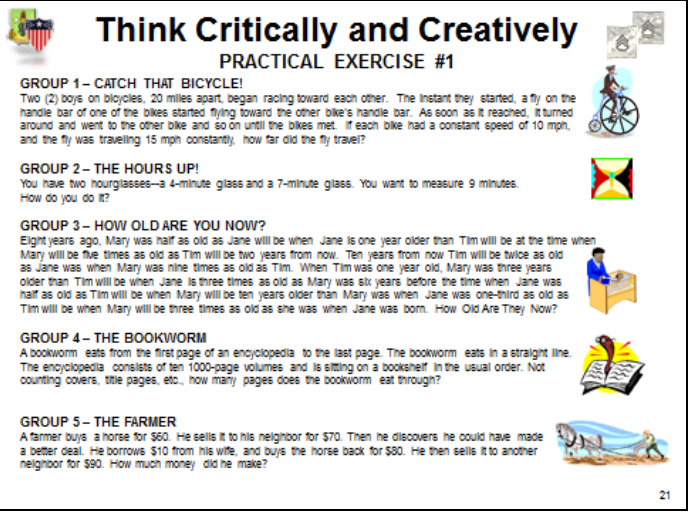
NOTE: *Instructors now initiate a student discussion of how material in the lesson plan will be used in their future assignments. Although instructors can guide students in the discussion, the answers ultimately belong to the students. Instructors should leverage their own experiences and ask pertinent questions pertaining to the information presented. Potential questions may include:*

- *Does Critical/Creative thinking actually work in the operational environment? Is it encouraged? Provide examples.*
- *Has this lesson helped them see linkage between Critical/Creative Thinking and Leadership?*
- *Could you teach/train your subordinates/junior leaders on Critical and Creative Thinking? At what level/grade should Soldiers be introduced to these subjects?*
- *Did this lesson increase your awareness of your own abilities to apply critical and creative thinking? How? Provide examples.*

f. Assessment Plan: See Appendix A.

BREAK*. Providing the training schedule provides and available time permits this is a good point to provide the students a short break before transitioning to the Apply Phase.*

g. Apply (30 mins): Administer Practical Exercises. The Critical and Creative Thinking lesson consists of two short Practical Exercises.

Slide 21: Think Critically and Creatively – Practical Exercise #1	
Administer PE#1. ***NOTE: These Practical Exercises and the Answer Key are also available as a separate Word Document in the SLC Courseware Library.***	

Practical Exercise 1: Divide the class into four groups. Assign each group one of the following puzzles. Each group should have a different puzzle. Allow **10 minutes** to complete their assigned puzzle and prepare a back brief to the class explaining their solution.

GROUP 1: Catch the Bicycle. Two (2) boys on bicycles, 20 miles apart, began racing toward each other. The instant they started, a fly on the handle bar of one of the bikes started flying toward the other bike's handle bar. As soon as it reached, it turned around and went to the other bike and so on until the bikes met. If each bike had a constant speed of 10 mph, and the fly was traveling 15 mph constantly, how far did the fly travel?

SOLUTION: Each bike travels at 10 mph, so they meet at the center of the 20 mile distance in exactly 1 hour. The fly travels 15 mph and so at the end of the hour, he will have gone 15 miles.

GROUP 2: How Old Are You Now?
Eight years ago, Mary was half as old as Jane will be when Jane is one year older than Tim will be at the time when Mary will be five times as old as Tim will be two years from now. Ten years from now Tim will be twice as old as Jane was when Mary was nine times as old as Tim. When Tim was one year old, Mary was three years older than Tim will be when Jane is three times as old as Mary was six years before the time when Jane was half as old as Tim will be when Mary will be ten years older than Mary was when Jane was one-third as old as Tim will be when Mary will be three times as old as she was when Jane was born. How Old Are They Now?

SOLUTION. Tim is 3, Jane is 8, and Mary is 15. Clue number 1 leads to the situation a year and a half ago, when Tim was 1 1/2, Jane was 6 1/2, and Mary was 13 1/2.

GROUP 3: The Bookworm
A bookworm eats from the first page of an encyclopedia to the last page. The bookworm eats in a straight line. The encyclopedia consists of ten 1000-page volumes and is sitting on a bookshelf in the usual order. Not counting covers, title pages, etc., how many pages does the bookworm eat through?

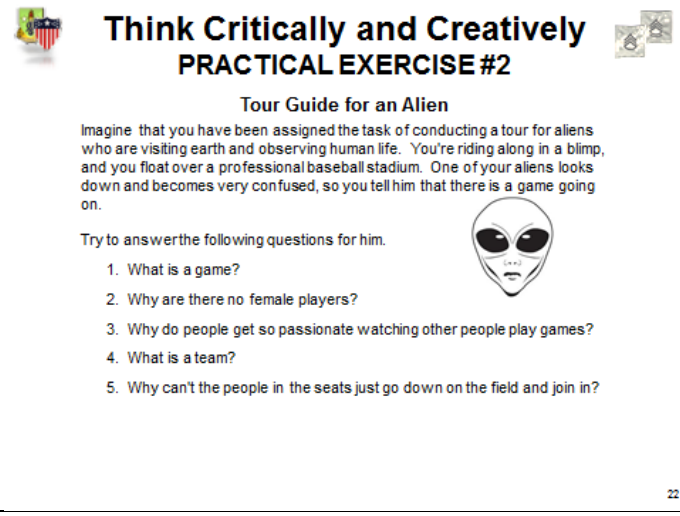
SOLUTION: On a book shelf the first page of the first volume is on the "inside" so the bookworm eats only through the cover of the first volume, then 8 times 1000 pages of Volumes 2 - 9, then through the cover to the 1st page of Vol 10. He eats 8,000 pages. If the bookworm ate the first page and the last page, it ate 8,004 pages.

GROUP 4: The Farmer
A farmer buys a horse for $60. He sells it to his neighbor for $70. Then he discovers he could have made a better deal. He borrows $10 from his wife, and buys the horse back for $80. He then sells it to another neighbor for $90. How much money did he make?

SOLUTION: The farmer ended up with $90. The total he had was: $60 + $10 from his wife == $70. $90 - $70 = $20 dollars profit.

GROUP 5. The Hours Up! You have two hourglasses--a 4-minute glass and a 7-minute glass. You want to measure 9 minutes. How do you do it?

SOLUTION. Start both hourglasses. When the 4-minute glass runs out, turn it over (4 minutes elapsed). When the 7-minute glass runs out, turn it over (7 minutes elapsed). When the 4-minute glass runs out this time (8 minutes elapsed), the 7-minute glass has been running for 1 minute. Turn it over once again. When it stops, 9 minutes have elapsed.

Slide 22: Think Critically and Creatively – Practical Exercise #2	
Administer PE#2.	

Practical Exercise 2: Divide the class into two groups and have them complete the following exercise. After **20 (+/-)** minutes have the groups brief their findings to the class.

Tour Guide for an Alien

Imagine that you have been assigned the task of conducting a tour for aliens who are visiting earth and observing human life. You're riding along in a blimp, and you float over a professional baseball stadium. One of your aliens looks down and becomes very confused, so you tell him that there is a game going on.

Try to answer the following questions for him.

1. What is a game?

2. Why are there no female players?

3. Why do people get so passionate watching other people play games?

4. What is a team?

5. Why can't the people in the seats just go down on the field and join in?

If you try to answer these questions fully, it will quickly become apparent that we carry around certain assumptions and values. We support a certain team, for instance, because it makes us feel like we're a part of a community. This sense of community is a value that matters to some people more than others.

Furthermore, when trying to explain team sports to an alien, you have to explain the value we put on winning and losing.

When you think like an alien tour guide, you are forced to take a deeper look at the things we do and things we value. They don't always sound so logical and true from the outside looking in!

Appendix A
Assessment Plan

TLO 0.0 – Conduct Essential Leadership Training

Module Assessment				
Contribution to Group Work	**Written Communication**	**Oral Communication**	**Module Post-Assessment**	**TOTAL**
75%	NA	25%	NA	100%

ELO 0.1 Army Writing Program *(graded separately)*

ELO 0.2 Think Critically and Creatively

ELO 0.3 Resilience Training for Mid-Grade Leaders

ELO 0.4 Operational Security (OPSEC)

ELO 0.5 Cultural Awareness

ELO 0.6 Suicide Awareness for Soldiers

ELO 0.7 Sexual Harassment / Assault Response & Prevention (SHARP)

ELO 0.8 Equal Opportunity Program Level V

ELO 0.9 Examine the Role of the First Sergeant

ELO 0.10 Develop Subordinate Leaders

ELO 0.11 Implement Army Body Composition Program

ELO 0.12 Assess Unit and Individual Fitness

ELO 0.13 Examine the Situational Leadership Theory

Contribution to Group Work. See SLC Contribution to Group Work Rubric for specific grading criteria.

Written Communication. The Army Writing Program is graded separately. Information on writing requirements will be provided by your instructor.

Oral Communication. See SLC Oral Communication Rubric for specific grading criteria.

Module Post-Assessment. NA

Appendix B
List of Slides

Slide 1: Shift Happens
Slide 2: Title Slide – Critical and Creative Thinking
Slide 3: Rules of Engagement
Slide 4: 4 Cards
Slide 5: Alcoholic Beverages
Slide 6: How'd You Do?
Slide 7: Learning Objective
Slide 8: Comic Relief
Slide 9: Outline
Slide 10: Critical Thinking: What and Why
Slide 11: Intellectual Standards
Slide 12: Components of Cognition
Slide 13: Disciplined Thinking
Slide 14: Pitfall in Thinking (1 of 2)
Slide 15: Pitfall in Thinking (2 of 2)
Slide 16: Changing Educational Paradigms - Video
Slide 17: Creativity and Innovation
Slide 18: Tools for Creativity & Innovation
Slide 19: Intuition
Slide 20: Summary
Slide 21: Practical Exercise #1
Slide 22: Practical Exercise #2

F-10. SSI Best Practices Lesson Plan Example

Internal TSPs developed using the "Best Practices" format will include, at a minimum, PowerPoint or Lectora slides (with notes) and the following mandatory lesson plan elements.

1. SECTION I. – ADMINISTRATIVE DATA. Academic Hours and Methods of Instruction – Include Academic Hours and Methods of Instruction for the entire lesson.

2. SECTION II - INTRODUCTION

a. Motivator – Introduce Lesson and include Motivator.

b. Terminal Learning Objective (TLO) – Inform the students of the TLO.

c. 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.

d. Risk Assessment Level - Include risk assessment level.

e. 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.

f. Evaluation – Inform students of the evaluation requirement for the lesson (e.g., performance test, assessment exercise, practical exercise, etc.).

g. Instructional Lead-in – Include Instructional Lead-in at appropriate lesson location.

3. SECTION III - PRESENTATION

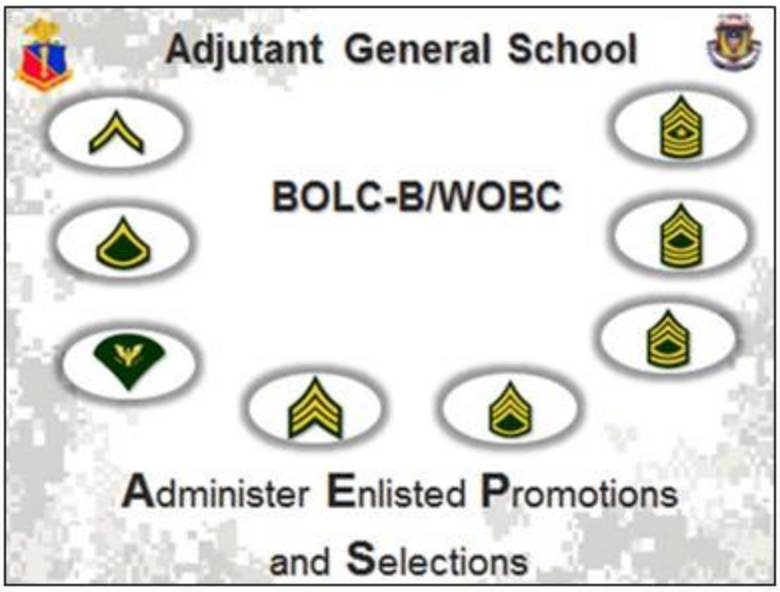
a. Learning Steps and Activities (LSA) with Instructor Notes – Include outline of LSA to be covered and include relevant notes in the notes section of each slide, as appropriate.

b. Checks On Learning – Conduct Checks on Learning at appropriate locations throughout lesson.

4. SECTION IV - SUMMARY

a. Check on Learning

b. Review / Summary



SHOW SLIDE: ADMINISTER ENLISTED PROMOTIONS AND SELECTIONS

SECTION I. ADMINISTRATIVE DATA

Academic Hours / Methods

3 hrs / 40 mins Large Group Instruction
2 hrs / 30 mins Practical Exercise (Hands On)
2 hrs / 0 mins Test
0 hrs / 30 mins Test Review
8 hrs / 40 mins Total Hours

SECTION II. INTRODUCTION: Today we are going to discuss Enlisted Promotions.

Method of Instruction: Conference / Discussion

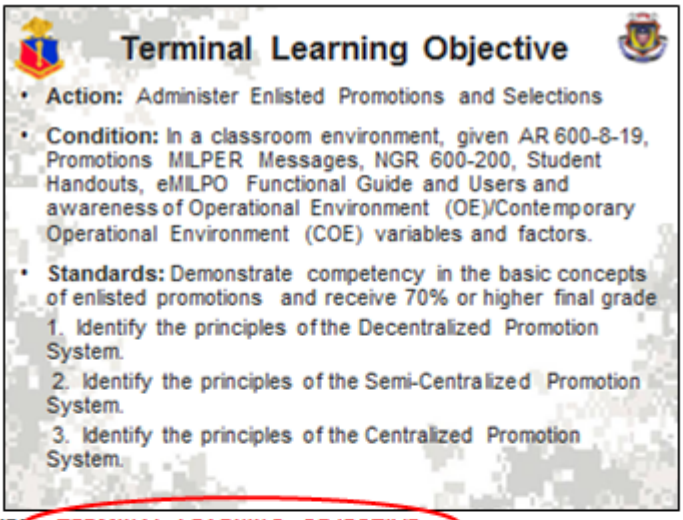
Instructor to Student Ratio: 1:36

Time of Instruction: 5 mins

Media: Large Group Instruction

EXAMPLE ONLY

MOTIVATOR: The most crucial difference for you to understand is that you should NOT be the one managing enlisted promotions day-to-day. Enlisted Promotions are enlisted business. As such, your NCOIC will work with the BN CSM to manage this system. However, as the officer, you are ultimately responsible for everything your shop does or fails to do. You need to know what right looks like, so that you can supervise and QC enlisted promotions.



SHOW SLIDE: TERMINAL LEARNING OBJECTIVE

SAFETY REQUIREMENTS. In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 COMPOSITE RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).
No food or drink is allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you will be instructed to power down equipment. Everyone is responsible for safety. A thorough risk assessment must be completed prior to every mission or operation.

RISK ASSESSMENT LEVEL. Low. In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 COMPOSITE RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).

ENVIRONMENTAL STATEMENT. 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. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT.

EVALUATION. You will be given a graded 20 question multiple choice exam which will cover officer promotions. A passing score on this examination is 70%.

INSTRUCTIONAL LEAD-IN. Promotion of personnel is inherent in the life of the Army. The Army needs and will continue to need Soldiers and NCOs to fill its ranks at various levels of responsibility.

2

SHOW SLIDE: DECENTRALIZED PROMOTIONS

SECTION III. PRESENTATION.

Learning Step / Activity 1. IDENTIFY THE PRINCIPLES OF THE DECENTRALIZED PROMOTION SYSTEM

Method of Instruction: Conference / Discussion

Instructor to Student Ratio: 1:36

Time of Instruction: 1 hr 5 mins

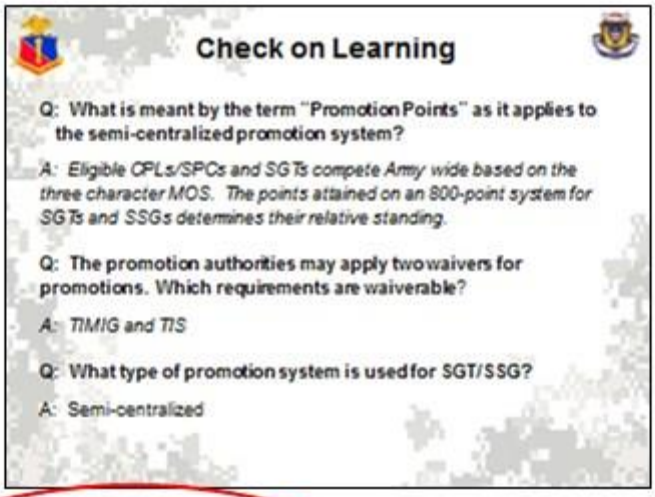
Media: Large Group Instruction

The first system we'll cover is the Decentralized System, which covers promotions to PV2, PFC, and SPC.

Who is the promotion authority?

CO CDR, but BN CDR is waiver authority for SPC

This is an important system to know because, as BN S-1s, you'll manage this system entirely at your level. Plus, if you become CO CDRs, you'll be the approval authority.



SHOW SLIDE: CHECK ON LEARNING

SECTION IV. SUMMARY

NOTE: Conduct a check on learning and summarize the learning activity.

Q. What is meant by the term "Promotion Points" as it applies to the semi-centralized promotion system?

A: Eligible CPLs/SPCs and SGTs compete Army wide based on the three character MOS. The points attained on an 800-point system for SGTs and SSGs determine their relative standing.

(Ctrl)

Q. The promotion authorities may apply two waivers for promotion. Which requirements are waiverable?

A: TIMIG and TIS.

Q. What type of promotion system is used for SGT/SSG?

A: Semi-centralized.

NOTE: Checks on Learning should also be included throughout the lesson. At a minimum, they should be conducted at the conclusion of each Learning Step/Activity in addition to the **Summary**.

Appendix G
Course Management Plan (CMP) Example

G-1. CMP Example. The CMP is a document that tells the course manager and instructors/facilitators how to conduct the course. Prepare a CMP for courses, phases, or modules (including The Army Training System (TATS) courses and courses designed specifically for the Reserve Component (RC)). The CMP should reflect any differences for the Active Component and RC instructor and/or student implementation guidance.

Proponents must ensure its availability wherever the learning product is used. Courses that are taught by multiple proponents require a CMP. The CMP development begins upon the approval of the course design and is completed concurrent with the submission of the POI. More guidance regarding the CMP and the CMP format appear in TP 350-70-3 (Staff and Faculty Development), Figure B-1.

EXAMPLE

Advanced Individual Training / MOS-T

U.S. Army Soldier Support Institute
Adjutant General School

Human Resources Specialist
MOS 42A

Course Management Plan

500-42A10
805C-42A10 PH1
805C-42A10 PH2

March 2014

HUMAN RESOURCES SPECIALIST
MOS 42A
COURSE MANAGEMENT PLAN (CMP)

THIS CMP WAS DEVELOPED FOR:

369th Adjutant General Battalion and
Reserve Host Training Battalions

PROPONENT FOR THIS COURSE SUMMARY DATA FILE IS:

Commandant
U.S. Army Adjutant General School
10000 Hampton Parkway
Fort Jackson, SC 29207-7025

DISTRIBUTION RESTRICTION: Approved for public release; distribution is unlimited.

FOREIGN DISCLOSURE STATEMENT: This product/publication has been reviewed by the product developers in coordination with the Fort Jackson, Soldier Support Institute, and Adjutant General School foreign disclosure authority. This product is releasable to military students from all requesting foreign countries without restriction.

JACK L. USREY
COL, AG
Commandant

Course Management Plan (CMP)
42A10 – Human Resources Specialist
March 2014

Course Management Plan	This Course Management Plan (CMP) is for The Army Training System (TATS) 42A Human Resources Specialist Course. This CMP provides individual training for Active and Reserve Component (RC) Soldiers. It is designed for use by managers and instructors at the U.S. Army Adjutant General School (AGS) and The Army School System (TASS) Training Battalions.

TABLE OF CONTENTS

Section **Page**

Preface

1. **Course Title**: Human Resources Specialist Course

2. **Course Number**: 500-42A10; 805C-42A10 PH1; 805C-42A10 PH2

3. **Purpose**: To train selected enlisted Soldiers to become Human Resources (HR) Specialists and to perform associated critical tasks at Skill Level 1 (SL1) in a battalion or brigade S-1 section.

4. **Prerequisites**:

a. Be Active or Reserve Component in grade SFC (E7) or below. (NOTE: For RC, SGM (E9) or below upon unit redesignation).

b. Be assigned or projected to be assigned to a 42A position.

c. Active Army or Reserve Component HR Specialists must possess the following qualifications:

(1) A physical demands rating of moderately heavy; a physical profile of 323222.

(2) A minimum score of 95 in aptitude area CL in Armed Services Vocational aptitude Battery (ASVAB) tests administered prior to 2 January 2002.

(3) A minimum score of 92 in aptitude area CL on ASVAB tests administered on and after 2 January 2002 and prior to 1 July 2004.

(4) A minimum score of 90 in aptitude area CL on ASVAB tests administered on and after 1 July 2004.

(5) Complete formal training (completion of a resident course of instruction for MOS 42A conducted under the auspices of the U.S. Army Adjutant General School).

(6) Possess a security eligibility of SECRET. (NOTE: Requirement for a SECRET security eligibility, effective 1 October 2007, is a requirement for all new accessions into MOS 42A).

(7) Be a U.S. citizen. (NOTE: Requirement to be a U.S. citizen, effective 1 October 2007, is a requirement for all new accessions into MOS 42A).

d. Meet the requirements of AR 40-501 Standards Of Medical Fitness (*RAR 003, 08/04/2011) with waiver (if applicable), AR 350-10, Management of Army Individual Training Requirements and Resources, AR 600-9, The Army Body Composition Program, DA PAM 611-21, Military Occupational Classification and Structure, TRADOC Regulations 350-18, The Army School System and TR 350-10. Institutional Leader Training and Education.

5. **Course Description**:

a. This course is designed to train AIT and MOS-T Soldiers to be an HR Specialist that is disciplined, competent and confident in their ability to provide timely, accurate, and relevant manpower and personnel support for commanders at all echelons.

b. The two major areas of instruction consist of combat survivability (AIT course only) and technical training designed to prepare Soldiers to accomplish critical SL1 HR tasks in the operational environment.

c. Within the Reserve Component (RC) environment, this course is presented in two 2-week phases.

d. This CMP addresses the content, guidelines, principles, and procedures associated with the combat survivability (AIT only) and technical portions of the 42A10 Program of Instruction (POI).

e. Course directors, administrators, instructors, testing personnel, and personnel evaluating this course must read and be familiar with the contents of the CMP. Forward all recommendations for modification to:

Commander
U.S. Army Soldier Support Institute
ATTN: ATSG-TD (Mr. Nelson)
10,000 Hampton Parkway
Fort Jackson, SC 29207
COM: 803-751-8256; DSN 734-8256
e-mail: johnnie.c.nelson2.civ@mail.mil

Introduction

1. Course Management Plan (CMP). This is the guide used for the successful implementation of the Human Resources Specialist (500-42A10, 805C-42A10 PH1 and 805C-42A10 PH2) Courses.

2. Proponent. The Commandant, AGS is the proponent for this course. The POI, this CMP, and supporting training materials (courseware) are developed by professional and competent training developers, fully cognizant of the Army training environment. Students have the full support and cooperation of the Army's finest course directors, training managers, developers, and subject matter experts (SME).

3. Program Management. The Soldier Support Institute (SSI) Training Development Directorate (TDD) has overall management responsibility for SSI's The Army Training System (TATS) course programs. Within the Individual Training Division, a program manager stands ready to assist instructors and students through all stages of course implementation.

4. Our Commitment. The SSI and AGS are committed to the successful implementation of this course and providing the Army with quality Human Resources Specialists. Your concerns are our concerns. Therefore, if instructors or the students have questions, concerns, or suggestions about any portion of this course, they should not hesitate to communicate with us.

5. CMP Objectives. The objective of this CMP is to explain the main course features, course manager qualification and guidance, instructor qualifications, certification requirements, student qualifications, and course organization, implementation and management. Course directors, administrators, and instructors should become thoroughly familiar with the material in this CMP. Proponent school training developers make every effort to include what you need to know to manage and instruct this course to ensure successful course iterations.

Training Concept

1. The Human Resources Specialist course is an 8 weeks, 5 days Advanced Individual Training (AIT) course or a 4 weeks (2 weeks Phase 1; 2 weeks Phase 2) Military Occupational Specialty Training (MOS-T) course. The objective of the course is to provide entry-level HR Specialists with the critical technical tasks and supporting skills required for their initial assignment in positions within battalion and brigade S-1s.

2. The course provides HR Soldiers with basic HR skillsets that support unit readiness, commanders, and Soldiers and their families. Training focuses on two HR technical core competencies: Man the Force and Provide HR Services.

3. Training is delivered using a variety of methods of instructions for the instructor/ facilitator including structured overviews, drill and practice, demonstration, conference/discussion, research/study, HR systems simulators, practical exercises (written and hands-on) and tests. The resulting educational outcomes for Soldiers attending this course include:

(1) Soldiers. Valued member of the team who exhibit character, accountability, resilience, adaptability, initiative, and sound judgment while honorably serving in a brigade or battalion S-1 delivering HR Support.

(2) Doctrinally Sound. Competently delivers timely, accurate, and relevant HR Support.

(3) Technically Capable. Demonstrate the capabilities and perform basic functions of HR enabling systems and common computer and web-based applications.

(4) Critical and Creative Thinkers. Able to solve sometimes ambiguous problems using logical thinking and sound reasoning to develop viable solutions or recommendations.

4. Soldiers are trained to perform related duties upon mobilization and in a wartime environment, as well as peacetime requirements. Training includes both peacetime-unique and mobilization (wartime-critical) tasks. All lessons are presented in a logical learning sequence, conforming to the available training periods within the resident course and RC environments.

Points of Contact

The Army School System (TASS) Regional Coordinating Elements and PS Training Battalions for Evaluation, Accreditation, and Certification issues	Cdr, U.S. Army Soldier Support Institute ATTN: ATSG-QA (Mrs. Boyd) 10,000 Hampton Parkway Fort Jackson, SC 29207 COM: 803-751-8204 DSN: 734-8213 judith.f.boyd.civ@mail.mil
Courseware (42A Technical Subjects)	Cdr, U.S. Army Soldier Support Institute ATTN: ATSG-TD (Mr. Nelson) 10,000 Hampton Parkway Fort Jackson, SC 29207 COM: 803-751-8256; DSN 734-8256 e-mail: johnnie.c.nelson2.civ@mail.mil
Examination Waivers	Cdr, U.S. Army Soldier Support Institute ATTN: ATSG-TD (Mr. Nelson) 10,000 Hampton Parkway Fort Jackson, SC 29207 COM: 803-751-8256; DSN 734-8256 e-mail: johnnie.c.nelson2.civ@mail.mil
Training Delivery Systems / Document Repositories (Blackboard and SharePoint)	Cdr, U.S. Army Soldier Support Institute ATTN: ATSG-TD (Mr. Morales) 10,000 Hampton Parkway Fort Jackson, SC 29207 COM: 803-751- 8289; DSN 734- 8289 e-mail: nelson.r.morales.civ@mail.mil
Human Resources Systems (eMILPO, iPERMS, DTAS, EDAS, etc.)	Cmdt, U.S. Army Adjutant General School ATTN: ATSG-AGT (Mr. Evans) 10,000 Hampton Parkway Fort Jackson, SC 29207 COM: 803-751-8256; DSN 734-8256 e-mail: bennie.evans3.civ@mail.mil

Course Structure

The Human Resources Specialist AIT and MOS-T courses are designed to develop competent, confident, and adaptable Soldiers, grounded in warrior tasks (AIT only), with the basic technical, tactical, and common skills required to assist Soldiers and leaders in the Operational Environment (OE). The course will transition Soldiers into a HR Specialist who is capable of providing outstanding support in a complex and evolving environment across the operational environment.

Course Structure/Training Sequence
42A10

Resident Course
Course Length: 8 weeks, 5 days, 48 hrs / week

Academic Time:	
Module: A / 1 **Title:** Technical Training	283.4
Module: B / 1 **Title:** Reinforce Warrior Tasks and Battle Drills	78.0
Module: C / 1 **Title:** Field Training Exercise	96.0
Module: D / 1 **Title:** Mandatory Training	8.0
Module: E / 1 **Title:** Administrative Time	0.0
Total:	465.4
Administrative Time:	
Commandant Time	1.0
Graduation	2.0
In-Processing	19.8
Out-Processing	11.0
Physical Fitness Training	42.0
Remedial Training	2.2
Total:	78.0
Grand Total:	543.4

Resident Course Technical Instruction
Recommended Individual Lesson Sequence

Course Map This course map sh lessons in this cours identifies prerequisit

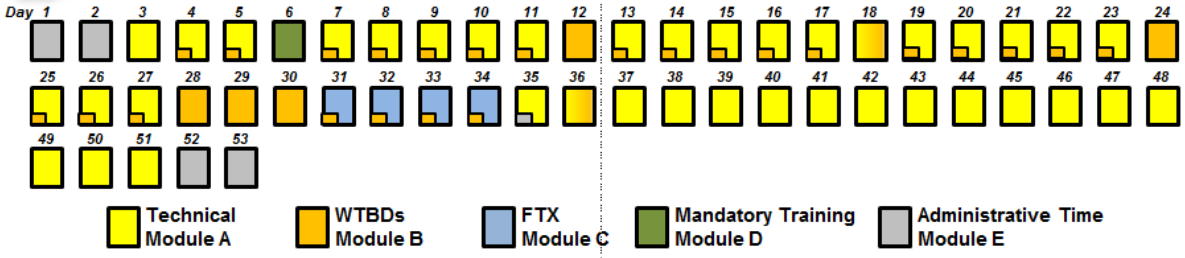
Recommended Training Sequence	Title	Task Number	PFN	Methods of Instruction	Hours
1*	Prepare Correspondence	805C-42A-1002	CAA2A153	SO/IF/PW/TE/TR	17.0
2	Identify Human Resources Systems	805C-42A-1319	CAA2A154	SO/IF/PH/TE/TR	17.0
3	Create Ad Hoc Query	805C-42A-1307	CAA2A157	SO/IF/PH/DAP//TE/TR	12.0
4*	Interpret the Enlisted Record Brief and Officer Record Brief	805C-42A-1304	CAA2A156	SO/IF/PH/TE/TR	12.0
5*	Prepare Suspension of Favorable Personnel Actions (SFPA)	805C-42A-1284	CAA2A159	SO/IF/DAP/PH/TE/TR	8.0
6*	Prepare Request for Soldier Applications	805C-42A-1291	CAA2A160	SO/OF/DAP/PH/TE/TR	6.0
7*	Process Recommendation for Award	805C-42A-1208	CAA2A162	SO/IF/PH/DAP/TE/TR	8.0
8*	Process Personnel Strength Accountability Updates	805C-42A-1315	CAA2A163	SO/IF/PH/DAP/TE/TR	12.0
9*	Perform Unit Strength Reconciliation	805C-42A-1323	CAA2A164	SO/IF/PH/DAP/TE/TR	12.0
10*	Conduct a Personnel Asset Inventory (PAI)	805C-42A-1305	CAA2A165	SO/IF/PH/PW/DAP/CO/ TE/TR	8.0
11*	Maintain Emergency Notification Data	805C-42A-1265	CAA2A167	SO/IF/PH/PW/DAP/TE/ TR	12.0

12*	Prepare Casualty Reports	805C-42A-1255	CAA2A168	SO/IF/DD/PH/PW/DAP/TE/TR	12.0
13*	Employ the Deployed Theater Accountability Software (DTAS)	805C-42A-1317	CAA2A170	SO/IF/DD/PH/TE/TR	8.5
14*	Create a Manifest Using the Tactical Personnel System (TPS)	805C-42A-1259	CAA2A169	SO/IF/DD/PH/TE/TR	8.5
15*	Prepare Personnel Strength Accounting Reports	805C-42A-1257	CAA2A171	SO/IF/PW/DAP/TE/TR	10.0
16*	Process a Request for Leave, Pass or Permissive TDY	805C-42A-1250	CAA2A172	SO/IF/PW/TE/TR	10.0
17	Process Enlisted Advancements for PV1-SPC	805C-42A-1232	CAA2A175	SO/IF/PW//TE/TR	12.0
18	Process Semi-Centralized Promotions	805C-42A-1219	CAA2A176	SO/IF/PH/PW/TE/TR	16.0
19	Interpret Entitlement to Pay and Allowances	805C-42A-1303	CAA2A178	SO/IF/RS/PW/TE/TR	24.0
20	Process Meal Cards	805C-42A-1325	CCA2A181	SO/IF/PW/TE/TR	8.4
21	Employ the Very Small Aperture Terminal (VSAT) (Taught during FTX)	805C-42A-1321	CAA2A179	SO/PH/CD/TE/TR	10.0
22	Perform Human Resources Systems Functions	NA	CAA2A180	SO/IF/DAP/PH/DD/TE/TR	40.0

** Identifies lessons which must be taught prior to the FTX.*

Methods of Instruction			
SO	Structured Overview	PW	Practical Exercise (Written)
IF	Instructor / Facilitator	PH	Practical Exercise (Hands On)
DAP	Drill and Practice	RS	Research / Study
DD	Demonstration	TE	Test
CD	Conference / Discussion	TR	Test Review

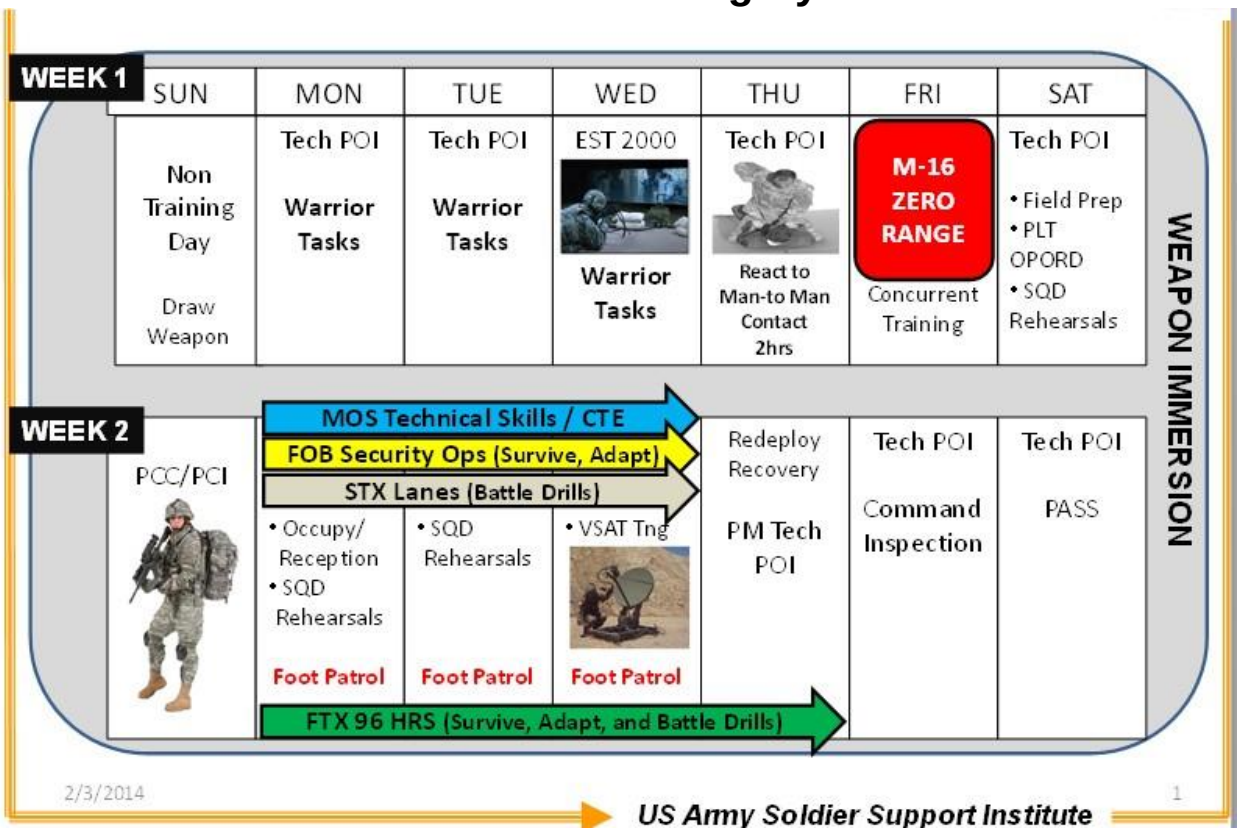
HR Specialist – 42A AIT (Resident)
Course Map



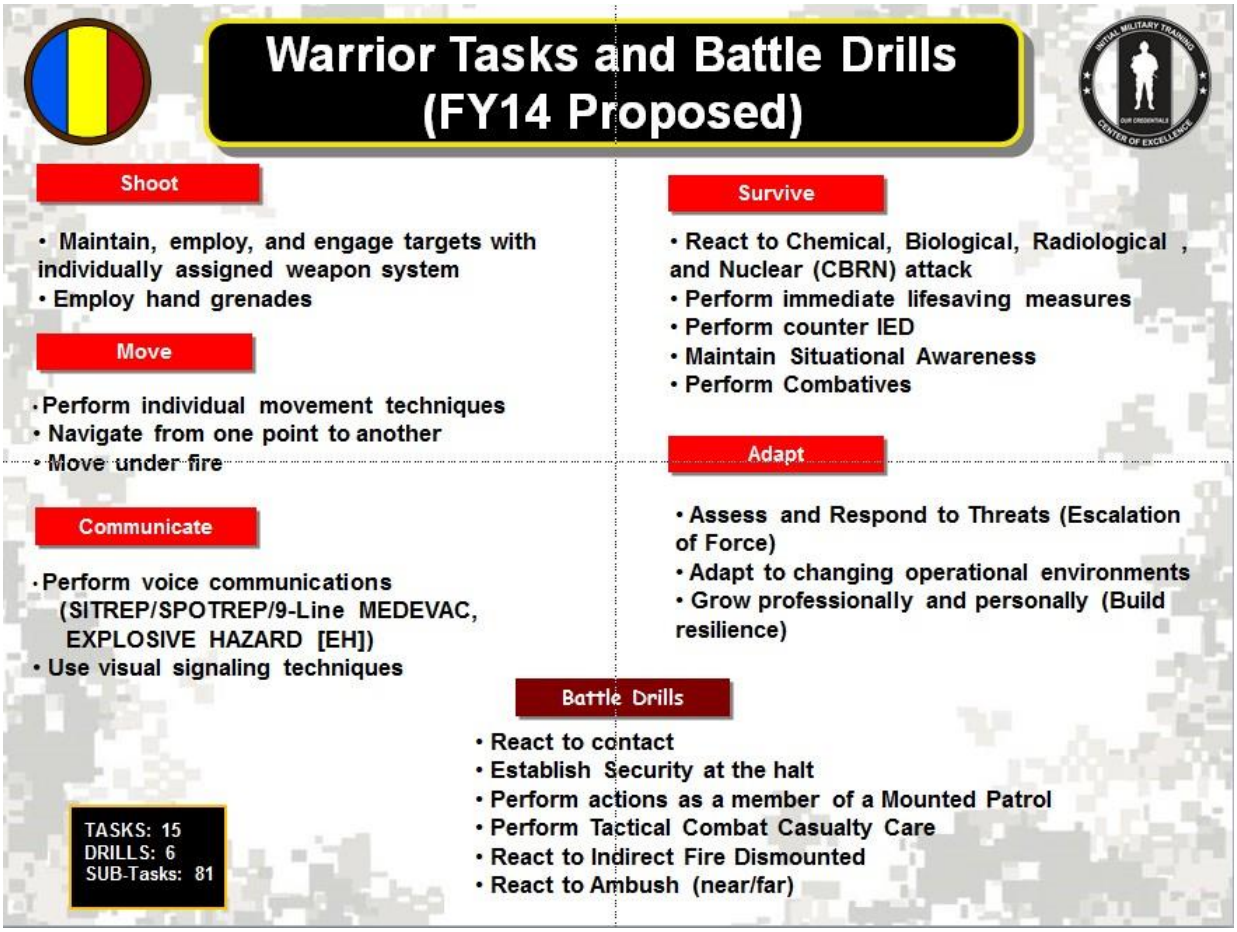
Day 1 & 2 (Administrative Time)	Day 6 (Mandatory Training)	Day 12, 24, 28, 29, 30 (Warrior Tasks & Battle Drills (WTBDs)	Day 31-34 (Field Training Exercise (FTX))	Day 35-51 (Technical Training)
• Inprocessing • Dental • Drill and Ceremony • Customs, Courtesies, and Traditions of Service • Army Values • Army Traffic Safety Program • Resiliency • Command Inspection (Day 35) • Branch History / Heritage Video / Museum Visit	• Manage Personal Finances	• Shoot • Move • Communicate • Survive • Adapt • React to Contact • Establish Security • Perform Actions as a Member of a Mounted Patrol • Evacuate a Casualty	• MOS Technical Training • FOB Scenarios - OEF Incident - Checkpoint Entry Operations - SVBIED - Mortar Attack - Soldier as a Sensor - Changing Environment - Media Interaction • STX Lanes - React to Contact - Evacuate a Casualty • WTBDs - Shoot - Move - Communicate - Survive - Adapt - React to Contact - Establish Security - Perform Actions as a Member of a Convoy - Evacuate a Casualty	• Prepare Casualty Reports • Deployed Theater Accountability Software (DTAS) • Create a Manifest • Personnel Strength Accounting Reports • Process Leave, Pass, or Permissive TDY Requests • Enlisted Advancements for PV1-SPC • Semi-Centralized Promotions • Military Pay and Allowances • Process Meal Cards • HR Systems Functions
Day 3-5 (Technical Training) • Prepare Correspondence • Identify HR Systems	**Day 7-11, 13-23, 25-27 (Technical Training)** • Identify HR Systems (con't) • Ad Hoc Queries • Interpret the ERB/ORB • Suspension of Favorable Personnel Actions • Soldier Applications • Awards & Decorations • Personnel Strength Accountability Updates • Unit Strength Reconciliations • Personnel Asset Inventory • Emergency Notification Data			**Day 52 & 53 (Administrative Time)** • Outprocess • Graduation

NOTE: WTBD training is conducted throughout the course. Adjust course flow as necessary to accommodate FTX during week 3, 4, 5 or 6 of the course.

AIT Warrior Training Cycle



Warrior Tasks and Battle Drills



42A AIT Field Training Exercise

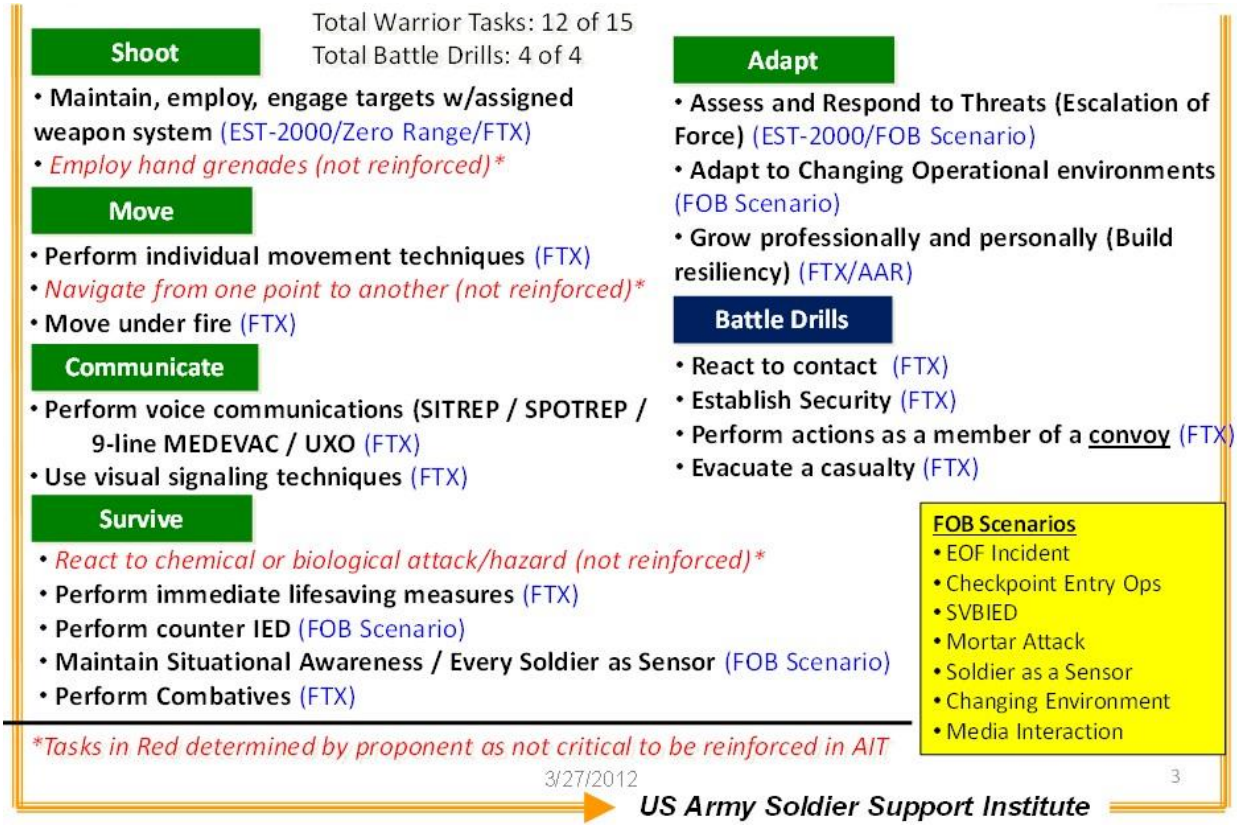
Time	Monday *(24 hours)*	Tuesday *(48 hours)*	Wednesday *(72 hours)*	Thursday *(96 hours)*
0600-1400	- Occupy FOB and establish security - Sqd Rehearsals - React to Contact (STX) - EOF - Mortar Attack	- MOS Tech (CTE)* - FOB Security Ops - Evacuate a Casualty (STX) - CP Entry Ops - Changing Environment	- MOS Tech CTE* - FOB Security Ops - Convoy IED (STX) - CP Entry Ops - Media Interaction - EOF	- Grow (AAR) (0900-1000) - Redeploy (1100) - Recovery (1100-UTC) - Weapons Maint/TI - Tech POI (if required)
1400-2200	- MOS Tech CTE* - FOB Security Ops - Sqd Rehearsals - React to Contact (STX) - CP Entry Ops - Soldier as Sensor - EOF - VBIED at CP	- MOS Tech CTE* - FOB Security Ops - Evac a Casualty (STX) - EOF - CP Entry Ops - VSAT Training - Unit Mail Clerk Tng - Mortar Attack	- FOB Security Ops - Convoy IED (STX) - CP Entry Ops - VBIED at CP - VSAT Training - Unit Mail Clerk Training - Changing Environment - Mortar Attack	**Friday *(Garrison)*** - Recovery (cont) - Command Inspection - Plt Sgt Time - Tech POI (if required)
2200-0600	- MOS Tech CTE* - FOB Security Ops - CP Entry Ops - Mortar Attack (0600) - Foot Patrol	- MOS Tech CTE* - FOB Security Ops - Mortar Attack (0600) - CP Entry Ops - Foot Patrol	- FOB Security Ops - CP Entry Ops - Soldier as Sensor - Foot Patrol	

Soldiers will rotate through a <u>minimum</u> of one iteration of MOS Tech CTE during the 96 hour FTX.

Battalion S-1 Operations - 24 hour operations / 8-hour shifts

- eMILPO
- Tactical Personnel System (TPS)
- - Awards
- Casualty
- Defense Casualty Information Processing System (DCIPS)
- Personnel Accountability
- Strength Reporting
- Personnel Actions – DA Form 4187/2823
- Military Correspondence

AIT Warrior Tasks and Battle Drills



Reserve Course Phase 1
Course Length: 14 Training Days

Academic Time:

Module: A / 1 **Title:** Technical Training	120.5
Total:	120.5

Administrative Time:

None.	
Total:	0.0
Grand Total:	120.5

Academic Hours by Security Classification:

Unclassified	120.5
Total:	120.5

Reserve Course Phase I – Technical Instruction
Recommended Individual Lesson Sequence

Recommended Training Sequence	Title	Task Number	PFN	Delivery	Hours
1	Prepare Correspondence	805C-42A-1002	CAA2A153	SO/IF/PW/TE/TR	17.0
2	Identify Human Resources Systems	805C-42A-1319	CAA2A154	SO/IF/PH/TE/TR	17.0
3	Interpret the Enlisted Record Brief and Officer Record Brief	805C-42A-1304	CAA2A156	SO/IF/PH/TE/TR	12.0
4	Create Ad Hoc Query	805C-42A-1307	CAA2A157	SO/IF/PH/DAP//TE/TR	12.0
5	Prepare Suspension of Favorable Personnel Actions (SFPA)	805C-42A-1284	CAA2A159	SO/IF/DAP/PH/TE/TR	8.0
6	Prepare Request for Soldier Applications	805C-42A-1291	CAA2A160	SO/OF/DAP/PH/TE/TR	6.0
7	Process a Recommendation for Award	805C-42A-1208	CAA2A162	SO/IF/PH/DAP/TE/TR	8.0

Recommended Training Sequence	Title	Task Number	PFN	Delivery	Hours
8	Process Personnel Strength Accountability Updates	805C-42A-1315	CAA2A163	SO/IF/PH/DAP/TE/TR	12.0
9	Perform Unit Strength Reconciliation	805C-42A-1323	CAA2A164	SO/IF/PH/DAP/TE/TR	12.0
10	Conduct a Personnel Asset Inventory (PAI)	805C-42A-1305	CAA2A165	SO/IF/PH/PW/DAP/CO/TE/TR	8.0
11	Employ the Deployed Theater Accountability Software (DTAS)	805C-42A-1317	CAA2A170	SO/IF/DD/PH/TE/TR	8.5

Methods of Instruction			
SO	Structured Overview	PW	Practical Exercise (Written)
IF	Instructor / Facilitator	PH	Practical Exercise (Hands On)
DAP	Drill and Practice	RS	Research / Study
DD	Demonstration	TE	Test
CD	Conference / Discussion	TR	Test Review

Reserve Course Phase 2
Course Length: 14 Training Days

Academic Time:

Module: A / 1 **Title:** Technical Training	120.9
Total:	120.9

Administrative Time:

None.	
Total:	0.0
Grand Total:	120.9

Academic Hours by Security Classification:

Unclassified	120.9
Total:	120.9

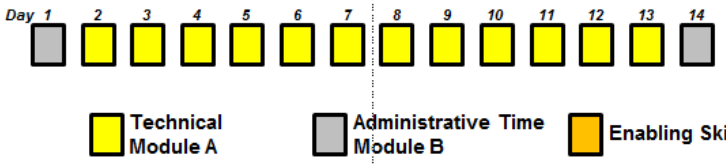
Reserve Course Phase 2 – Technical Instruction
Recommended Individual Lesson Sequence

Recommended Training Sequence	Title	Task Number	PFN	Method of Instruction	Hours
1	Maintain Emergency Notification Data	805C-42A-1265	CAA2A167	SO/IF/PH/PW/DAP/TE/ TR	12.0
2	Prepare Casualty Reports	805C-42A-1255	CAA2A168	SO/IF/DD/PH/PW/DAP/TE /TR	12.0
3	Create a Manifest Using the Tactical Personnel System (TPS)	805C-42A-1259	CAA2A169	SO/IF/DD/PH/TE/TR	8.5
4	Prepare Personnel Strength Accounting Reports	805C-42A-1257	CAA2A171	SO/IF/PW/DAP/TE/TR	10.0
5	Process a Request for Leave, Pass or Permissive TDY	805C-42A-1250	CAA2A172	SO/IF/PW/TE/TR	10.0

6	Process Enlisted Advancements for PV1-SPC	805C-42A-1232	CAA2A175	SO/IF/PW//TE/TR	12.0
Recommended Training Sequence	**Title**	**Task Number**	**PFN**	**Method of Instruction**	**Hours**
7	Process Semi-Centralized Promotions	805C-42A-1219	CAA2A176	SO/IF/PH/PW/TE/TR	16.0
8	Interpret Entitlement to Pay and Allowances	805C-42A-1303	CAA2A178	SO/IF/RS/PW/TE/TR	24.0
9	Process Meal Cards	805C-42A-1325	CCA2A181	SO/IF/PW/TE/TR	8.4
10	Perform Human Resources Systems Functions (EOC Review)	NA	CAA2A182	SO/IF/DAP/PH/DD/TE/ TR	4.0

Methods of Instruction			
SO	Structured Overview	PW	Practical Exercise (Written)
IF	Instructor / Facilitator	PH	Practical Exercise (Hands On)
DAP	Drill and Practice	RS	Research / Study
DD	Demonstration	TE	Test
CD	Conference / Discussion	TR	Test Review

HR Specialist – 42A MOS-T
Phase 1 / 2 Course Map



Day 1 (Administrative Time)	Day 2-13 (Technical Training) Phase 1	Day 2-13 (Technical Training) Phase 2	Day 2-13 (Enabling Skills / Homework)
• Inprocessing	• Prepare Correspondence • Identify HR Systems • Create Ad Hoc Query using eMILPO • Interpret the ERB/ORB • Prepare a Suspension of Favorable Personnel Actions • Prepare Request for Soldier Applications • Process a Recommendation for Award • Process Personnel Strength Accountability Updates • Perform Unit Strength Reconciliation • Conduct a Personnel Asset Inventory • Employ the Deployed Theater Accountability Software (DTAS)	• Maintain Emergency Notification Data • Prepare Casualty Reports • Create a Manifest Using the Tactical Personnel System (TPS) • Prepare Personnel Strength Accounting Reports • Process a Request for Leave, Pass, or Permissive TDY • Process Enlisted Advancements for PV1-SPC • Process Semi-Centralized Promotions • Interpret Entitlement to Military Pay and Allowances • Process Meal Cards • Perform HR Systems Functions	• Perform Forms Content Management • HR Systems
			Day 14 (Administrative Time) • Outprocess

Training Schedule (Sample)

Course managers maintain training schedules. The training schedule is a list of classes and events by date, time, and who will perform the tasks. Course managers will maintain a copy of the training schedule in their files. It will be updated regularly and provided to the course director and trainers for coordination and execution. Required changes to the training schedule will be reported to/through the course director to the course manager. A **sample format** is shown below:

WEEKLY TRAINING SCHEDULE	**U.S. ARMY SOLDIER SUPPORT INSTITUTE FORT JACKSON, SC 29207**	**CLASS# 001-YR**	**CLASS INSTRUCTOR** SFC LASTNAME/PHONE
PROPONENT DEPARTMENT AND SCHOOL ADJUTANT GENERAL SCHOOL	**COURSE TITLE AND COURSE NUMBER HUMAN RESOURCES SPECIALIST COURSE**		

WEEK # 2					
DATE AND TIME			**Rm: BLDG XXXX, RM XXX** **SUBJECT**	**INSTRUCTOR**	**REMARKS/ REFERENCES**
Monday 13 JUL XX	0600 0700 0830 1100 1200 1330 1430	0700 0830 1100 1200 1300 1430 1730	PHYSICAL TRAINING Personal Hygiene/ Breakfast Research Human Resources Publications Prepare Office Documents Using Office Software Lunch Prepare Office Documents Using Office Software Prepare Correspondence	SSG_	List Applicable Regulations, Student Handouts, Practical Exercises, Systems, etc...
Tuesday 14 JUL XX	0600 0700 0900 1200 1330 1530	0700 0845 1200 1330 1530 1730	PHYSICAL TRAINING Personal Hygiene/ Breakfast Prepare Correspondence Lunch Prepare Correspondence Identify Human Resources Systems	SSG_	List Applicable Regulations, Student Handouts, Practical Exercises, Systems, etc...
Wednesday 15 JUL XX	0600 0700 0900 1200 1330	0700 0845 1200 1330 1730	PHYSICAL TRAINING Personal Hygiene/ Breakfast Identify Human Resources Systems Lunch Identify Human Resources Systems	SSG_	List Applicable Regulations, Student Handouts, Practical Exercises, Systems, etc...
Thursday 16 JUL XX	0600 0700 0900 1200 1330	0700 0845 1200 1330 1730	PHYSICAL TRAINING Personal Hygiene/ Breakfast Identify Human Resources Systems Lunch Identify Human Resources Systems	SSG_	List Applicable Regulations, Student Handouts, Practical Exercises, Systems, etc...
Friday 17 JUL XX	0600 0700 0900 1200 1330 1430	0700 0845 1200 1330 1430 1730	PHYSICAL TRAINING Personal Hygiene/ Breakfast Maintain Records Lunch Maintain Records Interpret the Enlisted Record Brief and Officer Record Brief	SSG_	List Applicable Regulations, Student Handouts, Practical Exercises, Systems, etc...
Saturday 18 JUL XX	0800 1200 1300	1200 1300 1700	Interpret the Enlisted Record Brief and Officer Record Brief Lunch Interpret the Enlisted Record Brief and Officer Record Brief	SSG_	List Applicable Regulations, Student Handouts, Practical Exercises, Systems, etc...

Course Manager Qualifications and Guidance

1. Course Manager Qualifications.

a. Qualified to instruct courses in which they manage.

b. Holds a grade not exceeding that authorized by the Table of Distribution and Allowances (TDA).

c. Meets HT/WT standards and physical fitness requirements IAW AR 600-9.

d. Has a required security clearance.

e. Meets branch qualification standards.

f. Thoroughly familiar with all courseware requirements.

2. Course Manager Duties and Responsibilities.

a. Maintains all records and files to include student records.

b. Maintains test results, progress records and in/out processing documents.

c. Maintains POI required material and equipment requests:

(1) Publications.

(2) Equipment.

(3) Material and training aids.

(4) Training sites.

(5) All waiver requests (approved or disapproved).

d. Maintains test material in accordance with applicable Standing Operating Procedures (SOPs). (e.g., SSI Test Control SOP and Blackboard SOP)

e. Maintains instructor folder(s) including:

(1) Subsequent evaluations.

(2) Instructor credentials:

(a) Instructor board certification

(b) Instructor Training Course (ITC) completion certificate.

(c) Military Occupational Specialty (MOS) qualification.

(d) DA Form 705 (Army Physical Fitness Test Score) with DA Form 5500-R (Body Fat Content Worksheet) when applicable (AIT only).

f. Maintains all Standard Operating Procedures (SOPs) applicable to the course. At a minimum, they should include the following:

(1) Range operations (Resident Course only).

(2) School standards and operations:

(a) Student in-processing / out-processing.

(b) Procedures for notification of course attendance.

(c) Procedures for forecasting and requesting course resources.

(d) Test control.

(e) Boarding (certification) of instructors.

(f) Internal evaluations.

(g) Standard for instructors (appearance, professionalism, and competence).

(h) Preparation of classrooms, training sites, and ranges.

(i) Blackboard SOP.

g. Maintains training schedules.

h. Maintains After Action Reviews of courses with deficiencies noted, recommendations to correct deficiencies, and student/instructor course critiques with any shortcomings noted for correction.

i. Maintains all evaluation or accreditation inspection reports from all external agencies.

j. Maintains a record of all course material deficiencies with copy of any applicable memorandum signed by the Commandant, along with any responses.

k. Advises the commander of any problem or contingency that may arise in the course.

l. Conducts After Action Reviews (AARs) and meetings, as needed.

m. Reviews all training schedules, recommends changes to training schedules, ensures that remedial training and retest time are programmed, and that changes made to schedules are forwarded through the appropriate channels.

n. Compiles lessons learned, student and instructor comments, all shortcomings and strengths observed.

o. Maintains an area or file for course materials, publications, on-hand training aids, and supplies.

NOTE: Even though other staff personnel may be assigned to accomplish some of the course manager's duties and responsibilities, the course manager is still responsible for ensuring duties are completed. These duties and responsibilities are as important as the instruction itself because they are linked to successful execution of training.

Overview of Major Course Features

1. Course materials are designed primarily for students with no previous experience in the tasks selected for training. Students are assigned or pending assignment to a 42A position.

2. This course supports the TASS concept IAW, TRADOC Regulation 350-18 (The Army School System). It is for implementation by TASS Personnel Services Battalions authorized to conduct this course. Training is for presentation within a formal institutional learning environment. This special course configuration provides the highest level of MOS proficiency at SL1. TASS PS battalions will present tasks in a logical learning sequence that conforms to the available training periods within the RC environment. Training Battalions train the same tasks to the same standards as the resident AIT (active component) course but under varying conditions.

3. The course material is available digitally, via Blackboard, SharePoint and hard-copy material. Tasks designed to familiarize the students with Microsoft Office will be taught using web-based Interactive Multimedia instruction (IMI) and is designed to be self-paced. These tasks are not tested; however, all students must successfully demonstrate proficiency with MS Office and Forms Content Management products to meet the course standards. The instructor must be a facilitator to ensure the students are progressing through the instruction, answer any questions, assist the students with any computer or program problems, and ensure all students successfully complete the basic level of instruction. The remainder of the tasks are taught using traditional lesson plans.

4. The course exists to train 42As on specific job related functions or tasks. A detailed field survey of MOS 42A10 revealed certain critical tasks performed by most Human Resources Specialists. Therefore, this course design provides training in those “course critical” tasks.

5. Realistic, performance oriented tests are contained in this course. Evaluation instruments measure whether or not the student meets the required standards or criterion levels of performance. They do not measure how well students perform relative to one another. The “GO” score represents an acceptable standard for job performance. Therefore, a student cannot graduate from the course until he/she meets the stated Standards (criteria of performance) for each lesson.

6. The use of job references is heavily emphasized in this course. Actual job performance requires the Soldier to research, read, interpret, and cross check various Army Regulations, DA Pamphlets, Memorandums and forms. The POI is progressive from rudimentary knowledge to skilled performance. Students are taught how to use Army Regulations and forms as reference material, not only for training, but also for operational situations. Therefore, to prepare students for the job, this training forces

them to use those same references and forms. Graduates have the expertise to refer to specific regulations to clarify situations as they develop within their work environments. It is imperative to make those same job references available to staff and faculty members as well as students enrolled in this course. The references are available for download from the Army Publishing Directorate website (http://www.apd.army.mil/). Others references are in the form of extracts and student handouts. Refer to the Master Reference List (MRL) in this CMP for those items your school must have available for the course.

7. This course contains realistic, performance-oriented tests. The tests used in this course duplicate the actual job requirements as much as possible. Most tests are performance oriented. Students must maintain an overall 70% average throughout the course. Passing the test means the student is capable of performing adequately on the job.

8. This course utilizes spaced practice of skills. The purpose of spaced practice is to reinforce previously learned skills and to prevent "learning decay." The training structure allows students an opportunity to practice and refine skills throughout the duration of the course. Instructors should seize every opportunity to reinforce previously learned tasks and encourage students to do the same. Doing so will allow maximum retention by the student.

9. This course provides for remediation. The training program's design provides for early identification and resolution of student learning problems. A lack of progress through materials and performance on PEs and performance tests provides instructors data that can detect various types of learning problems. Once detected, instructors can use a variety of reinforcement techniques to correct deficiencies.

10. This course is group-paced. The optimum class size is 28, the maximum class size is 28 students and the minimum class size is 20 students. The entire class will progress through instructional materials at a group pace. This will allow accelerated students an opportunity to provide peer instruction to students who need help.

Instructor Qualification

1. **Instructor Qualifications**. Staff and faculty members must meet the following qualifications IAW TRADOC Regulation 350-18:

a. Must be of the grade authorized by the TDA series.

b. Must meet physical qualifications IAW AR 40-501, Standards of Medical Fitness.

c. Must document successful completion of a TRADOC-approved ITC within the past five years. The newer ITCs cover the skills and concepts necessary to conduct this course. In addition to formal ITC, complete an apprenticeship period prior to assignment of full teaching responsibilities (SSI Reg 350-25).

(1) Must be career-field qualified (PMOS or SMOS) in the subject they are to instruct and have documented experience.

(2) Must provide documentary evidence of their trainer qualification (i.e., course completion).

2. **Instructor Competency (Non-Waiverable).** Prior to presenting instruction, each trainer must demonstrate his/her subject matter expertise. Each trainer must be thoroughly familiar with all course materials including:

a. The CMP.

b. All lesson plans in the area of instruction he/she is to present.

c. All practical exercises, support materials, and lesson references, in the area(s) of instruction they present.

d. All performance tests in the area(s) of instruction he/she will present.

e. The POIs for this course.

3. **Instructor Duties.** Generally, instructors perform the following duties:

a. Manage classes and maintain an environment conducive to learning.

b. Supervise and guide the learning process, assess each student's performance, obtain immediate feedback on their performance, and provide remedial training as required.

c. Administer tests and post results on appropriate forms and records.

d. Coordinate, properly use, and maintain material and equipment.

e. Provide timely input to school commandants prior to issuing DA Form 1059, Service School Academic Evaluation Reports (AERs), IAW AR 623-1 (Evaluation Reporting System), TR 350-10 (Institutional Leader Training and Education), and TR 350-18 (The Army School System).

f. Counsel students. Counseling must be part of every instructor's priorities. The student must receive professional, responsible counseling on academic achievements, deficiencies, attitude, demeanor, military bearing, disciplinary problems, financial problems, and overall job performance. Record all counseling sessions (formal and academic) on DA Form 4856 (Developmental Counseling Form). Encourage the student to provide feedback on the counseling. Conduct counseling any time a student fails a test and at any other time you deem necessary. If the student fails any performance test, give the Soldier a formal counseling statement informing him/her that he/she risks elimination from the course if graduation requirements are not met. Also, inform the student that the course director will schedule a separate counseling session regarding potential elimination from the course. This affords the student the opportunity to obtain any assistance or extra work necessary to correct a deficiency.

g. Initiate academic elimination when students fail to meet course graduation standards.

h. Initiate administrative elimination (i.e., disciplinary, overweight, student request).

i. Retrain and retest any student who fails a performance test.

j. Ensure that all grades are turned in and a final class performance report is completed at the end of the course.

k. Ensure that all actions stated above are completed and necessary documentation is filed in the class folder.

l. Continuously evaluate course effectiveness, and provide evaluation data and recommendations for course changes to appropriate personnel.

Course Implementation Guidance

This section describes the procedures for using the 42A Human Resources Specialist training materials. To provide students with adequate training, instructors must ensure all elements of instruction are understood. Every aspect of the course (planning, conducting, evaluating, courseware, and procedures) must fit smoothly together if the course is to function properly. The best way to view the actual course procedure is to look at how a typical class progresses through a block of instruction. The instructor will present the course with the aid of lesson plans, practical exercise booklets, and performance tests and answer keys. Students will move through course materials as a group. An instructor-scored performance test will measure student knowledge, skills, and abilities for each task/POI File Number (PFN).

1. **Lesson Plan**. A detailed blueprint for presenting training by an instructor. It provides for training standardization. If an instructor is absent, another individual can carry on the instruction by using the lesson plan. (NOTE: The lesson plan and slides are combined to provide a single source document).

2. **Handouts (HO).** Some handouts contain a step-by-step process to follow in completing forms; others are primarily checklists or examples of work to be produced. They do not stand alone but are used in conjunction with existing job references, i.e., ARs, DA PAMs, SOPs, etc. Handouts can be used as references when Soldiers complete practice exercises.

3. **Practical Exercises (PE).** Documents designed to provide the student with hands-on practice in performing a task or portion of a task. PEs measure the Soldier's ability to perform the tasks on a practice basis prior to taking a performance test. The instructors will review and critique PEs but no record is kept as part of the Soldier's official academic records.

4. **Performance Tests (TE)**. Performance tests are formal Training Evaluation (TE) instruments designed to measure the Soldier's ability to perform tasks. TEs are instructor-critiqued (Test Review (TR)). TE results are included in the Soldier's official academic record. **ALL TE instruments are accountable and recoverable ACADEMIC SECURITY documents. Under no circumstances are they to be altered without prior consent of TDD, SSI**. Only authorized test material can be utilized by the students when completing an examination. **Students are not authorized to use notes during an examination.** Authorized items are listed as "required material" on the test instructions.

5. **Training Evaluation (TE) Answer Sheets**. Some paper-based tests will require TE Answer Sheets (documents on which students record test answers). However, some tests are performance oriented and the answer sheets will be system generated material prepared by the student during performance testing.

Once completed, ALL TE answer sheets, system-generated and other materials (i.e. scratch paper) are accountable and recoverable ACADEMIC SECURITY documents.

6. **References.** All handouts and other approved documents constitute standards for measuring the achievement of objectives. These include appropriate publications. Course material is designed to introduce and supplement the requirements set forth in these publications. The following is an outline of the steps involved for each Lesson Plan in this 42A10 Human Resources Specialist Course.

7. **Planning the Course**. As an instructor, your work begins with planning for students, facilities, equipment, availability and access to databases, and course materials. This stage must begin long before the start of each course iteration or training phase. The length of time available for planning and preparation will vary, as will access to materials, facilities, and equipment. We strongly suggest you start planning ASAP. Find out how much time is available prior to actual course presentation. You must:

a. Review all course materials including this CMP, the Individual Student Assessment Plan (ISAP), and Training Support Packages (TSP) containing Lesson Plans, Practical Exercises and Performance Tests with solution keys, and Student Handouts. Instructors should adhere to procedures in the USASSI Blackboard SOP and the SSI Test Control SOP. NOTE: Performance Tests and their solution keys are formal evaluation instruments and Academic Security documents. Although they are actually TSP components, paper copies are furnished to and controlled by the TASS Battalion Test Control/Coordination Officer (TCO).

b. Review any previous internal and external course evaluations. This will ensure the accomplishment or corrective actions for all noted discrepancies.

c. Determine the number of students who will attend the course iteration. Verify ATRRS information to ensure data is current and accurate.

d. Determine material and equipment requirements applicable to this course.

e. Inventory all materials and equipment on hand (including reference materials). Ensure that adequate quantities of materials are available for instructor presentation.

f. Ensure classroom space and equipment is adequate. Review POI facility and equipment summaries.

g. Schedule classes using the guidelines in the Training Sequence section of this CMP.

8. **Conducting the Course**. The second stage of course implementation is the actual conduct of classes. Generally, instructor duties fall into three areas: ACADEMIC, ADMINISTRATIVE, and TESTING.

a. Academic Duties. Academic duties are central to the role of the instructor. No course can be successful unless all instructors are committed to help their students learn the material.

(1) Orienting students to the course. This orientation should inform students of school policies and describe instructor's role, standards, and expectations. This academic duty generally occurs apart from POI academic hours.

(2) Monitoring and controlling the learning sequence. Follow the general guidelines outlined below. This guidance explains the lesson presentation sequence.

(3) Introduce the task. The purpose of the introduction is to get the attention of the students, to make them understand why it is important that they learn the task, and to tell them **exactly** what they must be able to do upon completion of training. The introduction essentially puts the task in context and shows how it correlates to tasks previously learned and to the job as a whole. The introduction must include the attention, motivation, objective, and preview statements. You are free to improve upon the sample attention, motivation, objective, and preview statements in each lesson plan. If you have any real-life experiences that relate, you may want to work these into your introduction.

(4) State the TLO exactly as it appears in the introduction of each lesson plan. **DO NOT OMIT STATING the TLO**.

(5) Present instruction on the first learning activity (LA) or enabling learning objective (ELO). This instruction will enable students to complete the first PE. Be sure to cover **every** teaching point shown on the lesson plan.

CAUTION: Failure to do so may cause students difficulty with the Performance Test.
NOTE: TLOs generate the contents of Performance Tests, which in turn generates lesson plan content. The lesson plan guides the logical presentation of information towards achieving the TLO.

(a) You may use your own notes to lecture. Just be sure they are consistent with the lesson plan. Do not read directly from the lesson plan except for items meant for verbatim presentation; i.e., LOs.

(b) Give students ample opportunity to ask questions. The lesson plan details specific questions aimed at key teaching points and/or problem areas. Be sure to incorporate them into your presentation.

(c) The estimated times in the lesson plan serve as a guide to establish a proper pace for presenting LOs and conducting the class.

(d) Have students work the practical exercise (PE) which relates to the instruction just provided. Blackboard contains all the PEs. The lesson plan indicates when to present a PE. Inform the students of the approximate length of time they will have to complete each PE. Upon completion, critique the PE.

(6) Diagnose problems, if any, and prescribe appropriate remediation. Use Feedback to evaluate instruction and student performance. If a large percentage of students achieve a "GO" on the PE, the instruction itself is probably valid. In this case, provide brief, on-the-spot assistance for those few individuals who had difficulties; then continue with the next learning activity. "Struggling" students should attend a remediation session, if available. If a large percentage of students receive a "NO GO" on the PE (greater than 20%), this indicates that perhaps the instruction was unclear, key points omitted, or inattentive students, etc. Should this be the case, the instructor may find it necessary to provide remediation on a more extensive basis before proceeding. Some options include:

(a) Provide additional instruction from the platform for the entire class.

(b) If problems do not appear to be severe, allow confident students to assist those having difficulty. NOTE: Peer instruction can be a very effective technique. However, only the instructor may determine the nature of the learning problem.

(c) Instructors should have "struggling" students repeat the PE.

(7) Present conclusion. The purpose of this step is to give the students one more opportunity to ask questions and resolve problems, to summarize the lesson, and to once more stress the importance of learning the task/PFN. Your summary should follow the one outlined in the lesson plan. It must address every ELO and relate back to the objective that you provided in your introduction. The lesson plan contains a sample closing statement. Once again, feel free to improve upon it, but **DO NOT OMIT IT.**

(8) Administer and critique the performance test. Simultaneously, all students will take the same version. The instructor or a test administrator will proctor all test.

(9) Monitoring Student Progress. Instructors must become actively involved with their students but not to the point they impede student progress or interfere with their work. Instructors should:

(a) Watch their students and observe their work. Successful practice is the foundation for successful performance testing.

(b) Listen to their questions. Paraphrase as necessary. Make sure that students receive answers to their questions in a timely and professional manner.

(c) Review their performance tests. Do not exclude Test Reviews (TR) following each performance test.

(1) The instructor should lead the Test Review (TR) immediately following the performance test. All students should participate in this process regardless of their score on the test. This TR will provide (1) remediation for students scoring a **NO GO**, and (2) reinforcement for those scoring a **GO**. The instructor should consider using "GO students" as peer instructors to assist with remediation.

(a) Ensure test material is only available to students during the time allowed for each test.

(b) Upon completion of an examination the students should depart the test area. (NOTE: Advise students to refrain from discussing test items.)

(c) After the final student has completed the examination, recall all students to the classroom and conduct a test review (TR). (NOTE: To conduct a test review the instructor should make the test available to the students, review each question to ensure each student is knowledgeable of the correct answer and secure all test material after the review is complete. If utilizing Blackboard, ensure the test and supplemental information is no longer visible to the students.)

(10) Conduct a check on learning and reinforce training frequently. Ask students questions about their understanding of subject areas and their progress.

(11)) Identifying Learning Problems. Course managers and instructors who monitor student progress are in a position to identify most learning difficulties. Of course, problems may occur in isolation or in combination with others. The problem might originate with the student, learning environment, or other outside factors. Course managers/instructors must recognize such problems and effect successful resolutions.

(12)) Providing Remediation. Once the identity of learning problems surface, course managers/instructors must respond with corrective action. They must help the student correct the problem. Remediation may be as extensive as providing substantial amounts of additional training or as elementary as answering a student's question.

(13) Motivating the Student. Course managers/instructors must provide an environment in which the student can learn. They should offer encouragement, recognition, or counseling as needed by students. Doing so will facilitate the student's learning throughout the course.

b. Administrative Duties. In addition to teaching duties, course managers/instructors also must keep up with the day-to-day administrative work of the

course. Administrative functions not only offer valuable feedback to course managers and developers, but also help support instructor teaching duties. Course manager/instructors are responsible for:

(1) Reviewing performance test results. Explain the results to students. Test Reviews (TRs) following each performance test can satisfy this requirement.

(2) Maintaining student records. An explanation of student records is in the Course Management Documents section.

(3) Maintaining a log. Your log is a permanent record of recurring problems, errors in materials, and suggestions for changes. Send a copy of this log to TDD training developers. You are their "second pair of eyes."

(4) Student enrollment in Blackboard courses and the SharePoint database.

c. Testing Duties. Test administration must be an efficient process. Testing is an effective form of feedback that enables course developers, managers, and instructors to evaluate training. This feedback lets them know if their training is effective. Performance Tests measure student and training successes. Specifically, they measure the student's ability to perform the critical tasks. Scoring must be consistent, objective, and standardized. Test administrators are responsible for:

(1) Ensuring academic security of all tests and answer keys. Should a compromise situation occur, your Test Control Officer must immediately inform the SSI **Waivers and Technical Subject Matter Expertise.** See POC listing in this CMP.

(2) Guarding against academic dishonesty (student cheating). Take appropriate action (administrative and/or UCMJ).

(3) Scoring tests, recording results, and maintaining consistent unbiased scoring policies. Performance testing must take place within the classroom environment.

(4) Ensuring an atmosphere in the testing facility or classroom that allows students to perform at the best of their abilities. Performance testing must take place within the classroom environment.

(5) Testing material format. Performance tests in this course are either paper-based or computer-based. Ensure all test material is secured against compromise. (NOTE: Refer to the USASSI Blackboard SOP for additional information about the administration of computer-based test.)

(6) Each PFN contains a performance or knowledge-based test. Students must score 70% to obtain a GO score for that PFN. Students must obtain a GO score for each PFN to successfully complete this course. Students receiving a NO GO on the first performance test are eligible for one retest using an alternate version. Students receiving a second NO GO are ineligible for a second retest, unless approved by

Commandant, AGS or those individuals appointed by the Commandant AGS or TASS Battalion Commanders or those individuals appointed by the Commander. Course managers must evaluate such students for elimination from the course. (See "Graduation Requirements")

(7) Validations/Operational Trials: The following procedures are in effect regarding all test validations (operational trials):

(a) If greater than 40% of the student population misses a question(s), that question(s) will be flagged.

(b) Test questions flagged will be reviewed by TDD/QAO/SME to determine validity.

(c) If greater than 30% of the questions are deemed invalid then the test is referred to the TDD Director for forwarding to the Commandant for a decision on the validity of the test.

(d) No students will receive credit for a test the Commandant deems invalid and that test will not count for academic purposes.

(e) If 30% or less of the flagged items are deemed invalid, all students are given credit for those questions and the final test scores will be adjusted giving credit for the invalid items.

3. Evaluating the Course. The final stage of course implementation involves evaluating how well staff and faculty members do their jobs. TDD training developers are confident that this course can produce well-trained Human Resources Specialists. However, there must be a means of determining if (1) the course is operating according to its design; and (2) there are any areas in need of improvement. Feedback can identify any weaknesses in course design, materials, procedures, and/or implementation. Since evaluations are the foundation for future POI planning, this quality control function becomes a continuous process. Evaluation is the most critical stage of course implementation because it pinpoints weaknesses in course design, materials, procedures, or implementation. The more useful feedback proponent-school training developers get, the more likely they are to make effective course improvements. There are several means of collecting feedback, e.g., via test results and personal observances.

a. Test Results. One of the best ways of determining whether or not a course is meeting its objectives is to observe how students are performing on the test. If results are poor, instruction may require modification to improve student performance. What exactly should you look for?

(1) First time pass rates. By looking at the student test records, you can compute the "first-time pass rate" for any given test (PFN or task). In other words, of the total number of students who took the test, what percentage was successful on their first try?

We anticipate at least a 75 percent first time pass rate on all performance tests.

(2) Pass-rate by instructor. Course directors and managers can use pass rates to pinpoint an instructor who may be deficient in teaching a certain PFN/task.

b. Student Feedback. Students are often reluctant to reveal their true feelings concerning a course. Some of the students may have limited or no on-the-job experience and may not realize the quality and value of their training. Therefore, as trainers and administrators we must carefully review and evaluate student input as to its merits and personal biases.

(1) Still, student feedback is a means of providing insight into the proper functioning of the course of instruction. Similar comments from a number of students may indicate areas needing attention or improvement. With student comments, we (host TASSB and SSI) may be able to address issues that may enhance the training and other services received from support organizations at host training sites.

(2) As a continuous effort to improve our training program, student will have an opportunity to complete instructor lead After Action Reports (AARs). Encourage the students to be candid and specific about the issues, and to suggest some potential solutions. (NOTE: RC instructors should forward AARs to SSI.)

c. Personal Observations. One of the best ways to pinpoint an implementation problem is to walk into the school environment, observe, and ask questions. Checklists can prove useful to course directors/managers, SSI evaluators and training developers, and anyone else in the business of course evaluation.

d. Instructor Feedback. We suggest that instructors maintain logs to record errors found in the materials, recurring problems, and suggestions for improvements. We want to reemphasize that these logs provide information not available from any other source. For example: Student test results for a particular task/PFN may be excellent. Perhaps, an underlying reason is that the instructors are providing additional instructional content apart from the lesson plan. Proponent school training developers need this type of feedback to improve course materials. Course directors/instructors conducting this course go to the following link and complete the survey to inform us of any required changes and/or recommendations for changes: Change Request (NOTE: Login using AKO ID and password.) A button appears on all Blackboard Courses labeled "Lesson Change Request." All courses created have this button. This feature is the primary method for training developers to receive requests for changes to courseware. Requests can be generated by students or instructors and will be routed to the appropriate training development team for screening and validation or rejection. This provides a necessary audit trail for change requests and courseware revisions. Instructors should address the following issues: Administration (Staff and Faculty); technical portions of the course (PEs, Tests, POI); provide additional details which will assist the training developer; provide a telephone number or email address for follow-up by the training developer. (**NOTE: Do not address specific Test Items; provide general information, e.g. test version A, Question 3 question should be reviewed**

for clarity).

e. **Feedback from the field...help us, help you, help them**. We are your training partners and welcome your participation in this evolving training process. We need your feedback just as much as you need ours. SSI's Instructional System Designers and Training Specialists will use the resulting data to identify educational deficiencies within the course. They share this information with AGS training developers and course directors who will oversee the implementation of improvements in the course. Therefore, we will objectively review any instructor or course evaluations. Our objective is to ensure that course design meets your requirements and the students' needs. Forward relevant documents to SSI.

NOTE: For specific information regarding the End of Course Survey Program at SSI, information on the current surveys in use, or reports on the data collected, contact the Chief, Quality Assurance Office at (803) 751-8693 or DSN 734-8693 or click on the following websites:

Resident Course:
http://www.ssi.ga.army.mil/Community/se.ashx?s=251137450E4BE17F

TASS Courses
http://www.ssi.ga.army.mil/Community/se.ashx?s=251137450543A657

f. Operational Environment: In accordance with AR 350-1, Army Training and Leader Development:

(1) Training and education tasks will reflect the reality of operational environments.

(2) Conditions will approximate operational environments.

(3) Performance standards will equal missions in projected operational environments. In order to meet these requirements course managers and instructors must do the following:

Ensure Students can define/articulate political, military, economic, social, infrastructure, and information with the addition of physical environment and time (PMESII-PT). Throughout the course, instructors are to verbally integrate the eight variables of OE into lesson content where feasible. This may be done during the motivator, at a certain point in the lesson where one of the variables may apply, or during a practical exercise. When applicable, add conditions that will replicate certain OE complexities. This may be best served during the training conducted at the Warrior Training Area (WTA) using a field environment while reinforcing technical skills.

Student Guidance

1. It is the student's responsibility to be able to perform the lesson learning objectives of this training. This includes completing the homework assignments, practical exercises, and participating in training activities.

2. Before instruction starts, the student is provided with the Individual Student Assessment Plan (ISAP). The student must understand the use and importance of the ISAP and it must be thoroughly explained to them.

3. Students need to provide constructive criticism concerning the efficiency and effectiveness of the training and training materials.

4. Academic responsibilities are central to the student's role. Students will at times participate in classroom activities. The student's academic responsibility is to share his/her knowledge of the subject being discussed with fellow students. When all students participate in this manner it greatly enhances the value of this educational experience, as well as their professional development and enjoyment of the course. Instructors will also be actively involved with student learning. They will expect the following from instructors while in the classroom:

a. Clear, professional instruction, as well as monitoring and guidance during practice work or practical exercise(s). In return, students are expected to be attentive and work diligently.

b. Instructors, staff, and faculty will listen to questions, paraphrasing as necessary. Each student should receive an answer to their question(s) in a timely and professional manner. In return, students should not waste valuable classroom time with frivolous or impertinent questions.

c. Timely review of performance tests and Training Evaluations (TE)/AARs following each performance test. Students are expected to participate in reviews.

d. Frequent learning-checks and reinforcement of training. This critical step is a key to successful performance and contains valuable reinforcement for learning.

e. Close monitoring of student progress and mentoring. Instructors will be in a position to identify most learning problems and effect successful resolution. Close tracking and frequent contact with instructors are essential elements of the dynamic.

f. Remediation. If a learning problem surfaces, course managers/instructors will respond with corrective action. Remediation may be as extensive as providing substantial amounts of additional training, or as elementary as answering a question.

g.. Motivation. Instructors will provide an environment where the student can learn. Instructors will offer encouragement, recognition, or counseling, as individually needed. Responding to motivation will facilitate the pace throughout the course.

Fraternization

All personnel (instructors) are strictly prohibited from engaging in or attempting to engage in any personal/ business relationship or association with students or trainees under circumstances which could create the appearance of partiality or preferential treatment, or degrade the integrity of a superior in the eyes of a student.

In short, all personnel (instructors) must exercise extreme caution to ensure that their relationship with any student could not be viewed as anything but professional. Improper exploitation of your rank or position may subject you to punitive action under the Uniform Code of Military Justice.

Additional guidance concerning all personnel (instructors) fraternization policy may be found in the SSI Personnel Policy Directive 07-0, Senior-Subordinate Relationships. This publication has been distributed to all school activities and is available on the SSI SharePoint site.

Graduation Requirements

1. The following requirements must be met in order for a student to successfully pass the course:

a. Students must achieve an overall average of 70% for all written/oral tests. Students must also attain a 70% average for all AG technical subjects.

b. Students must meet the established weight and body fat composition standards IAW AR 600-9. IET Soldiers have one year to meet the standard (TRADOC Reg 350-6, para 5-15a).

c. Students must pass the Army Physical Fitness Test (TRADOC Reg 350-6, para 6-3c) except Soldiers under Reclassification (IAW TRADOC Reg 350-18, para 3-6). See TRADOC Reg 350-18, para 3-21 for guidance on Soldiers with temporary or permanent profiles.

2. Students failing to achieve the standard for a technical task/subject will receive remediation and one retest on the material failed. Only one retest on an alternate version is authorized for technical tasks (SSI Reg 350-22, para 3-2a(4)). Students passing the retest will be awarded the minimum passing score for grade averaging and class standing purposes. However, retest scores will be recorded in the student's academic record to establish final proficiency level attained (TRADOC Reg 350-18 para 3-24).

a. Counseling: Class Advisor/Team Leader will counsel each student within one duty day after the student fails a test unless precluded by mission requirements. The class advisor/team leader will inform the student that continued examination failure can result in disenrollment (SSI Reg 350-11, para 4a(2)).

b. Exceptions to Retest Policy. The Commandant, AG School or TASS Battalion Commanders or those personnel appointed may, under rare and compelling circumstances, authorize extra training during nonacademic hours and a second retest for a student who has failed a retest. A student will only be authorized one second retest during a course. The Student must meet the following criteria:

(1) The team leader, class advisor/course director, and tactical trainer must give a favorable recommendation.

(2) The student must have an overall average of 70% or higher.

3. Disenrollment. Failure to meet standards of personal conduct, motivation, and attitude are grounds for disenrollment (SSI Reg 350-11, para 5b). Students whose final grade point average is below the standards outlined in paragraph 1 of this grading plan are subject to elimination. Also a student may be eliminated when their overall average drops to a point where, based on the course-grading plan, it becomes mathematically impossible to raise it to the minimum passing score (SSI Reg 350-22, para 3-2a(2)).

4. Commandant's List. Any student who is in the top 20% of the graduating class and achieves an overall average and AG Technical subject average of at least 90% is eligible to receive an "Exceeded Course Standards" rating in block 13 of their AER and written comment of attaining "Commandant's List" status. Selecting students for this honor will be based on the whole person concept. For AC, the team leader and course director will consider the student's academic average, APFT score, FTX performance, leadership, and team leader assessment in this evaluation IAW command policies. For MOS-T courses, the academic average for both phases will be considered. Students will only receive this honor once, after completing the final phase.

5. Performance Summary Evaluation. MOS-T students who have an overall course average or AG Technical average between 70% and 79.99% will receive a Performance Summary evaluation of "Marginally Achieved Course Standards" in block 13. Students whose overall class average falls below 75% will be placed on course director probation and will be formally counseled regarding note-taking skills, study habits/procedures, test taking skills, external distracters, and academic disenrollment possibility.

6. Retesting cannot occur on the same day as the initial test failure. The maximum score allowable for grading purposes and academic standings for a student who passes a retest is 70%. However, the actual score received will be posted in the student's record to show proficiency achieved.

7. Students failing to achieve standards through these established guidelines are subject to dismissal from the course for academic deficiency.

8. Any time the student presents a pattern of recurring test failures. Any student, who repeatedly fails initial tests and passes retests, is subject to dismissal, based upon the first-time failure rate.

References Required

This section lists the references required for the course and the process for obtaining them.

1. **Requisitioning Hardcopy Course Materials**. The Army Training Support Center (ATSC), Fort Eustis, VA, publishes, manages, and arranges shipping of course materials for MOS-T courses. SSI provides ATSC with the necessary CMPs and Training Support Packages (TSP). ATSC reproduces, stores, and distributes instructor and student packets (TSPs). Requisitions for courseware generate ATSC's Basis of Issue Plan (BOIP). ATSC ships courseware directly to TASS training sites, or other designated locations.

2. **Courseware.** Courseware includes the following:

a. Course Management Plan (CMP) and appending Program of Instruction (POI).

b. TSP Packet. The course TSP consists of lesson plans (LP) for each task for each phase of training, as well as a copy of the PE(s) and answer keys/scoring guide, and all student handouts (if any).

c. Student Packets. Student's packets consist of PE (s) and handouts.

d. Performance Tests and Answer Keys/Scoring Guides. Performance tests and their answer keys/scoring guides are ACADEMIC SECURITY, accountable and recoverable documents. They are shipped separately by ATSC to TASSB Test Control officers.

3. **Requisitioning Reference Materials.** All reference material will be loaded to individual courses on Blackboard. Instructors and training developers are responsible for ensuring that the correct references are loaded. References can be downloaded to individual computers from the Blackboard course. Maintaining hardcopies of publication is discouraged.

4. **Ammunition, equipment, materials, and facilities**. Requirements for ammunition, equipment, materials, and facilities are contained in the 42A Human Resources Specialist Course POI.

5. **Special Requirements.** This course requires a multimedia computer for each student with internet access, mouse, keyboard and monitor to accommodate the delivery of courseware via Blackboard and to access Human Resources Systems Training Databases. Classroom computer should be preloaded with Department of Defense (DOD) and Department of the Army (DA) approved software to include Microsoft Office Suite, Enlisted Distribution and Assignment System (EDAS), Deployed Theater Accountability Software (DTAS), Tactical Personnel System (TPS) and Defense Casualty Information Processing System (DCIPS-CF). Additional requirements for ammunition, equipment, materials, and facilities are contained in the 42A10 Human Resources Specialist POI.

42A AIT
Master Reference List

NUMBER	TITLE
AR 11-6	Army Foreign Language Program
AR 25-50	Preparing And Managing Correspondence
AR 25-400-2	The Army Records Information Management System (ARIMS)
AR 600-8-1	Army Casualty Program
AR 600-8-2	Suspension of Favorable Personnel Actions
AR 600-8-3	Unit Postal Operations
AR 600-8-4	Line of Duty Policy, Procedures, and Investigations
AR 600-8-6	Personnel Accounting and Strength Reporting
AR 600-8-10	Leaves And Passes
AR 600-8-14	Identification Cards For Members Of The Uniformed Services, Their Eligible Family Members, And Other Eligible Personnel
AR 600-8-19	Enlisted Promotions and Reductions
AR 600-8-22	Military Awards
AR 600-8-101	Personnel Processing (In-, Out- Soldier Readiness, Mobilization and Deployment Processing)
AR 600-8-104	Army Military Human Resource Records Management
AR 600-9	The Army Body Composition Program
AR 600-20	Army Command Policy
AR 600-25	Salutes, Honors, and Visits of Courtesy
AR 611-1	Military Occupational Classification Structure Development and Implementation
AR 614-200	Enlisted Assignments and Utilization Management
AR 623-3	Evaluation Reporting System
AR 630-10	Absence Without Leave, Desertion, And Administration Of Personnel Involved In Civilian Court Proceedings
AR 635-200	Active Duty Enlisted Administrative Separations
AR 638-2	Care and Disposition of Remains and Disposition of Personal Effects
DA PAM 600-8	Management And Administrative Procedures

DA PAM 600-8-21	Soldier Applications Program
DA PAM 611-21	Military Occupational Classification and Structure
DA PAM 623-3	Evaluation Reporting System
DA PAM 640-1	Officers' Guide To The Officer Record Brief
FM 1-0	Human Resources Support
ATTP 1-0.1	S-1 Operations
DODFMR 700.14-R	Military Pay Policy and Procedures – Active Duty and Reserve Pay
JFTR	Joint Federal Travel Regulation, Volume 1
PPG	Army G-1 Personnel Policy Guidance (PPG)
RAPIDS	RAPIDS Users Guide
eMILPO	eMILPO User Manual
eMILPO	eMILPO Functional Guidance
DCIPS	DCIPS Casualty Reporting Training Guide
DCIPS	DCIPS Console User Manual and Instructor Guide
DCIPS	DCIPS Users Guide
DTAS	DTAS Mobile System User Guide
DTAS	DTAS
EDAS	EDAS Field User Manual
TPS	TPS Smartbook
TPS	TPS User Manual
VSAT	VSAT Operational Reference Guide

Course Management and Evaluation Document

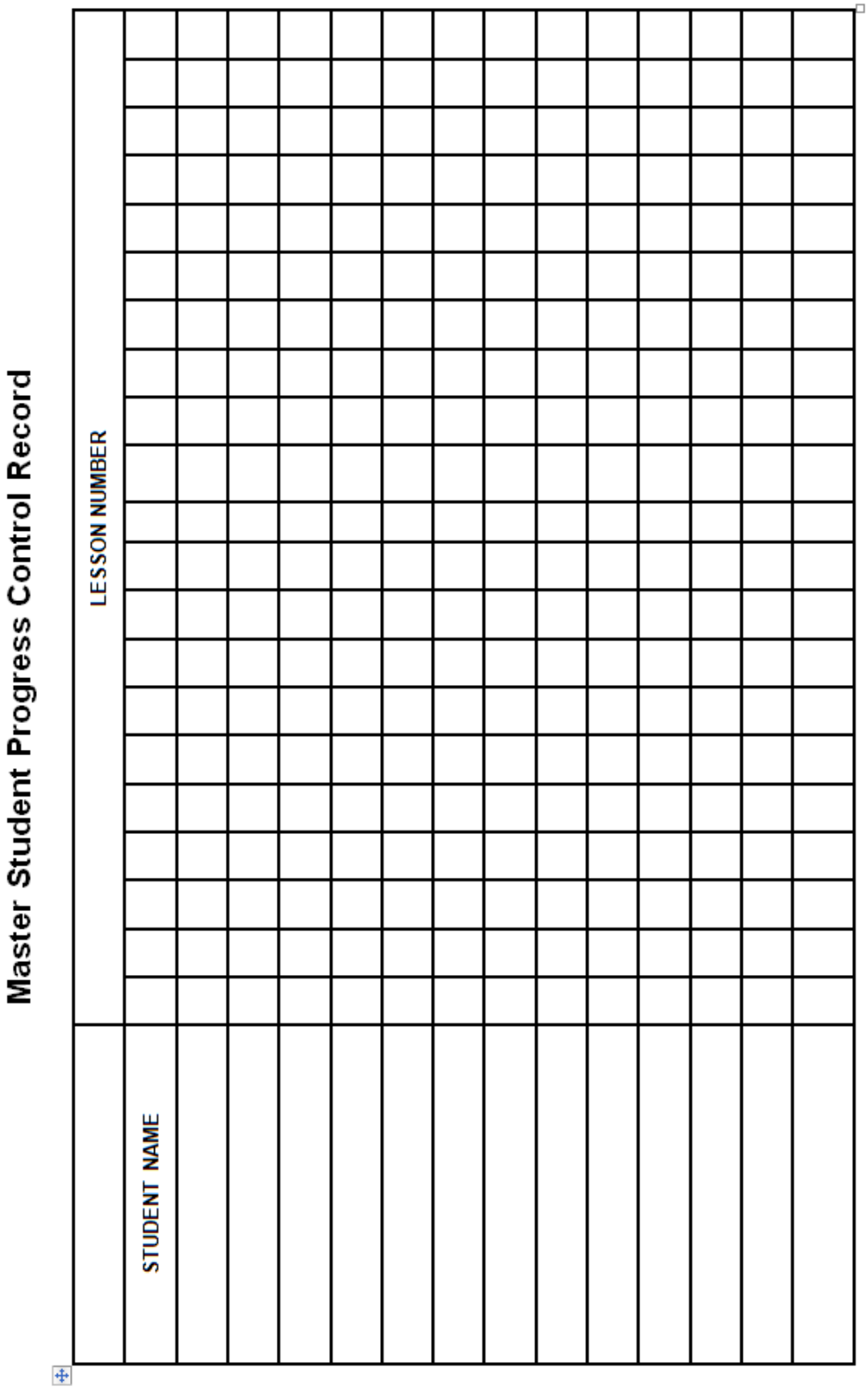
The documents included in this section will assist course managers and instructors to evaluate the entire training experience.

1. **Student Record**. Instructors must maintain an individual student record for each student IAW AR 350-1 (Army Training and Leader Development) and TRADOC Reg 350-18 (The Army School System (TASS)).

2. **Master Student Progress Control**. Instructors will use the Master Student Progress Control Record on the next page, to record **GO** and **NO GO** scores for each Student Record.

3. **DA Form 87 (Certificate of Training) or DA Form 1059 (Academic Evaluation Report)**. Ensure that all PFNs/lesson titles taught appear on the reverse of each student's DA Form 87 or DA Form 1059.

Master Student Progress Control Record (Sample)



INSTRUCTIONS: ***(ALL ENTRIES IN PENCIL)***
Entries must be either G (for Go) or N (for No Go). Change N to G when the student successfully completes the lesson.

Appendix H
Critical Task and Site Selection Boards (CTSSB)

H-1. Purpose: To provide information on the CTSSB process.

H-2. Information:

a. TRADOC Pamphlet 350-70-1 (Training Development in Support of the Operational Domain) outlines the process for reviewing and updating critical task lists using a CTSSB. A CTSSB may be conducted after a significant change in doctrine, changes in the operational environment or every 2 or 3 years to review tasks and ensure that the critical tasks and their links to 21 Century Soldier competencies are relevant to the force. Proponents must conduct a face-to-face or virtual CTSSB to develop the list of individual critical tasks *(TR 350-70, Army Learning Policy and Systems, para 6-15).*

b. A **Task** is a clearly defined and measurable activity accomplished by individuals and organizations. It is the lowest behavioral level in a job or unit that is performed for its own sake. A task must be specific, usually has a definite beginning and ending, and it must be observable and measureable. A task may support or be supported by other tasks. A task has only one action, and therefore, is described using only one verb *(TP 350-70-1, Training Development in Support of the Operational Domain, Chapter 7).*

c. The first step in the CTSSB process is developing a **Total Task Inventory** of all possible critical tasks conducted in a specific MOS. A number of methods are used to gather information for the total task inventory including Subject Matter Expert (SME) input, Quality Assurance (QA) 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 *(TP 350-70-6, Systems Approach to Training Analysis, para 5-5).*

d. **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 *(TP 350-70-1, Training Development in Support of the Operational Domain and TR 350-70, Army Learning Policy and Systems, Table 6-2).* They may be one of four types:

(1) Unique (MOS-specific) tasks.

(2) Common Soldier tasks (an individual task performed by all Soldiers).

(3) Shared individual tasks (these are shared among 2 or more MOSs or AOCs and are not necessarily proponent associated).

(4) Skill level/CMF and officer rank tasks (an individual task performed by every enlisted Soldier in a specific skill level, regardless of MOS or CMF, or every officer in a

specific rank, regardless of grade or branch).

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.

e. The CTSSB is comprised of SMEs from across the operational force representing a wide range of backgrounds, including representatives from the U.S. Army Reserve and the National Guard. A CTSSB normally consists of 10-12 voting members with the senior person also serving as board president. Either on the basis of 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 training administrators *(TP 350-70-1, Training Development in Support of the Operational Domain, Appendix F and TP 350-70-6, Systems Approach to Training Analysis Glossary, Section II, Terms).*

f. In additional 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 and training demands *(TP 350-70-1, Training Development in Support of the Operational Domain, Appendix F).*

g. Following 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.

h. Upon approval by the Commandant, a new critical task list is published, individual critical tasks are developed or updated and the Program of Instruction (POI) is updated according to the board's results. The final results of the CTSSB also affect: (1) Soldier Training Publications (STP); (2) Soldiers Manuals (SM); and (3) Officer Foundation Standards (OFS) *(TP 350-70-1, Training Development in Support of the Operational Domain, Chapter 8).*

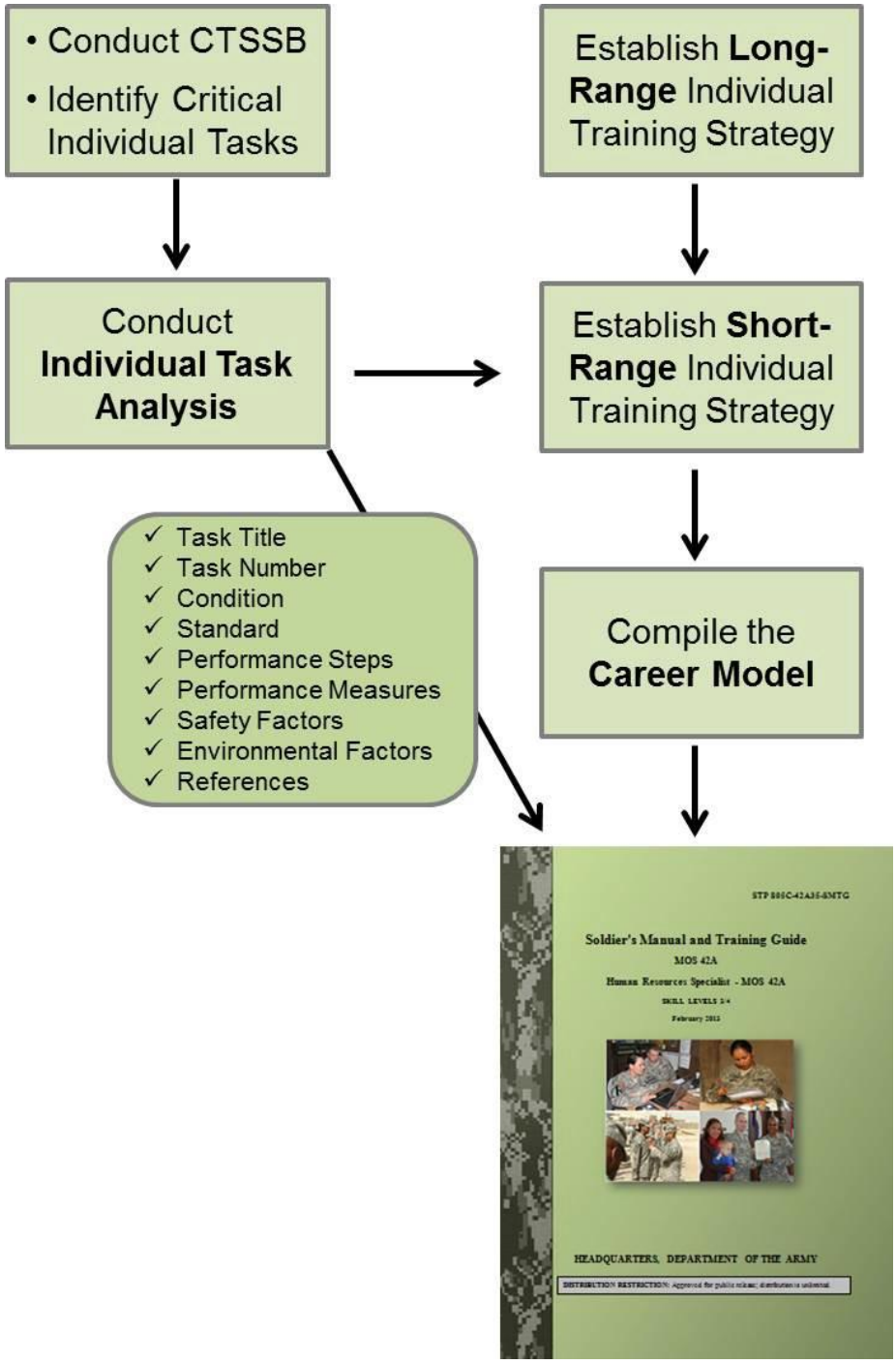
H-3. CTSSB Members

TRADOC PAM 350-70-1, Appendix F

Regular Members	Responsibilities
1. Chairperson (tie-breaker: casts tie breaking vote only)	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 a SME.
2. Developers (non-voting members)	Advise board on educational, analysis, and procedural matters, to include explaining: - Learning product development process, especially the job analysis. - Task and critical task definitions. - Task performance data. - Task selection model.
3. SMEs (voting members)	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. ***NOTE:*** *To serve on this board, SMEs should be one skill level higher than the job for which the tasks are being recommended.*
4. QA Evaluator (non-voting member)	a. Ensures recommendation of tasks as critical/non-critical based on an appropriate task selection model. b. Ensures task title meets the regulation requirements.
5. RC representative(s) (voting member(s))	a. Ensures RC requirements are included in the decision. b. Functions as a SME.

Appendix I
Soldier Training Publication (STP) Flow Chart and Checklist

I-1. STP Flowchart. The following diagram depicts the development process used to produce STPs:



I-2. STP Checklist.

Reference: TP 350-70-1

STP checklist

Proponent quality control functions (performed prior to submission to ATSC)	**Yes**	**No**	**Comments**
1. The appropriate training/task proponent has approved tasks listed in the STP.			
2. The appropriate STP includes all appropriate individual critical tasks.			
3. The STP reflects the results of a valid job and task analysis.			
4. Electronic copy meets established standards in AR 25-30 and DA Pam 25-40.			
5. The STP is in the correct format in accordance with TR 25-30.			
6. The STP uses proper language, including spelling, grammar, and punctuation.			
7. Graphics comply with regulatory standards in: • DA Pamphlet 25-36, Section III. • TR 25-30, Chapter 9			
8. The STP contains summaries of critical tasks, not knowledge or skills.			
9. Training/task proponents followed ADTLP analysis, planning, programming, design, development, and implementation/fielding policy and guidance, as well as the STP-specific policy and guidance.			
10. SMEs', trainers', and Soldiers' validation of task summaries:			
a. Determined effectiveness of task summaries as training and evaluation guides.			
b. Determined enough detailed information is in task summaries for trainers, evaluators, and Soldiers to be able to train and measure task performance.			
11. Proponent has set review cycles (suggested every 12 or 24 months).			

NOTE: This checklist is also available on the Army Training Network (ATN) Training and Education Developer Toolbox (TED-T) website.

Appendix J
Estimated Time Values (ETV) Chart

Education/Training Development Estimated Time Value (ETV) Chart

As of 4 Jan 10

Training Development Process/Product	Estimate Time Values (ETV) (Manhours)			Remarks
	Review (W)	Revise (R)	New (N)	
Analysis				
Needs Analysis	4	30	40	By TOE by Echelon
Mission Analysis	16	100	120	By TOE by Echelon
Collective Task Analysis	16	150	200	Per Task
Job Analysis	16	300	500	Per Job
Job Analysis (CASCOM HQ ONLY)	16	200	500	Per Job
Job Analysis (CASCOM Schools ONLY)	0	100	0	Per Job
Individual Task Analysis	4	30	40	Per Task
Combined Arms Training Strategies				
Self-Development Training Strategy	8	30	40	Per Job
Long-Range Unit Training Strategy	16	30	40	Per Strategy
Short-Range Unit Training Strategy	16	150	200	Per Strategy
Long-Range Individual Training Strategy (ITP)	8	60	80	Per ITP
Short-Range Individual Training Strategy	16	80	160	Per Job
SPITS (CASCOM & CASCOM Schools Only)	8	40	80	Per Job
Unit Training				
Mission Training Plan (MTP)	20	80	120	Per MTP
Drills	20	200	300	Per Task
Exercise (Live) Capstone Document	40	300	500	Per Exercise
Warfighter TSP (Live) Sub-element	70	300	450	Per TSP
Individual Training				
Training Course	2	10	15	Per Academic Hour
Warrior TSP (MOS Specific)	4	60	80	Per TSP
Warrior TSP (Common)	2	10	15	Per Academic Hour
Web-Based Education/Training	2	10	15	Per Academic Hour
Video TeleTraining	2	10	15	Per Academic Hour
Graphic Training Aid	1	30	40	Per GTA
Job Aid	2	30	40	Per Job Aid
Audio Visual Instructional Media	4	30	40	Per Academic Hour
Interactive Multi-Media Instruction	2	400	450	Per Academic Hour
Common/Shared Individual Task TSP	2	10	15	Per Academic Hour
On-The-Job Training (OJT) Program	2	10	15	Per Academic Hour
Soldier Training Publication (STP)	20	80	120	Per STP
POI - Phase 1 (DL)	2	400	450	Per Academic Hours
POI - Phase 1 Resident	2	10	15	Per Academic Hours
POI - Phase 2 (DL)	2	400	450	Per Academic Hours

POI - Phase 3 (DL)	2	400	450	Per Academic Hours
POI - Phase 3 Resident	2	10	15	Per Academic Hours
POI - Phase 4 (DL)	2	400	450	Academic Hour
POI - Phase 4 Resident	2	10	15	Academic Hour
POI - Phase 5 (DL)	2	10	15	Per Course
POI - Phase 5 Resident	2	10	15	Per Course
Training Aids, Devices, Simulations, Simulators (TADSS)				
Training Simulations Overview				
Individual Simulation	2	400	400	Per Hour by Grade
Small Group Simulation (SIMEX)	4	800	800	Per Hour by Echelon
Large Group Simulation (SIMEX)	4	800	800	Per Hour by Echelon
Input to Simulator Development	20	40	80	Per Simulator Development
Training Device (USAALS ONLY)	20	40	80	Per Simulator
Evaluation				
Accreditation (TD Workforce)	20	0	200	Per Accreditation
External Evaluation (TD Workforce)	4	0	0	Per Task
Internal Evaluation (TD Workforce)	4	0	20	EA-PRD/PDT/ACT/RPT
Self-Assessment (TD Workforce)	20	0	200	Per Self-Assessment
Training Effectiveness Analysis (TEA) Study	6	200	340	Per Study
Validation	6	0	1.5	Acad Hr Per Val Rpt
Training Development				
Contract Deliverable Quality Control	4	30	40	Per Academic Hour
Misc				
Capability Development Document (CDD)	2	80	120	Per ORD
Capability Production Document (CPD)	20	80	120	Per ORD
Concepts	160	300	500	Per Study
Initial Capabilities Document (ICD) {was MNS}	2	40	80	Per MNS
Standards in Weapons Training (STRAC)	4	30	40	Per STRAC Table
System Training Plan (STRAP)	8	150	200	Per STRAP Equip/Veh
Technical Manuals [TM]	40	80	0	Per TM
Training Circulars (TC)/Training Pam (TP)	80	1500	2000	Per TC/TP

Appendix K
Training Development Directorate Battle Rhythm Chart

1st Quarter	OCT	• Contract IMI Review (ESD) • Contract IMI Submission for ATSC Acceptance and Functionality Testing (ESD) • 1st Quarter SSI Instructor / Facilitator of the Quarter nominations due (NLT 31 Oct) (ESD) • Receive TED Workload projection for POM from TMD for approval / justification (CTETD) • SMDR (ITD)
	NOV	• Contract IMI Review (ESD) • Advise and consult with Proponent on current and future dL Nominations (ESD) • Proponent TED Workload projection for POM approval / justification due to TMD (CTETD)
	DEC	• Contract IMI Review (ESD) • 1st Quarter SSI Training Development Recognition Program nominations due (NLT 31 Dec) (ESD) • TRAS document submission to TRADOC for new courses / phases (NLT 2 Jan) (ITD)
2nd Quarter	JAN	• Contract IMI Review (ESD) • 2d Quarter SSI Instructor / Facilitator of the Quarter nominations due (NLT 31 Jan) (ESD) • Begin CATS review / revision (CTETD)
	FEB	• Contract IMI Review (ESD) • Submit Proponent dL Nominations on TADLP nominations website, confirmed by signed memo by TDD Director (ESD)
	MAR	• TADLP IPR - Confirm Proponent dL Nominations (ESD) • 2d Quarter SSI Training Development Recognition Program nominations due (NLT 31 Mar) (ESD)
3rd Quarter	APR	• Contract IMI Review (ESD) • Informed by ATSC on nominations that have been funded; Develop PWS and gather GFI (ESD) • TRAS document submission to TRADOC (course growth required) (ITD) • 3d Quarter SSI Instructor / Facilitator of the Quarter nominations due (NLT 30 Apr) (ESD)
	MAY	• Contract IMI Review (ESD) • Contract Technical Evaluation Board: Evaluate contractor proposals to determine if they are technically sufficient (ESD) • TRAS document submission to TRADOC (no course growth) (ITD) • Army Learning Summit (TDD HQs)

	JUN	• Contract IMI Review (ESD) • Contract Award, Post-Award Meeting (ESD) • 3d Quarter SSI Training Development Recognition Program nominations due (NLT 30 Jun) (ESD)
4th Quarter	**JUL**	• Contract IMI Review (ESD) • 4th Quarter SSI Instructor / Facilitator of the Quarter nominations due (NLT 31 Jul) (ESD)
	AUG	• Contract IMI Review (ESD) • SMDR Preparation (ITD) • Complete CATS review for publication (CTETD)
	SEP	• Contract IMI Review (ESD) • 4th Quarter SSI Training Development Recognition Program nominations due (NLT 15 Sep) (ESD) • SSI Instructor of the Year Selection Board (ESD)

Appendix L
Mission Analysis

Policies and Procedures

L-1. The training developer uses the mission analysis process to identify all the specified, implied, and supporting missions that a unit and its subordinate units, direct support units, and habitually attached units should perform; and the collective tasks to perform to accomplish those missions. The training developer conducts a mission analysis on all proponent-type units. These are primarily Table of Organization and Equipment (TOE) units, but may be conducted for Table of Distribution and Allowances (TDA) units as well, to ensure mission accomplishment.

L-2. The training developer initiates a mission analysis as a result of either a needs analysis or an update of a unit collective training strategy. Either of these processes may identify the requirement to revise an existing mission analysis or conduct a completely new one. The training developer should apply judgment when conducting a mission analysis. They should follow the procedures listed for an initial mission analysis effort. Since most mission analysis actions are revision actions, it may not require all of these steps to be accomplished. Do what is required to identify valid missions and collective tasks.

L-3. Revising a mission analysis is faster to accomplish than conducting a new mission analysis. Significant changes to any of the following could initiate the revision of usual approach when: there is a mission analysis: unit performance requirements; operational concept and employment doctrine; the mission, tasks, or capabilities of an existing unit; and/or threats has/have changed; or when a change in threat, weapon systems, other military hardware, or personnel requirements in an existing unit affect the performance of collective tasks.

L-4. The need to conduct a new mission analysis is usually indicated when a new type of Active Army (AA) or Reserve Component (RC) unit is established, or when a solution to a major performance deficiency that affects proponent-type units is required.

L-5 The training developer should follow the process in the Mission Analysis Process table listed below when conducting this work. The level of detail will vary, depending on whether a new mission analysis is conducted, or an existing mission, and/or collective task list, is updated.

Step Number	Mission Analysis Process
1.	Identify the specific type unit for analysis.
2.	Conduct detailed unit research.
3.	Conduct additional research
4.	Identify the unit mission.
5.	Identify type unit capabilities and functions.
6.	Identify the collective tasks for the unit task list (UTL).

L-6. The training developer's roles and responsibilities include the identification of valid missions and critical collective tasks for a specific type of unit, or grouping of like-type units. To accomplish this, the training developer diligently works with combat developers, doctrine staff, and other elements of SSI; coordinates actions and activities with combat developers and doctrine staff on issues relating to TOE and doctrine issues; and communicates findings, suggestions, and recommendations to the TOE mission.

L-7. The desired end products of the mission analysis process are the unit task list, mission list, and a list of supporting individual tasks. The training developer may need to develop new collective tasks to support any gaps in training that the current approved collective task list does not support.

Appendix M
Collective Task Analysis

M-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.

Doctrinal Basis. All collective tasks are to be based on doctrine. A shared collective task is based upon doctrine that has broad or universal applicability to multiple or all Army units. Developing tasks that parallel this doctrine ensures that Army units train and fight the same way and can efficiently consolidate their efforts in response to conflict. A unique collective task is based upon doctrine that is specific to a unique type of organization. Because the Army Universal Task List (AUTL) provides the common doctrinal structure, all collective tasks must be linked to the appropriate AUTL task. Linking to the AUTL helps establish a common language and reference system for all echelons.

M-3. Analysis for Collective Tasks. Collective task analysis is a direct result of a mission analysis identifying gaps in unit training as a result of the analysis process. The analyst or mission analysis team provides results in terms of doctrinal deficiencies in the proponent tasks/missions in order to conduct collective task analysis.

M-4. Collective Training Needs. 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. 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.

M-5. Collective Task Considerations. 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).

Parts of a task

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.

Task Number Task Title

Task Conditions Task

Standards Task Steps

Performance Measures References

Supporting Collective Tasks Supporting

Individual Tasks

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?

Rules to determine shared collective task proponency

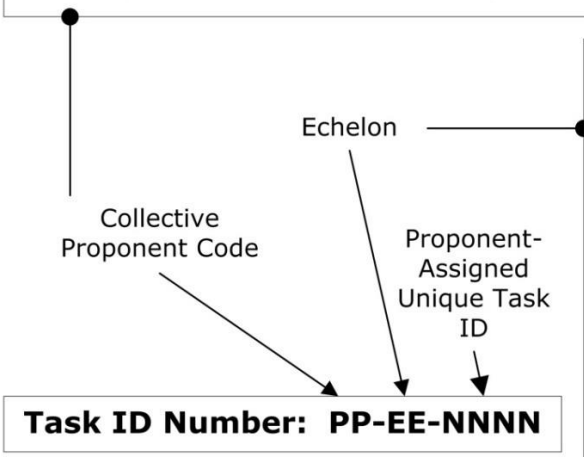
1. See TR 350-70, Appendix B
2. Check AUTL
3. Check UJTL

Collective task analysis includes:

Review doctrine.
Target population.
Number the collective task(s).

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.

Collective Proponent Code	Title	Collective Proponent Code	Title	Collective Proponent Code	Title
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				



PP is always 2 digits.
EE is 1 or 2 digits.
NNNN is assigned by the proponent.

Echelon codes are:

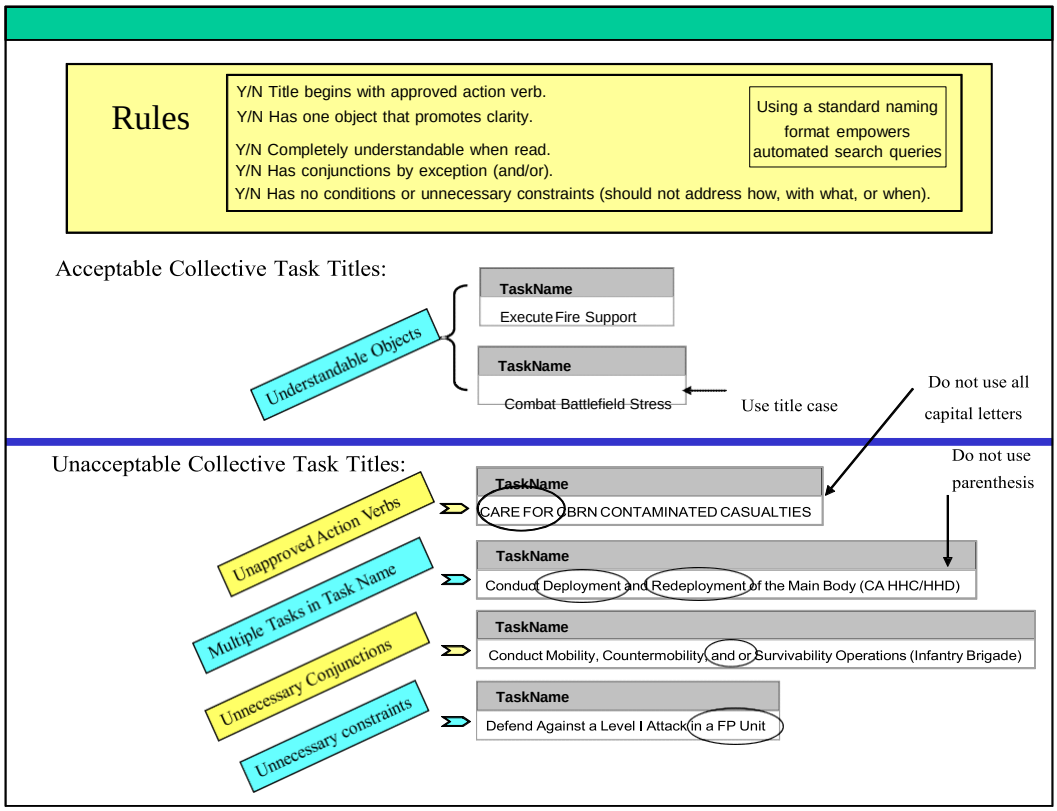
TOE Units

(1) Battalion (Squadron)
(2) Company (Troop, Battery, Detachment)
(3) Platoon
(4) Squad/Section
(5) Crew/Team
(6) Brigade (Group, Regiment)
(7) Division
(8) Corps
(9) Echelons Above Corps

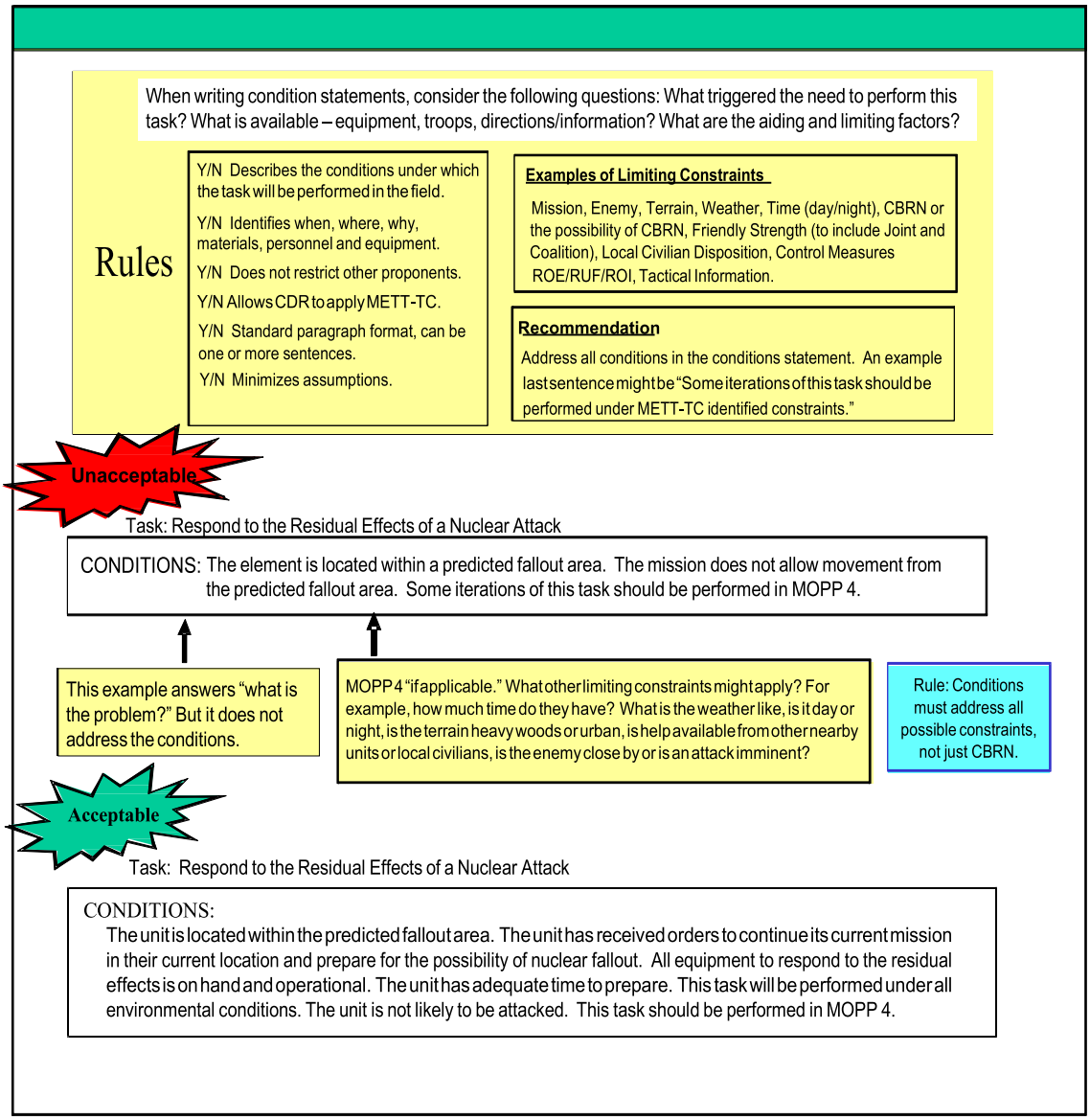
TDA Units

(11) Army Command (ACOM)
(12) Command/Agency
(13) School/Center
(14) Activity
(15) Department/Directorate/Division
(16) Branch
(17) Detachment/Facility/Office/Team
(18) Garrison/Installation

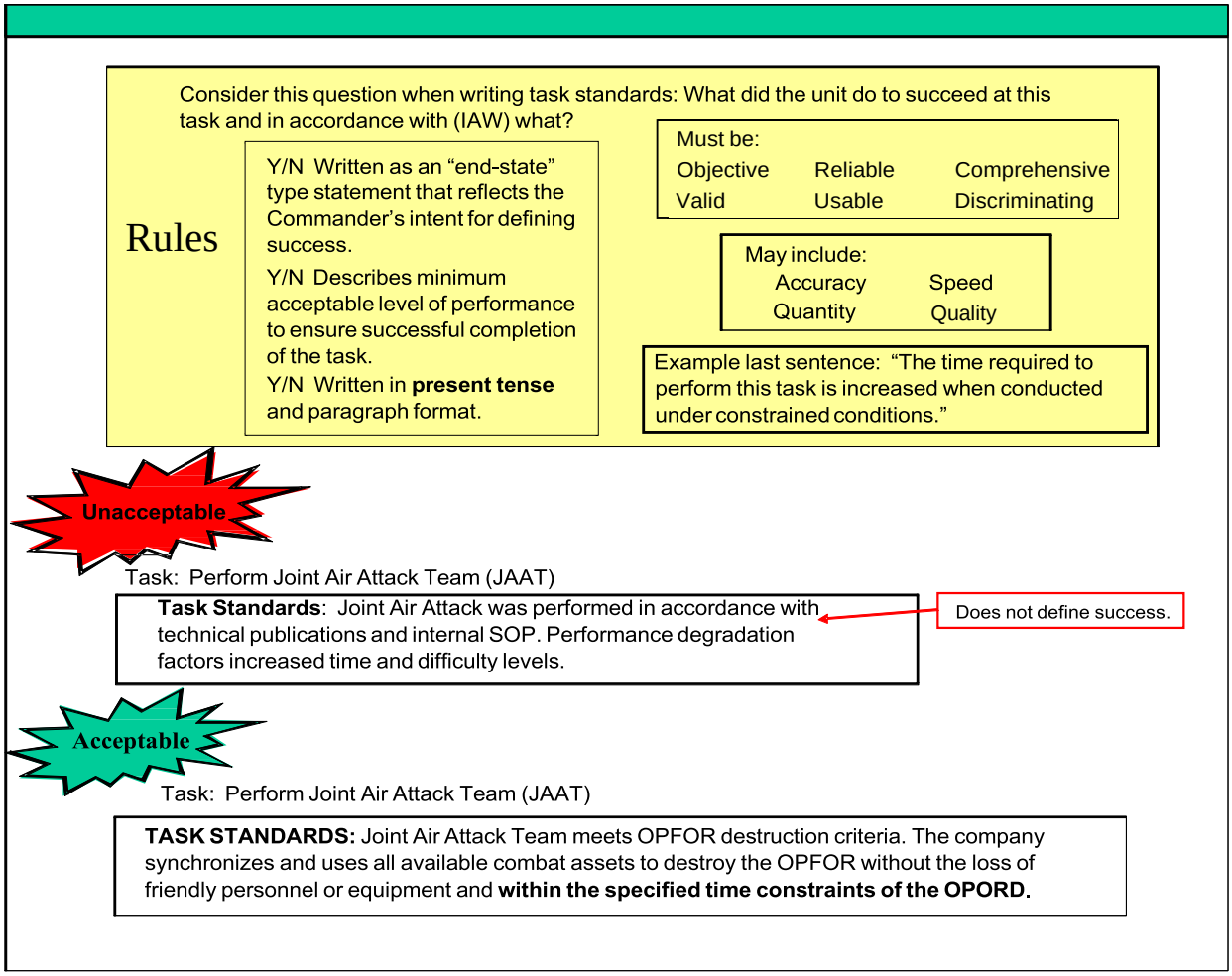
Create the task title(s).



Design task conditions.



Design the task standard.



Develop the performance steps.
Develop the performance measures.
Identify the supporting individual tasks

Identify the supporting collective tasks.
Identify the supporting drills.
Safety and environmental statements.
Opposing forces (OPFOR) tasks and standards.
Equipment and materiel.
Training aids, devices, simulators, and simulations (TADSS).
Synopsis report.
Training and evaluation outline (T&EO).
Quality Control (QC).

Rule

When listing supporting tasks (collective and individual), only list the supporting tasks that directly impact and precede the accomplishment of the selected task, and therefore are a direct prerequisite for performing the supported collective task (first order effect).

Do not list as supporting tasks any tasks that are not performed during task Implementation.

Example Collective Task: Conduct an Attack 07-2-9001

Supporting Individual Task:
071-311-2007 Engage a Target with an M16 Series Rifle

Supporting Collective Task:
07-3-9013 Conduct Actions on Contact

Prerequisite Collective Tasks:
07-2-9014 Occupy an Assembly Area

Supporting Drill:
07-3-D9504 React to Indirect Fire

Note: Task numbers and titles are for illustrative purposes only

M-6. Collective Tasks 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.
Administrative Data				
Required: Does the task number reflect the designated proponent responsible for the task area? (Para 5-2d (3)				
Required: Does the task number comply with the PP-E-NNNN format?? Para 5-2d (3)				
Required: 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)				
Required: Does another proponent have a task already approved for this purpose?				
Required: 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)				
Required: Does the task behavior/title provide complete clarity when read? Para 5-2d (4) (a)				
Required: 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)				
Required: 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)				
Does the task behavior/title have conjunctions? If so, modify the behavior/title. Figure 5-3				

Task#:
Tasks Title:
Proponent:

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.				
Required: Does it identify the type of task?				
Required: Does it identify the Warfighting Function (WFF)? (See ADRP 3-0.)				
Required: Is it identified as a Staff Task?				
Required: If the task is marked as staff, is the echelon numbered accordingly? (1, 4, 6, 7, 8)				
Required: Is the task category identified as an Army Unit?				
Required: Is the Safety Level identified?				
Required: Is the Security Domain identified?				
Required: Is the Security Subdomain identified?				
Is the approved date identified?				
Required: Is the Action Officer data filled out?				
Is the address filled out?				
Required: Are the task statements for MOPP, NVG, Warning, Danger, Environmental, and Safety included?				

Task#:
Tasks Title:
Proponent:

Condition(s) Information 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 conditions statement. Only the trigger or cue is mandatory.				
Required: 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:

Standard(s) Information: 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 standards statement.				
Required: 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)				
Required: 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)				
Task 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 comprise a task.				
Required: 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				
Required: 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				
Required: If they have substeps, are they in the right format? Example: If they have an (a) they must have a (b).				

Task#:
Tasks Title:
Proponent:

Performance Measures: 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 written using a subject, past tense verb, and object format.				
Required: 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				
Required: Do Performance measures align with the performance steps they are evaluating? Para 5-6				
Required: Is there a Performance Measure for every Performance Step?				
Supporting Products				
Required: Supporting Products: Is there at least one reference identified? Para 5-2d (1) (a)				
Required: If more than one reference is listed, is the primary listed? Para 5-2d (1) (a)				
Required: Are all references marked "Required"?				
Required: 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)				

Task#:
Tasks Title:
Proponent:

Organizations: All collective tasks should be linked to an organization				
Are organizations identified?				
Additional Links				
Required: Is the Distribution Restriction included?				
Required: Is the Foreign Disclosure statement included?				
Required: Is the AUTL linked?				
Optional: Are Exercises linked?				
Optional: Are Elements/Missions linked?				
Optional: Are Elements/Frequency linked?				
Supporting Individual Tasks, Supporting Drills, Prerequisite Collective Tasks, Supporting Collective Tasks: Each collective task should have one or more individual tasks linked to it.				
Required (in most cases): 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?				

Task#:
Tasks Title:
Proponent:

Required (in most cases): Is there an individual task linked? Para 5-7				
Required/Optional Statements				
Required: Considerations/Notes – Is the Environmental Statement identified? Para 5-10				
Required: Is the Safety Statement identified? Para 5-10				

Appendix N
Unit Task List (UTL)

N-1. Scope. This section describes the procedures for conducting unit visits to revise and update UTLs. The Collective Training Branch will conduct a complete review of UTLs every 18 months to three years if units remain in a steady state environment or immediately in the case of military intelligence unit force structure changes (e.g., TOE change).

N-2. Policies and Procedures. The Collective Training Branch will conduct a face-to-face or virtual unit task list review board, as required, to nominate collective critical tasks for approval for each TOE.

The Collective Training Branch will conduct a unit collective task list review board to identify and update UTLs. UTLs are approved by the Proponent's Commandants.

The planning for a successful unit task list review board begins three to six months out from the planned date of a unit visit. Experience has shown that the better you prepare before the board the more successful the unit visit will be.

The Collective Training Branch training developer should identify Active Army, Army Reserve, and Army National Guard components, if possible to conduct the board.

The following is a list of actions that should be accomplished:

Obtain guidance and approval:

- Consult with Collective Training Branch Chief.
- Coordinate funding for TDY.
- Coordinate with unit point of contact.

Provide unit instructions

- Secure date of unit visit with unit.
- Create and forward PDF copy to unit.
- Provide unit with members explaining their duties and responsibilities.
- Confirm via email or telephone the availability, arrival, and departure dates.

Create and complete all travel arrangements in DTS.

N-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.

Staffing memorandum coordination and chain of command approval:

- Chief, Collective Training, Education Technology Division (CTETD)
- Director, Training Development Directorate (TDD)
- School Director of Training (DOT)

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

The final approval authority for UTLs is the Proponent Commandant.

Upon approval, the UTLs will be forwarded to Combined Arms Center Training (CAC-T), through the TDC for review.

CAC-T will review UTLs and provide comments.

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 O
Combined Arms Training Strategy (CATS)

O-1. Policies and Procedures. Combined Arms Training Strategies (CATS) is a DA program in which the CATS are developed by a contractor team in the Digital Training Management System (DTMS) and approved by each proponent commandant for implementation by the operating force. The proponent institutions provide CAC-T, CTD with recommendations and guidance in unit-specific CATS development. Proponent institutions utilize CATS to prioritize current and future training resource requirements for submission to the appropriate integrating command.

CATS focus on unit training throughout the Army Force Generation (ARFORGEN) cycle 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 ARFORGEN cycle. 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.

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 ARFORGEN cycle.

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.

Training developers analyze the mission, doctrine, and the UTL to determine which collective tasks to train together in a task selection. A task selection 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 selections are trained utilizing a progressive series of events.

O-2. Types. There are two types of CATS:

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 an ARFORGEN supporting strategy that provides a path for achieving task proficiency.

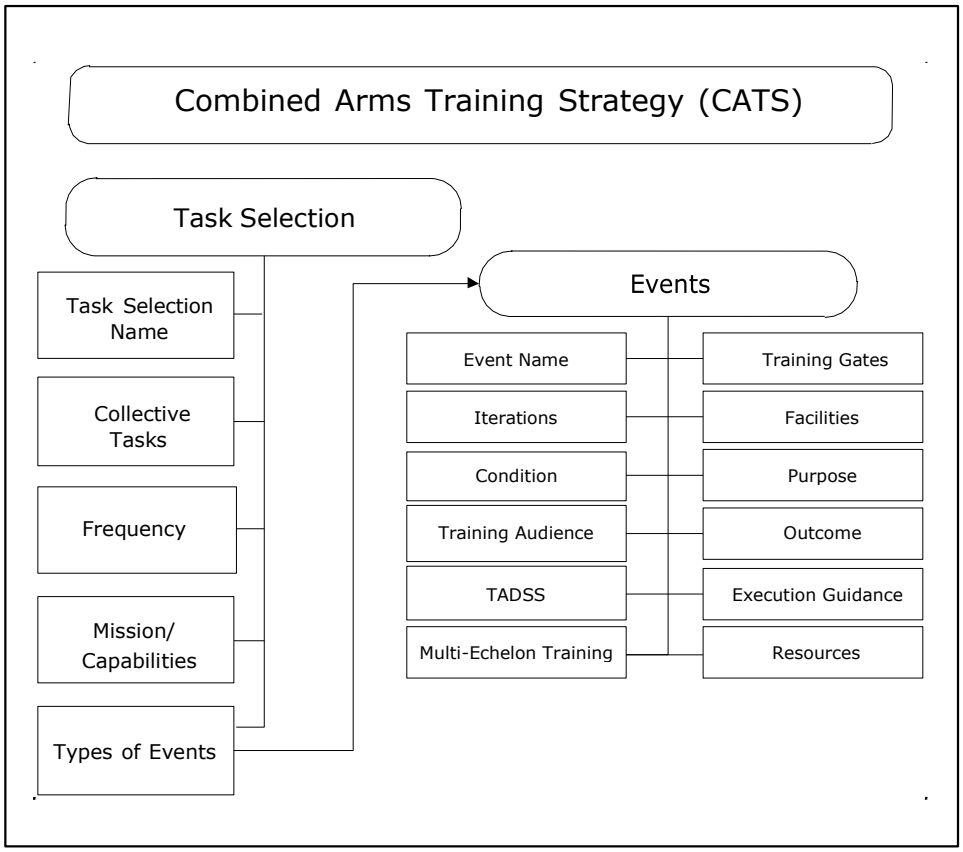
Function CATS supplement Unit CATS. They may support functions that are not unique to a specific unit type, or they may support training of WFFs or missions that

support operational themes. Two examples of Function CATS are Sustainment and Protection. Function CATS contain most of the same data elements as Unit CATS.

O-3. Development. Overview of the CATS development process. The process applies to both Unit and Function CATS. The basis for construction of a strategy to train collective tasks is using task selections with training events as appropriate to each echelon.

A task selection 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 selections enables tasks to be trained efficiently using a methodology as appropriate by echelon and experience.

A CATS can be viewed as two distinct sections. Utilizing the ADDIE process, the main section is the design of the task selection, assembling the components of the CATS. It consists of the collective tasks, the frequency to train the task selection, the mission or capability, and the events for training. The events portion is the development phase of ADDIE.



O-4. Elements of a CATS. 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, doctrine, ATN, CALL documents, etc..

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.

Design a CATS Task Selection

A task selection comprises five elements: task selection 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 selections, and multiple events generally support each task selection. A short CATS example appears below

CATS task selection

CATS training event for reconnaissance troop - Heavy Brigade Combat Team-Reserve Component (HBCT)-(RC)	
Task: 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) 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 **Frequency:** Quarterly (3) Types of Events: CLASS, STX	Supported Mission(s): Zone Reconnaissance Area Reconnaissance Area Security

O-5. 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.

CATS Checklist:

CATS QC Checklist for:				
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:

CATS QC Checklist for:

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
Development Strategy			
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 **task selection design** appear to be sufficient to train the unit to achieve the required training standard?		
	a. Are the task selection 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 selections?		
4.	Are collective tasks associated with **DA designated TOE missions/tasks** consistent with the capabilities, missions, and/or functions requiring training?		
5.	Do the initial recommended **types of events** associated with the task selections provide an appropriate progressive strategy?		
6.	Have **proponent-specific requirements** been included in the design?		
7.	Has the **approver completed the review** and provided feedback?		

CATS QC Checklist for:			
Additional Development Strategy Comments or Guidance:			
COORDINATING DRAFT			
The TASK SELECTION			
#	**Item**	**Yes/No/NA**	**Comments**
8.	Is the task selection **name sufficiently descriptive** 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 selection **numbe**r in accordance with the numbering protocol established in TR 350-70 and TP 350-70-1?		
10.	Is the task selection training **frequency** sufficient to achieve/maintain the desired level of training readiness?		
11.	Are the **collective tasks associated** with each task selection 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 selection?		
12.	Are the task selections linked/associated with the correct METL?		
13.	Do the **types of events** provide a progressive strategy?		
Additional Task Selection Comments or Guidance:			
Supporting CATS EVENTS			
14.	Are the **events** selected appropriate to support each task selection in accordance with the approved EVENTS List?		
15.	Are the recommended event **iterations** sufficient for each event?		

CATS QC Checklist for:			
#	Item	Yes/No/NA	Comments
16.	Are the total number **of recommended iterations** for all events selected to train a task selection equal to or less than the recommended task selection **training frequency?**		
17.	Are event **durations** sufficient for each event?		
18.	Is the **rigor** for each event identified?		
19.	Is the **training audience** (unit(s), sections, and positions) for each event appropriate?		
20.	Do the **TADSS** selected for events adequately support training of the task selection?		
21.	Is **multi-echelon training** included where appropriate?		
22.	Are **training gates** identified where relevant?		
23.	Are the **facilities** identified where relevant?		
24.	Does the **purpose** statement for each event clearly describe what the event is designed to train?		
25.	Does the **outcome** statement clearly describe what is to be achieved by training the event?		
26.	Does the **execution guidance** 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 **resources** 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?		

CATS QC Checklist for:			
#	**Item**	**Yes/No/NA**	**Comments**
	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 **reviewed by a unit and** has the **feedback** been incorporated?		
30.	Has the **approver completed the review** and provided feedback within 10 duty days of receipt?		
Additional Events Comments or Guidance:			
FINAL DRAFT			
31.	Has the **proponent completed the review** and provided all final corrections or changes?		
32.	Have the **changes** specified by the proponent been completed?		
Negative replies on any area of the final draft require specific comments or guidance:			
SUBMISSION and VERIFICATION			
33.	Has the **strategy been approved** 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:			

Appendix P
Warfighter Training Support Package (WTSP)

P-1. Description. A Warfighter Training Support Package (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.

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.

A WTSP is a complete, detailed, exportable package integrating training products, materials, and information necessary to support operating force training. WTSPs provide the actual details for securing the materials, training venues, and other necessary resources identified in each Unit CATS training event supporting the HQDA-approved METLs for designated units. A WTSP is a product that uses the Analysis, design, development, implementation, and evaluation (ADDIE) process.
DISCLAIMER: The Soldier Support Institute's WTSPs are developed by processes Vs echelons. As Training Development Capability (TDC) functions are added the WTSPs will be redesigned.

The training developer utilizes the pre-designed WTSP format in the CAC-approved automated development system. The WTSP design identifies the components of the nine elements needed to support the training event. This determines the robustness of the WTSP. For the sake of standardization, developers include each WTSP element and component even though all WTSPs may not need all elements or all components of each element; indicate "Not Required" for any element or component containing no data. For example, a section-level certification WTSP may not require a complete operation order (OPORD) or Training Aids, Devices, Simulators, and Simulations (TADSS).

The WTSPs reside on the SSI SharePoint Site:
Human Resources:
https://ssi.tradoc.army.mil/TDD/CTETD/CTB/HRCT/SitePages/Home.aspx
Financial Managaement:
https://ssi.tradoc.army.mil/TDD/CTETD/CTB/FMCT/SitePages/Home.aspx

P-2. Below is the WTSP Checklist:

WTSP Checklist			
Title: **Number:** **Date:**			
Checklist item	**Y/N**	**NA**	**Remarks**
1. Is the WTSP developed to support the approach?			
2. Is the WTSP designed to reduce planning time?			
3. Was there a valid requirement for a WTSP to be developed?			
4. Did the training developer select the appropriate components of the WTSP?			
5. Is the WTSP flexible, allowing tailoring to meet the needs of the organization?			
6. Does the WTSP identify the events and methods most appropriate for the echelon?			
7. Does the WTSP list only those approved collective and individual tasks that apply?			
8. If applicable, does the WTSP adequately define any required training gates?			
9. Does the WTSP include role player requirements?			
10. Does the WTSP include support for the role players?			
11. Does the WTSP reflect the required preparation for the exercise?			
12. Does the WTSP include detailed execution guidance?			
13. Does the WTSP include environmental impacts?			
14. Does the WTSP include safety/composite risk management (CRM)?			

P-3. The source document for WTSPs follows:

United States Army

Soldier Support Institute

Adjutant General School
(Financial Management School)

WTSP Title

Warfighter Training Support Package (WTSP)

WARFIGHTER **TRAINING SUPPORT PACKAGE (WTSP)**	
WTSP Number / Title	
Effective Date	
Supersedes WTSP(s)	NA
WTSP Users	
Proponent	The proponent for this document is *Adjutant General School, (Financial Management School),* U.S. Army Soldier Support Institute
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, *Recommended Changes to Publications and Blank Forms.* Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: UNITED STATES ARMY SOLDIER SUPPORT INSTITUTE TRAINING DEVELOPMENT DIRECTORATE 10,000 HAMPTON PARKWAY FORT JACKSON, SC 29207-7025 e-mail: Jacksonssifm-hrcollectivetraining@conus.army.mil The point of contact for this WTSP is the Chief, Collective Training Branch and Education Technology Division, Training Development Directorate, U.S. Army Soldier Support Institute, Fort Jackson, SC. Any comments or questions on the use of this WTSP should be submitted to the email address above.
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the Department of the Army, Training Development Directorate (ATSG-TD), 10,000 Hampton Parkway, Fort Jackson, SC 29207, e-mail: Jacksonssifm-hrcollectivetraining@conus.army.mil foreign disclosure authority. This product is releasable to requesting foreign countries without restrictions.

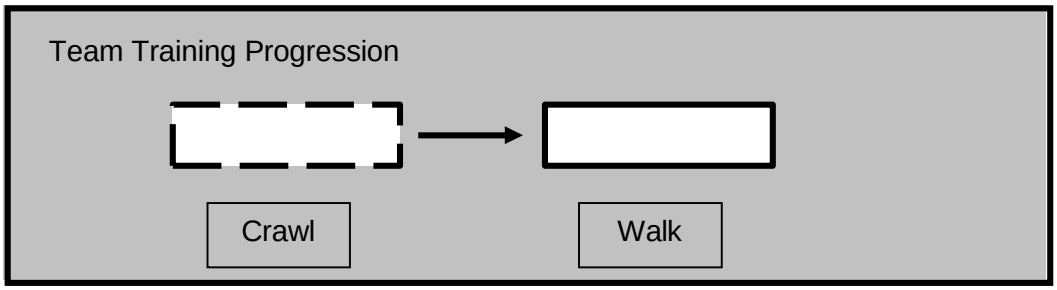
TABLE OF CONTENTS

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.

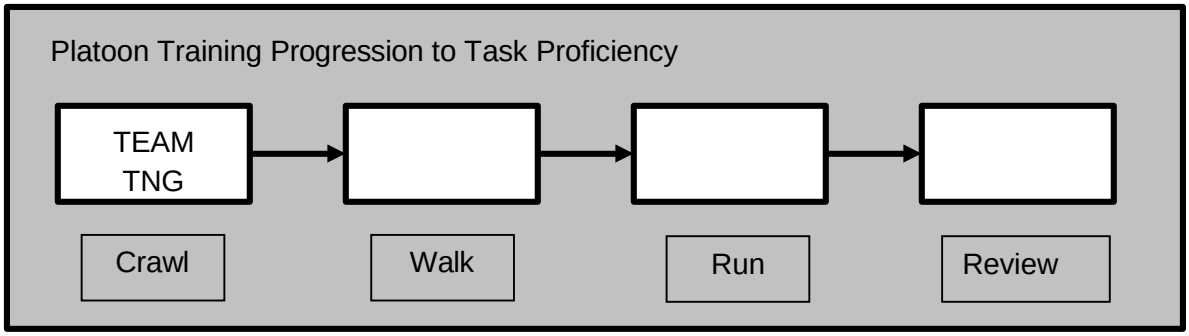
Section I. General Information. ®

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.



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 (Adjutant General, Financial Management, and Recruiting and Retention schools), 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).

(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) These individual tasks have been included for instruction, review or evaluation of task performance purposes. 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).

(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 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 leader's, trainer's, and Soldier's 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 of 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.

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 of 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.

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.

Section VI. Training Area Requirements. ® None.

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.

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 of 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.

Section IX. Risk Management. ®

A. 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				
		Frequent	Likely	Occasional	Seldom	Unlikely
Severity		**A**	**B**	**C**	**D**	**E**
Catastrophic	**I**	**E**	**E**	**H**	**H**	**M**
Critical	**II**	**E**	**H**	**H**	**M**	**L**
Marginal	**III**	**H**	**M**	**M**	**L**	**L**
Negligible	**IV**	**M**	**L**	**L**	**L**	**L**

E – Extremely High **H – High** **M – Moderate** **L -- Low**

B. 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.

Once the WTSP has been approved a notification will be posted to the following sites:

S1Net: **(HR)**	POC: Jerry Dillard, 210-698-2407, https://www.milsuite.mil/s1net or jerry.dillard.ctr@mail.mil,
FM Net: (FM)	POC: Mr. Mac Ferguson, 751-8679, mcarthur.ferguson.civ@mail.mil
FMS Website: (FM)	POC: Mr. Mac Ferguson, 751-8679, mcarthur.ferguson.civ@mail.mil
AGS Website: (HR)	POC: Mr. David Ratliff, 751-8300, david.a.ratliff2.civ@mail.mil
Army Sustainment: (HR & FM)	usarmy.lee.tradoc.mbx.leeeasm@mail.mil 804-765-4761, http://www.alu.army.mil/alog/submissions.html
Gryphon: (FM)	POC: Mr. Mac Ferguson, work: 751-8679, mcarthur.ferguson.civ@mail.mil

Diamond Points: (FM)	POC: SFC Andrea Rueda, andrea.rueda.mil@mail.mil
1775 Magazine: (HR)	POC: Mr. Robert Ortiz-Abreu, Jr., work: 751-8305, Robert.ortiz-abreu.ctr@mail.mil or magazine@agcra.com
Warrior Citizen: (USAR) (HR & FM)	warrior-citizen@usar.army.mil
GX Magazine: (NG) (HR & FM)	stories@gxonline.com 866-596-4558
QAO Website	POC: Mr. Philips B. Johnson, 751-8872, Philips.b.johnson.civ@mail.mil
CDID Website	POC: Mrs. Stephanie Lee, Stephanie.moniquie.lee4.civ@mail.mil

Appendix Q
Acronyms

Acronym	Definition
AC	Active Component
ACOM	Army Command
ACTEDS	Army Civilian Training, Education, and Development System
ADP	Army Doctrine Publication
ADRP	Army Doctrine Reference Publication
ADTLP	Army-Wide Doctrine & Training Literature Program
AGCCC	Adjutant General Captains Career Course
AGBOLC	Adjutant General Basic Officer Leader Course
AIMS	Automated Instructional Management System
AIT	Advanced Individual Training
ALM	Army Learning Model
ALMS	Army Learning Management System
AMC	Army Material Command
ALC	Advanced Leaders Course
ARPRINT	Army Program for Individual Training
ASIOE	Associated Items of Equipment
ATIA	Army Training Information Architecture
ATP	Army Techniques Publication
ATRRS	Army Training Requirements and Resources System
ATSC	Army Training Support Center
AUTL	Army Universal Task List
BOIP	Basis of Issue Plan
BOLC	Basic Officer Leader Course
CAD	Course Administrative Data / Combined Arms Division
CALFEX	Combined Arms Live- Fires Exercise
CALL	Center for Army Lesson Learned
CATS	Combined Arms Training Strategy
CCC	Captains Career Course
CCTT	Close Combat Tactical Trainer
CDD	Capabilities Development Document
CG	Commanding General
CMF	Career Management Field
CMP	Course Management Plan
COC	Council of Colonels
COR	Contracting Office Representative
COTR	Contracting Office Technical Representative
CPX	Command Post Exercise
CRC	Camera-Ready Copy
CTC	Combat Training Center
CTSSB	Critical Task Site Selection Board
DA	Department of the Army
DCSOPS&T	Deputy Chief of Staff for Operations and Training
DCSPER	Deputy Chief of Staff for Personnel

Acronym	Definition
DCSRM	Deputy Chief of Staff for Resource Management
DLS	Distributed Learning System
DORMC	Deployed Operational Resource Management Course
DOTLMPF	Doctrine, Organizations, Training, Leader Development, Materiel, Personnel and Facilities
DPTMS	Directorate of Plans, Training, Mobilization, and Security
DSTE	Direct Support to Training Event
DTAC	Digitized Training Access Center
ELO	Enabling Learning Objective
ETV	Estimated Time Value
FM	Field Manual
FMS	Financial Management School
FDP	Faculty Development Program
FTX	Field Training Exercise
FY	Fiscal Year
GFEBS	General Fund Enterprise Business System
G8/DRM	Directorate of Resource Management
GS	General Schedule
HRMQC	Human Resources Management Qualification Course
HQ	Headquarters
HQDA	Headquarters, Department of the Army
ICH	Instructor Contact Hour
ILE	Intermediate Level Education
IMT	Initial Military Training
IPPS-A	Integrated Personnel and Pay System - Army
IPR	In-Progress Review
ISAP	Individual Student Assessment Plan
ITMB	Institutional Training Management Branch
ISR	Instructor-to-Student Ratio
ITP	Individual Training Plan
ITRM	Institutional Training Resource Model
KM	Knowledge Management
LMS	Learning Management System
MACOM	Major Command
MANPRINT	Manpower and Personnel Integration
MCA	Military Construction, Army
MFAD	Modernization and Functional Automation Division
MLC	Mid-Grade Learning Continuum
MNS	Mission Needs Statement
MOA	Memorandum Of Agreement
MOS	Military Occupational Specialty
MTOE	Modified Table of Organization and Equipment
MTP	Mission Training Plan
NCOA	Noncommissioned Officer Academy
NET	New Equipment Training
NGB	National Guard Bureau

Acronym	Definition
OCS	Optimum Class Size
OSUT	One Station Unit Training
OE	Operational Environment
OTRS	Operational Test And Readiness Statement
PPBES	Planning, Programming, Budgeting and Execution System
PEO	Program Executive Officer
PEO STRI	Program Executive Office for Simulation, Training, and Instrumentation
PFTEA	Post-Fielding Training Effectiveness Analysis
PM	Program Manager
PME	Professional Military Education
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
RC	Reserve Component
RM	Resource Manager
RSTA	Reconnaissance, Surveillance, and Target Acquisition
SAC	Special Assistant to the Commanding General
SCORM	Shareable Content Object Reference Model
SIMNET	Simulation Networking
SLC	Senior Leaders Course
SMDR	Structured Manning Decision Review
SME	Subject Matter Expert
SOW	Statement of Work
STAFFEX	Staff Exercise
STF	Special Task Force
STP	Soldier Training Publication
STRAC	Standards In Training Commission
STRAP	System Training Plan
STRI	Simulation, Training, and Instrumentation
STX	Situational Training Exercise
TAA	Total Army Analysis
TACITS	Total Army Centralized Individual Training Survey
TADSS	Training Aids, Devices, Simulators, and Simulations
TASS	The Army School System
TATS	The Army Training System
TDC	Training Development Capability
TDA	Table Of Distribution And Allowances
TEO	Training And Evaluation Outline
TLGOSC	Training And Leader General Officer Steering Committee
TLO	Terminal Learning Objective
TMOC	Training Manager Orientation Course
TOE	Table of Organization and Equipment
TRADOC	Training and Doctrine Command

Acronym	Definition
TRAP	Training Resources Arbitration Panel
TRAS	Training Requirements Analysis System
TRM	TRADOC Review of Manpower
TSP	Training Support Package
TTSP	Training Test Support Package
UFR	Unfunded Requirements
USAAGS	U.S. Army Adjutant General School
USARC	U.S. Army Reserve Command
WOAC	Warrant Officer Advanced Course
WOBC	Warrant Officer Basic Course
WTA	Warrior Training Area

DEPARTMENT OF THE ARMY
U. S. ARMY SOLDIER SUPPORT INSTITUTE
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REPLY TO
ATTENTION OF

ATSG-TDD

16 SEP 2014

MEMORANDUM FOR Deputy Director, Training Development Directorate, U.S. Army Soldier Support Institute, Fort Jackson, SC 29207-7025

SUBECT: 2014 Soldier Support Institute Training Development Guide

1. DECISION.

2. PURPOSE. To obtain the Deputy Director's approval of the 2014 Soldier Support Institute Training Development Guide.

3. BACKGROUND AND DISCUSSION.

a. Individual Training Division (ITD) was charged with updating, staffing, and finalizing the 2014 Training Development Guide in preparation for TRADOC Accreditation. Training Development Directorate division chiefs (ITD, Collective Training & Educational Technology Division, and Educational Services) conducted the initial review of the document, staffed internally within their respective divisions, and made recommended changes.

b. The final draft was staffed to all three schools' Directors of Training and to the Director of the Quality Assurance Office who concurred with the publication.

c. The guide will be produced as an e-pub and placed on SharePoint for access by all personnel.

L.Z. HARRISON, JR.
Supervisory Instructional Systems Specialist

Encl
as

Appco'ed' Di"PP'°'" See Me: _____ Date: _____

YJ/14 .0RD

LTC, Fl

Deputy Director, TDD