



**United States Army
Soldier Support Institute**

Adjutant General School

12-TS-0003

**Conduct Expeditionary Sustainment
Command Human Resources Operations**

**Warfighter Training Support Package
(WTSP)**

**WARFIGHTER
TRAINING SUPPORT PACKAGE (WTSP)**

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Foreign Disclosure Restrictions	FD1. This training product has been reviewed by the training developers in coordination with the Fort Jackson, SC foreign disclosure officer. Department of the Army, Training Development Directorate (ATSG-TD), and 10,000 Hampton Parkway, Fort Jackson, SC 29207, e-mail: usarmy.jackson.93-sig-bde.list.jackson-ssi-fm-hr-collec@mail.mil foreign disclosure authority. This training product can be used to instruct international military students from all approved countries without restrictions.

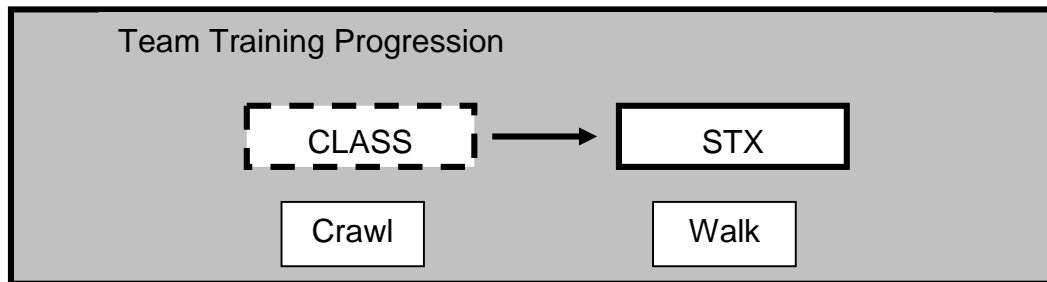
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Preface. [®] This Warfighter Training Support Package (WTSP) provides the unit with standardized training materials to conduct platoon and/or team training within a garrison or local field environment on Collective Task(s). This document is an introduction 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.

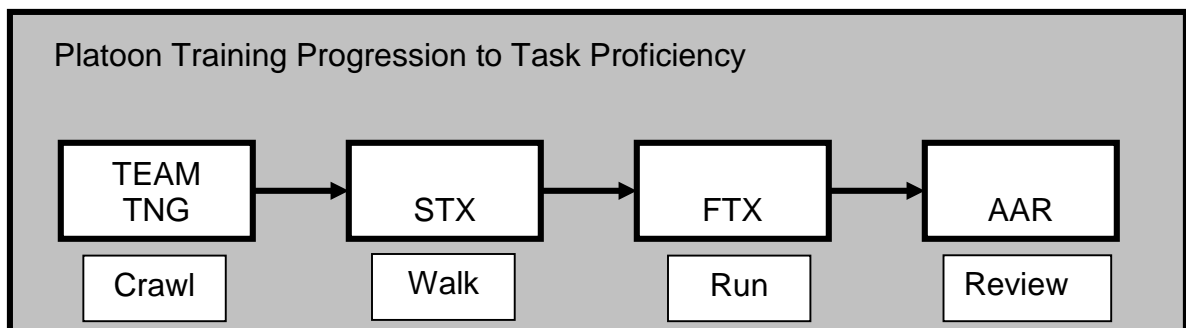
Section I. General Information. [®]

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 and Financial Management), as this is the only material the SSI is required to update and maintain. Other training material may be required to complete the tasks; however, it is up to the leader/trainer to contact the appropriate proponent school(s) to obtain them (Common Core or other proponent material). It is imperative, for the success of the training, that instructors/trainers thoroughly prepare by studying all training material and identified references before conducting training.

(1) Collective Task.

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

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

by authorized personnel (normally your training officer/NCO or section), the Central Army Repository (CAR), and the Army Training Network (ATN).

(2) Individual Tasks.

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

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

(3) Lessons. The PowerPoint slides with instructor notes included in this WTSP are hyperlinked on the SharePoint site. These slides can be used by leaders, trainers, and Soldiers for their individual review or self-development. Should the leader's/trainer's assessment indicate the need for more structured instructions these will provide leaders/trainers with a formal structure for the selected topic.

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

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

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

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

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

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

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

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

Section III: Tactical Material. [®] This WTSP does not contain any material of a tactical nature. Although the element will perform their mission functions in an operational environment, virtually all 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				
Severity		Frequent A	Likely B	Occasional C	Seldom D	Unlikely 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.