# The Army Training Strategy

**Training in a time of transition, uncertainty, complexity and austerity**

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# Army Training Strategy

## Part I: Purpose and Context

**1. Purpose.** The Army Training Strategy provides vision and guidance on ends, ways, and means for training Soldiers, leaders, Civilians, and units to support operational adaptability and sustain readiness to conduct unified land operations. This strategy focuses on near-term requirements of execution and budget years (FY2013-2014) through the mid-range requirements of the Program Objective Memorandum (POM) years FY 2015-2019. It informs the training strategies and detailed training guidance of subordinate commanders, supervisors, leaders and trainers of all components in Army Commands, Army Service Component Commands, Direct Reporting Units, the Army Staff, and other activities involved in the planning, programming, preparation, and execution of Army training.

**2. Theme.** Training the Army in a time of transition, uncertainty, complexity and austerity.

**3. The Strategic Environment and Implications for Training.**

      a. While the Army continues the fight in Afghanistan and maintains a range of global engagements, we must simultaneously begin transitioning from a decade focused on counterinsurgency (COIN) operations to a smaller, more versatile Army that will take on a broader range of missions in support of national defense objectives. The Army is transitioning to regionally aligned forces characterized by *operational adaptability*; an agile, responsive, tailorable force capable of responding to any mission, anytime, anywhere.

      b. This transition comes at a time when the strategic environment is characterized by increasing complexity driven by accelerating speed and density of human interactions enabled by technology. This complex global environment involves operations among human populations, decentralized and networked enemy organizations, an adversarial information environment, and true asymmetries stemming from unpredictable and unexpected enemy uses of weapons, tactics, and motivations. Cyberspace and space are emerging as areas of operations for nation states, their surrogates and criminals alike, all of which pose significant threats to our Nation, our forces and the infrastructure which supports them. Threats are likely to employ cyber operations and information warfare to either degrade our mission command capabilities or to conduct global perception management and influence campaigns. Our training strategy must account for influences including non-combatants, global media, and non-governmental organizations. Adaptability is paramount. We must be able to quickly respond with precise and discriminate use of lethal force. To meet these challenges:

- Army training must replicate this complex environment in order to develop leaders, Soldiers, and units who are able to apply appropriate judgment, adapt to changing conditions, and transition effectively between operations.

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- Army training must create the situations allowing Soldiers and leaders to master fundamentals and hone often divergent and even opposing skills, requiring the highest degree of lethality tempered by judgment and understanding.

- Army training must present complex dilemmas forcing leaders to match tactical actions to operational and strategic objectives.

c. Meeting the readiness requirements of this complex, strategic environment will be challenging as resources decline. Cognizant of this challenge, the Department of Defense identified the most critical national security interests and prioritized eleven Joint Force missions the Services must be prepared to meet. Most require the employment of land forces and unique Army capabilities. The Army must support a broader range of missions with a smaller force and less resourcing flexibility, balancing ongoing wartime demands and preparation for future challenges. The Army Training Strategy addresses this challenge.

4. **Train for Operational Adaptability.** Training to develop adaptability is the highest priority near-term goal in support of the *2012 Army Strategic Planning Guidance* imperative to "Provide modernized and ready, tailored land force capabilities to meet Combatant Commanders' requirements across the range of military actions." In the last decade, we have tailored individual and organizational adaptability to the current operational environment. Now we must maintain and develop adaptability by focusing on two central tenets of *unified land operations*: train to accomplish specific tasks and requirements of *decisive action* and train for effective application of *mission command* in unified land operations.

a. *Decisive Action.* The primary product of Army training is units and individuals prepared to execute operations through decisive action. Decisive action replaces the term "full spectrum operations". Training for decisive action requires units, leaders, and individuals capable of conducting sustained land operations through the simultaneous application of offensive, defensive, and stability tasks (or defense support of civil authorities) appropriate to the mission and environment. Decisive action operations entail two core competencies as outlined in Army Doctrine Publication (ADP) 3-0, *Unified Land Operations*: **combined arms maneuver** and **wide area security**. Training must result in Army forces proficient in conducting decisive action in both conventional and hybrid threat environments. Central to decisive action is the ability to effectively integrate conventional forces with Special Operations Forces (SOF). Training at all levels, but especially at the battalion and brigade echelons, must integrate and reinforce the interoperability of conventional forces and SOF, in addition to training with other Services, Interagency, Intergovernmental, and Multinational Forces as we rebuild skills to support the full range of operations.

b. *Mission Command.* Training for operational adaptability also requires an understanding of and ability to effectively execute mission command - the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders in the conduct of unified land operations (see ADP 6-0, *Mission Command*). The mission command philosophy must be emphasized in all we do. Use the six principles of mission command (see below). Leaders

must become proficient in exercising mission command in not only operations, but also in the training management process. The focus on mission command in training empowers commanders and trainers to be agile and adaptive in accomplishing their commander's intent.

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### The Mission Command Philosophy

**In exercising mission command, commanders are guided by six principles—**

- **Build cohesive teams through mutual trust.**
- **Create shared understanding.**
- **Provide a clear commander's intent.**
- **Exercise disciplined initiative.**
- **Use mission orders.**
- **Accept prudent risk.**                                    *(ADRP 6-0)*

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## Part II. Army Training Vision and Strategic Ends

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### Army Training Vision

Army training must balance current operational missions while simultaneously preparing forces to meet future requirements. The future requires the Army to be regionally responsive and globally engaged. Army training will provide the critical depth and versatility needed to support the three strategic roles of Prevent – Shape – Win by conducting unified land operations executed through decisive action by means of the Army core competencies of combined arms maneuver and wide area security, guided by mission command.

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**1. Army Training Vision and Strategic Ends.** The Army Training Vision provides an imperative to balance today's ongoing wartime requirements with building the foundation for a more adaptive force through targeted investments in versatile home station training, combat training center, and training support system (TSS) capabilities. As the Army transitions from an Army at war to an Army in preparation, we cannot afford to lose the tactical superiority we have gained over the last decade. We must capitalize on and reinvest this experience into training, while seizing opportunities presented by technological advances so this experienced force is challenged by increasingly complex, operationally relevant training. Achieving this balance will be accomplished by focusing on following three strategic ends described below.

a. Hold commanders responsible for training units and developing leaders through the development and execution of progressive, challenging, and realistic training.

b. Develop leaders, both military and Civilian, to be competent, confident, agile, and adaptive in order to lead units and organizations in the complex and uncertain operational environments of the 21st century.

c. Train units to be versatile and to the required level of readiness in order to provide ready forces to combatant commanders worldwide.

2. **Hold Commanders Responsible for Training Units and Developing Leaders.** Commanders are responsible for training. Over the last decade, home station pre-deployment training relied on top-down training management to rapidly prepare and deploy units to meet Army Force Generation (ARFORGEN) schedules. This expedient approach was a necessity of war, but resulted in the atrophy of training management skills traditionally entrusted to unit commanders. Commanders must once again be held accountable to ensure their units are capable of performing their assigned missions, apply doctrinally sound principles in training, develop their subordinate leaders, and exercise stewardship of resources.

a. *Restore Decentralized Training Management.* Commanders apply the operational process – plan, prepare, execute, and assess – to unit training and leader development and exercise mission command to give subordinates latitude in determining how to train their units to achieve the desired end state, building trust and initiative in their subordinates. Commanders determine the collective tasks the unit will train, limiting the numbers of tasks trained to those essential to the mission. Commanders provide timely, Mission Essential Task List (METL) - based training guidance to subordinate units and establish procedures to supervise and assess the effectiveness of training and leader development. Commanders at all levels, but especially among our tactical formations at brigade and below, must execute training meetings, training briefings, and develop, utilize, and enforce training schedules. The Army Training Network (ATN) provides the best practices and essential techniques (the 'how to') of effective Unit Training Management.

b. *Conduct Doctrine Based Training.* Commanders and leaders must reestablish a culture of doctrinal understanding and use doctrine to establish a common understanding of how we operate as a force. Commanders must understand and inculcate the new unified land operations doctrine in their leaders and subordinates. The recently updated ADP 7-0 and the accompanying Army Doctrine Reference Publication (ADRP) 7-0 will be fundamental documents as commanders establish a renewed understanding of training doctrine. The 8-Step training model is a well-validated technique available on ATN that should be followed by all commanders in preparing effective training plans.

c. *Capitalize on Experience.* Today's Army has a great reservoir of current combat experience. We must capitalize on this experience and capture the imagination and energy of

this generation of leaders with challenging, relevant training. Leaders must mentor subordinates to recognize the enduring lessons of recent combat while simultaneously recognizing the next conflict will introduce new challenges requiring new and innovative approaches grounded in enduring doctrinal principles as the Army shifts its focus of training from current operations requirements to the broader requirements of unified land operations executed through decisive action. Commanders leverage professional and experienced Noncommissioned officers to train individuals, crews and small teams.

   d. *Optimize Training Resources*. Commanders and leaders at all levels must make informed, innovative choices to develop readiness with sufficient, but limited, resources. Commanders, supervisors and trainers must focus efforts to optimize available time and forecast necessary resources, ensuring they train the right tasks to meet mission requirements and to support the next higher commander's intent. Commanders must mitigate resource limitations through increased use of virtual, constructive, and gaming capabilities, particularly to reach higher echelon skills at home station and before entering live events. Senior mission commanders must synchronize and prioritize training resources (the TSS) across entire installations to mitigate limitations in assets and geography. Leaders must take every opportunity to coach and teach subordinates to be proper stewards of our limited resources.
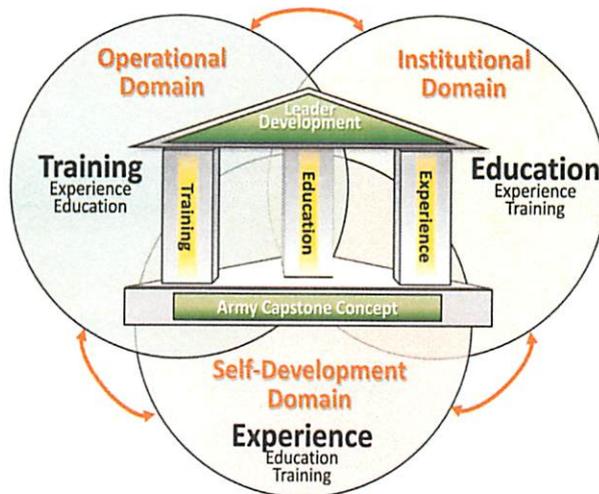


**The Army's Leader Development Model**
ADRP 7-0 Training Units and Developing Leaders, Aug 12

3. **Develop 21st Century Leaders.** Leader development is a continuous and progressive process spanning a leader's career. The development of Army leaders at all levels, military and civilian, is the best means to ensure the Army can adapt to whatever an uncertain future may bring. Leader development occurs in all three domains: institutional, operational, and self-development. With limited time in resident schools, the majority of leader development occurs in operational and self-development domains. Commanders and leaders must, therefore, integrate leader development into their unit training plans. The shift toward shorter force generation cycles will require commanders to manage Professional Military Education (PME) attendance carefully with readiness requirements. We cannot afford to mortgage our future by losing ground on maintaining the appropriate level of leader development amongst our ranks. PME will be executed throughout the force generation model.

a. ***Adapt Leader Competencies to Meet Operational Needs.*** Leaders must master traditional competencies to build teams, communicate intent, develop trust, and lead operations. Recent and emerging operational environments place greater demands on leaders in decentralized operations to negotiate with local citizens, employ mission command, and engage with JIIM partners, as well as plan, prepare, and execute combined arms combat missions in unified land operations. Leaders must be trained to recognize and manage transitions within and among Prevent – Shape – Win operations. Military and Civilian leaders at each level must be competent and confident to execute the range of skills required, and our training system must provide the opportunities to practice and master those competencies employing each training domain. The training system will continue to increase emphasis on emerging leader competencies such as regional culture and language, counter IED, the human domain, adaptive and critical thinking skills, cyber and information operations, and counter proliferation of weapons of mass destruction.

b. ***Establish a Career-Long Continuum of Learning.*** The Army is committed to training, educating, and developing its leaders – officers, warrant officers, noncommissioned officers, and Army Civilians. Leader development is a continuous and progressive process spanning a leader's entire career. The current PME and civilian education system (CES) rely primarily on course-based, schoolhouse experiences. These episodic learning events are insufficient in a competitive global learning environment where information must be continuously updated, structured, and available to provide maximum opportunities for individual learning and respond rapidly to operational needs. The relationship between the learner and the schoolhouse will expand to a career-long continuum of resident and non-resident learning events with opportunities designed to achieve established gates at initial entry, midgrade, intermediate, and strategic leadership levels. Learning will continue at unit locations through learning content that is both pushed by the schoolhouse and pulled by the learner and supervisor, mandatory and self-directed, and competency-based.

**4. Train Versatile Units.** The Army trains to provide ready forces to global combatant commanders. Units train at home station and while deployed to prepare for missions and adapt capabilities to changes in the operational environment. Unit training is primarily focused on collective skills in the operational training domain, but also includes the individual skill development in the institutional and self-development domains. Individual training aims to develop a mastery of fundamental skills while collective training integrates and synchronizes the skills learned at the individual skill level. Training in units focuses on improving unit, Soldier, and leader proficiencies, and it requires interactions among individuals or organizations to perform tasks contributing to the unit's training objectives and mission-essential task proficiency.

a. ***Focus on Home Station Training.*** The Army will generate readiness through home station training. Home station training must increasingly reflect the range of Prevent – Shape - Win operational scenarios and the complexity inherent in decisive action. Limitations in maneuver space, live fire ranges, or training facilities must be overcome by effectively employing available virtual, constructive, and gaming capabilities. As the Army transitions to

training for decisive action, home station training will move from the current ad hoc blended training approach to an Integrated Training Environment (ITE) that has consistent capabilities available 24x7 (persistent). The ITE is a system of systems that by design combines or connects support tools and selected training aids, devices, simulators, and simulations (TADSS) in a persistent and consistent manner; while leveraging mission command systems, to meet the commander's training objectives for the appropriate operational environment. The ITE will be capable of supporting individual and multi-echelon collective training within all of the training domains at the brigade and below level. Combat Training Center (CTC) preparation at home station should include training that stresses not only the fundamentals of offensive, defensive, and stability operations, but stresses the tasks required to continue effective operations despite temporary degradation of selected network systems. Planning for both defensive and offensive cyberspace operations should be included in the operations process at CTCs due to the increased role of cyberspace during real-world operations. Training at home station will either prepare units to execute a culminating training event at a CTC or provide the requisite level of training readiness needed to execute its assigned operational mission. Commanders' focus on training management will be most reflected in the quality of their home station training, where readiness begins.

b. ***Achieve Readiness Through Force Generation Model.*** The Army will continue to train units through a progressive readiness model that provides a sustained flow of forces prepared for current operational engagements. METLs, Combined Arms Training Strategies (CATS), Standards in Training Commission (STRAC), and sequential and progressive training events assist units in understanding and developing training plans required to meet Force generation defined proficiency levels. At the same time, the Force Generation Model is being adapted to provide a versatile mix of organizations capable of decisive action in support of emerging national defense objectives. Force Generation processes synchronize resources to achieve training readiness level Aim Points. Consequently, training resources must be associated with high-payoff, multi-echeloned, collective training events resulting in a progressive path to unit proficiency.

c. ***Regionally Aligned Forces.*** Designated units will develop a regional alignment to add focus, relevance, and complexity to the conditions of training and enhance core competencies of combined arms maneuver and wide area security. Training for decisive action in a complex environment at the upper end of the conflict continuum and training with a regional alignment should be complementary and concurrent efforts, but decisive action readiness is the baseline readiness requirement. Training must include the importance of building partner capacity. This will prepare units to enable Combatant Commanders to engage with our partners, foster mutual understanding through military-to-military contacts and ultimately help them build the capacity to defend themselves. Building partnerships contributes to a military posture that deters potential adversaries and preserves our ability to act if deterrence fails. We must train to cultivate positive relationships before they are needed and be a reliable, consistent and respectful partner to others.

d. **Replicate the Operational Environment.** It is only through tough, realistic, and varied training conditions that we can create lethal, responsive, understanding, and judicious Soldiers and leaders. Training must challenge leaders and Soldiers with greater fidelity and realism by providing the multiplicity of actors from friendly to neutral to hostile, by presenting disaggregated and decentralized enemy organizations, by replicating a challenging information environment where adversaries, enemies and the media create narratives often opposed to U.S. goals and by forcing leaders to transition among operations. Integrated live, virtual, constructive, and gaming capabilities allow multiple repetitions under various conditions and intensity to build experience and judgment. We will continue to develop robust scenario databases based on regional information and rapidly replicate real-world scenarios. This includes continuing to improve the use of the decisive action training environment (DATE) and the training brain operations center (TBOC). The DATE is a source for conditions in the operational environment and the structure of opposing forces. It is published by the TRADOC G-2 and provides baseline conditions for scenario continuity across the training community, for both home station and CTC training events. The TBOC is intended to be the central repository for training support packages that include real-world data, information, exercise content, and exercise vignettes.

## Part III: Ways to Achieve Strategic Ends

**1. Training Domains Provide Ways to Achieve Ends.** The training strategy achieves strategic ends through three domains as described in ADP 7-0: institutional, operational, and self-development. Each of these domains is enabled through the TSS that comprises enterprise-wide training products, services, and facilities. The ways and means to achieve the Army Training Strategy vision and strategic ends are described below.



WAYS: Training Domains and the Training Support System

**2. Institutional Domain.** The Army's institutional training and education system includes initial military training (IMT), PME/CES, functional training, culture and foreign language training, and troop schools. Soldiers and officers need to be mentally, physically, and emotionally prepared for the complex and dangerous operational environment. Beginning in IMT, we establish the foundation for Soldiers to be experts in critical combat skills and cultivate self-confidence, adaptability, physical strength, resilience, and mental agility. Throughout their career, individual knowledge and skills build through resident courses, mobile training teams (MTTs), and distributed learning from knowledge hubs.

a. *Leverage All Institutional Resources.* The Army must leverage the capability and capacity of all component school systems using the One Army School System (OASS) and fully execute the Army Program for Individual Training (ARPRINT). TRADOC will ensure the consistent quality of instruction across all component schools and examine potential efficiencies offered by transitioning to a university model. Commanders and leaders must ensure training

requests directly support the unit's mission, and individuals are prepared to attend and successfully complete the course. We cannot squander scarce training resources by requesting non-essential training or failing to fill reserved seats. Commanders and leaders will employ Troop Schools, distributed learning, and self-development opportunities to develop and sustain subordinate skills required for unit readiness. The institutional training base must be synchronized with the force generation process and adapt to changes in training and educational requirements.

b. *Reinvigorate Leader Education.* The Army's three-pillar leader development model includes training, education, and experience. During the last decade of war, the balance shifted to the experience pillar at the expense of the broader foundational and contextual benefits of education and training. Now we must reinvigorate leader education. Throughout the force generation process, commanders must provide subordinates with the opportunity to attend PME on schedule; build upon the training, education and experiences gained in units; and provide opportunities to broaden skills without penalizing career progression. The Army will provide PME to Soldiers before utilization; reduce the PME backlog; and optimize Intermediate Level Education to emphasize the importance of professional education as a key component of leader development for all officers. Enlisted PME must improve education programs across the Army and add emphasis on Joint Force Leadership. The Army War College will enhance strategic leadership to meet global challenges. Supervisors will plan for the professional development of the civilian workforce. We must challenge and excite our junior leaders.

c. *Implement the Army Learning Model (ALM).* The ALM is the Army's plan to adapt institutional training and education by 2015 to support operational adaptability of the force. The ALM increases the rigor, relevance and effectiveness of face-to-face learning experiences in our schoolhouses through instructional strategies that focus on mastering fundamentals and maximizing the effectiveness of limited resident learning time. The ALM framework expands the reach of the schoolhouse through enabling technologies such as dynamic virtual environments, on-line gaming, and mobile learning. With access to applications, the blending of physical and virtual collaborative environments, and learning outcomes in a career-long continuum of learning, the ALM allows Soldiers and leaders to access relevant learning content at the point of need and creates a shared responsibility for learning among individual, supervisor, and schoolhouse. The ALM will present the learner with challenging content through a balanced mix of live and technology-delivered means, available in both resident and nonresident venues. Soldiers and leaders must become expert, self-motivated learners who are capable of asking good questions and possess digital literacy skills that enable them to find, evaluate, and employ online knowledge, whether in learning or operational environments. It employs the Army Career Tracker to enable Soldiers and Civilians, along with their supervisors, to plan and track career learning goals.

d. *Invest in Individual Learning Infrastructure.* To learn faster than our adversaries in the competitive global learning environment, the Army must have the capacity to rapidly create, update, store, and distribute learning modules that will be available on demand, at the point of need. This requires investments in training information network infrastructure and enabling information technologies, an automated training management system, and upgraded training

development workforce skills to create operationally relevant, educationally sound scenarios and learning content.

3. **Operational Domain.** Operational training includes individual, leader, and collective training that occur as a direct result of a commander's unit training plan while at home station, at maneuver combat training centers, during joint and combined exercises, at mobilization centers, and while operationally deployed. While the institutions provide the essential training, education, and experience for leader development, most leader development occurs in units. Commanders must consider both the individual and collective subordinate leader training requirements in planning, preparing, executing and assessing leader development as they do for improving unit readiness.

  a. *Inculcate Training Management Skills.* Commanders must conduct a thorough analysis of all training requirements, establish priorities, consider risks, and apply available resources. Mission Essential Task Lists (METLs), Combined Arms Training Strategies (CATS), Standards in Training Commission (STRAC), and Event Menu Matrices (essential, sequential and progressive training events) assist units in understanding and developing training plans required to meet Force Generation-defined proficiency levels. Just as in combat, composite risk management and thorough After Action Reviews (AAR) must be routine. Online training management resources are available at the Army Training Network (https://atn.army.mil). Commanders must ensure subordinate leaders are trained how to train and are able to execute disciplined training management at each echelon to ensure coordination and resources are in place and maximized to effectively train. Commands and installations must be collaborative and innovative in scheduling to maximize the availability of training support resources for both active and reserve training requirements. Higher numbers of units simultaneously at home station will mandate active management by senior commanders to balance training support resources across units. Senior mission commanders use time management cycles—such as red-green-amber and training-mission-support—to manage access to training capabilities at home station. A time management cycle will help provide some predictability for commanders as they develop their training plans, and these cycles will establish the priority of support to units at an installation. Specific training cycles will vary between installations, and installation commanders will develop a system that best suits the installation and units stationed there.

  b. *Implement the Force Generation Model.* The Active Component (AC) will move from a 36 month progressive readiness model to one where we develop ready units in a 12 month Train/Ready period (which includes a three or six month Reset period depending on whether a unit did or did not deploy) followed by a 12 month Available period. This accelerated Force Generation process drives a review of detailed training strategies and resulting Aim Points for the AC. The Reserve Component (RC) will continue to generate progressive readiness over a 60 month period. Commanders should use appropriate AC/RC Training Aim Points, outlined in Army Regulation (AR) 525-29, as guideposts for planning training. Aim Points and expected training proficiency levels will assist the Army in effectively resourcing units for training and help commanders to prioritize tasks. For Brigade Combat Teams (BCTs), the Maneuver Combat Training Center (MCTC) rotation executed at the end of the Train/Ready phase of force generation will serve as the culminating training event for BCTs entering the

Available Year of force generation for both AC and select RC BCTs. Army National Guard BCTs will also execute an MCTP-sponsored Warfighter exercise and XCTC prior to CTC rotations. Designated Functional/Multi Functional Brigades will also execute an MCTP exercise as a trained unit that is embedded into Corps/Division Warfighter Exercise. Pre-mobilization training is inextricably linked to post-mobilization training, and as such, Force Generation prescribes the level of proficiency required for post-mobilization training. Forces Command (FORSCOM) will manage scheduling of units through the CTC Program to meet readiness objectives. U.S. Army Europe manages scheduling of units at the Joint Multinational Readiness Center. FORSCOM, through First Army and other resources, will provide training support as identified by the Reserve Components and assist in the validation of these units. Our training strategies will necessarily evolve as we refine our approaches to achieving regional alignment for forces to provide Combatant Commanders the tools they need to shape their areas of responsibility. Commanders must develop training plans that meet designated readiness and mission requirements.

   c. *Revitalize Home Station Training (HST)*. Home station training must transition from COIN training to training for decisive action and unified land operations. Modifications in the Force Generation process drive the frequency and number of training events at home station, and consequently the training support enablers provided. Home station training will transition from a blended training approach to the Integrated Training Environment to maximize scarce resources while simultaneously increasing operational realism and allowing commanders flexibility to scale training events to echelon, mission, and experience level. As the Army begins to have units required to maintain readiness levels at home station following their culminating training events in the Train-Ready year, unit commanders must plan and execute training designed to maintain and sustain readiness through the Available year of the force generation cycle.

   (1) *Blended Training.* Home station training will maximize opportunities to simultaneously use live, virtual, constructive, and gaming (LVCG) enablers, in a *non-persistent, non-consistent* manner, in support of collective training events based on organizational and functional CATS. Commanders will integrate live training with appropriate constructive, virtual and gaming capabilities to both increase the complexity and relevance of home station training and achieve levels of multi-echelon integration not achievable through live training alone. Blended events will involve the use of at least two environments simultaneously. Cyber warfare conditions will be integrated primarily in the constructive environment. Commanders will take advantage of available JIIM opportunities.

   (2) *Integrated Training Environment (ITE)*. Over the period of this training strategy, Army units will see phased integration of the ITE that will improve commanders' ability to more easily integrate LVCG capabilities into a seamless web allowing units to achieve levels of training realism never before achieved at home station. Some of the improvements to realism at home station will result from improved use of the decisive action training environment (DATE) and the training brain operations center (TBOC). The DATE and the TBOC will contribute to more complex and operationally relevant training scenarios sharing common

baseline conditions. Army investments in the live, virtual, constructive - integrating architecture (LVC-IA) and associated LVC TADSS will provide the ITE. LVC-IA connects with mission command systems to enable execution of integrated mission command and maneuver training. In following years, additional TADSS programs will be integrated into the ITE. The ITE will move the Army to truly integrated solutions that are holistic, persistent (available 24/7), and consistent, yielding lower costs and enhanced training capabilities. The LVC-IA will be fielded to select AC installations beginning with Fort Hood in 1st Quarter FY13 and at a rate of roughly one additional location per quarter. With ITE, units will reach higher levels of proficiency by combining all environments under a common scenario. It will also enable commanders to train collective groups of leaders—after completing pure live training iterations—in scenarios and conditions that are not easily replicated or too risky to replicate in our home station training environments. To be fully effective, the ITE requires replication of the operational environment at home stations. The ITE is complemented by standard training information infrastructure (TII) – the Army training information system and point of delivery learning system. The TII supports the complete plan-prepare-execute-assess process.

d. *Enhance Combat Training Centers (CTC) Experience.* CTCs provide realistic, doctrinally-based, joint and combined arms training that approximates actual combat. The CTCs serve a dual role in both generating unit readiness while serving as a crucible experience for active leader development. Deploying units will train in an environment that replicates their anticipated deployment operational environment, while non-deploying and regionally aligned forces will train in the DATE.

(1) *The Mission Command Training Program (MCTP)* is the Army's primary CTC for mission command training utilizing constructive simulations. Corps and Division headquarters will utilize the MCTP-sponsored Warfighter exercise (WFX) as their major training event, with the goal of exiting the WFX as a JTF-capable headquarters. Additionally, Functional and Multifunctional Brigades will embed into MCTP-sponsored Corps and Division WFXs during year one (Train/Ready Year) of the Force Generation model, with the exercise serving as their culminating training event (CTE). MCTP-sponsored WFXs will be multi-echelon to the maximum extent practical to increase mission command training, enable focused JIIM support, and reduce costs. ASCCs will also receive MCTP support when participating in COCOM exercises. Corps, Divisions, and ASCCs will serve as a higher command (HICON) for other WFXs, when practical, in preparation for their own WFX.

(2) *The Maneuver CTC (MCTC)* provides a challenging, high-fidelity, live training experience for Brigade Combat Teams (BCTs). The MCTC rotation will be executed near the end of the Train and Ready year, and will serve as the BCT's CTE as it enters the Available Year of the Force Generation model. All AC BCT Commanders should expect to execute an MCTC rotation during their tenure of command. AC BCTs should achieve T1 at the MCTC and subsequently transition into the Available Year of the Force Generation model. RC BCTs will achieve T2 and then transition into the Available Year of the RC 60-Month Force Generation model. Functional and Multifunctional Brigades' subordinate battalions will be integrated into MCTC rotations when possible. Division Headquarters will normally serve as the HICON for

BCTs conducting MCTC rotations, not only providing C2 for the BCT, but training on their own ability to conduct mission command on the move (MCOTM).

e. ***Provide Capabilities for Training While Deployed.*** The Army will continue to deploy units for operational needs, both to Win and to Shape. While deployed, commanders must continually assess current levels of readiness in the assigned mission along with recognizing emerging enemy capabilities and TTPs and adjust training as required. Constant updating of unit Standard Operating Procedures (SOPs) and developing of lessons learned will be critical in these environments in order to adapt our training strategies. Implementation of innovative, efficient, and effective methods of disseminating and conducting sustainment training while deployed ensures protection of the deployed force, while enhancing mission success, and preventing the atrophy of critical skills needed for future missions.

f. ***Incorporate Cyberspace Operations.*** We must prepare our forces to operate in cyberspace under a wide range of conditions, including contested and degraded environments. Cyberspace operations are a key enabler of mission command, which is an essential component of all Army operations. Cyberspace operations must be coordinated and synchronized with electronic warfare, electromagnetic spectrum operations, information operations and space operations to provide commanders with desired effects. We must train staffs to integrate cyberspace operations. Commands and units must fully appreciate the vulnerabilities of our networks and have the tools and understanding of how to best protect them. Army units must ensure protective protocols and counter-measures are in place and adhered to, while every individual must ensure his training is current and practiced relentlessly. Every Soldier and leader must be trained to operate in contested and degraded cyberspace.

4. **Self-Development Domain.** Learning in the self-development training domain supports planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness, and situational awareness. It applies to military and Civilian personnel and has three variations: 1) Structured Self-Development includes mandatory learning modules required to meet specific course gates; 2) Guided Self-Development is recommended, but optional learning that may enhance professional competence; and 3) Personal Self-Development is self-initiated learning to meet personal objectives such as pursuing a college education or advanced degree.

a. ***Promote Career-Long Learning.*** The Army is a learning organization committed to developing its military and Civilian personnel so their full potential is realized. Every supervisor is responsible for developing subordinates, encouraging their self-development, coaching them on career progression, and promoting career-long learning. The Army Career Tracker and other online tools are provided to assist supervisors to collaborate with their subordinates in professional development planning discussions. Supervisors must provide opportunities for subordinate's personal and required individual learning.

b. ***Implement Structured Self-Development.*** The Non-commissioned Officer Education System (NCOES) successfully demonstrated the value of structured self-development to extend learning events between intermittent schoolhouse experiences and build

a life-long learning culture. Soldiers who complete NCOES Structured Self-Development 1 (SSD 1) prior to attending the Warrior Leader Course perform at a higher level than those who did not. SSD will become more routinely used to bridge knowledge gaps between resident courses.

**5. Training Support.** The Army's TSS enables training in all three domains—operational, institutional, and self development. Decisive action readiness requirements drive improvements to home station TSS enablers, both to expand training opportunities and conserve resources. Current training support capabilities exist within the Army's TSS. The TSS is a system of systems that delivers products, services and facilities to all three domains. Products are individual TADSS in the live, virtual, constructive and gaming environments. Services are management and operations staff and resources at all echelons, but primarily at the installation level. The TSS services also include the maintenance of TADSS through a world-wide support system. The TSS facilities are ranges, training land, other live training capabilities such as urban operations training facilities, mission training complexes, training support centers, and simulations facilities. Senior mission commanders must ensure TSS is integrated and prioritized to meet tenant unit commanders' training requirements.

a. *Adapting Training Support.* Through the Army Training Summit III, conducted May – September 2012, stakeholders comprehensively reviewed training support capabilities, and defined and validated required capabilities. Commanders should consider future TSS capabilities as they develop training plans. Regional Simulation Centers will distribute on-demand constructive simulations that will link home station mission command training with other units across geographical locations. Installations within the Regional Collective Training Capabilities (RCTC) construct will allow AC/RC access to TADSS, ranges, maneuver areas, and Mission Training Complexes (MTC). The TSS will develop supporting training information systems and networks to store, retrieve, and deliver training data. The TSS will develop robust environments to develop cyber skills and incorporate cyber effects into exercises.

(1) The TSS must adapt to commanders' needs as the Army transitions from training for counter-insurgency to training for decisive action and unified land operations. Changes in force structure and stationing, including the increased focus on the Asia-Pacific operational environment, are changing the demands for training support. Modifications to the Force Generation process will also alter the frequency and numbers of events which must be enabled by the TSS.

(2) To adapt to these changes and meet commanders' training objectives, the TSS must move from the current blended training environment to an Integrated Training Environment (ITE). The ITE is a capability that by design combines or connects TADSS in a persistent and consistent manner while leveraging mission command systems to meet the commander's training objectives under conditions of the Operational Environment. The ITE will be capable of supporting individual and multi-echelon collective training within all of the training domains. The Live, Virtual, Constructive Integrating Architecture (LVC - IA) is the system that will enable the ITE.

b. *Training Support System Improvements.* Commanders must consider other TSS capabilities in developing their training strategies. Improved capabilities will include an on-demand distributed collective training network that will link training within and among units across geographical locations and installations. Training plans must incorporate mission command training with live, virtual, constructive, and gaming enablers over operational networks both within and between installations. To achieve this training information systems and networks must develop, store, retrieve and deliver training data. This requires the development and application of architectures and standards for TII products and information that can be used by Soldiers, Civilians, units, and institutions. At the same time, capability developers, materiel developers, and resource managers must build TADSS that can operate over operational networks, mirror the complexity of the Operational Environment, and allow commanders to execute training strategies. The TSS improvements also will address cyber training requirements. We must develop a common educational platform/portal that provides robust environments to develop and enhance cyber skills. This should include access to a virtual range and training ground for incorporating cyber effects into exercises. Space knowledge training will also be incorporated within the institutional training domain and reinforced across the operational training domain.

c. *Training Support System Objectives.* The TSS will support the Army Training Strategy in three categories of objectives: Service Objectives, Product Objectives, and Facilities Objectives.

(1) The TSS Service Objectives are: (1) reset the TSS manpower models and resource TSS manpower IAW the revised models; and (2) resource TSS operating funds to reflect training loads on CONUS and OCONUS installations, based on the National Defense Strategy and the Army Campaign Plan.

(2) The TSS Product Objectives are: (1) Deliver the LVC-IA to selected home stations to support operational training; (2) Replace CTC Instrumentation Systems (IS) at the National Training Center (FY15), the Joint Readiness Training Center (FY17), and program for Joint Multinational Readiness Center IS replacement in FY19; (3) Program for TSS capabilities and capacity IAW ATS III results and reallocate TADSS to RCTC installations based on stationing decisions and Army Campaign Plan guidance; (4) Improve integration of systems and non-systems TADSS programmed by HQDA G-3/5/7 and G-8, respectively, to reflect all training requirements in weapons systems programming to ensure non-systems TADSS remain concurrent with fielded weapons systems; (5) Develop requirements for new TSS capabilities to address gaps identified during ATS III; (6) Modernize other components of the Instrumentation/TADSS pillar for the CTCs; and (7) Develop and integrate high demand training management, training development and training delivery systems with the highest return on investment; and (8) Focus distributed learning point of delivery infrastructure to support the self development domain and provide reach back from the operational domain to training institutions.

(3) The TSS Facilities Objective is to confirm TSS facilities gaps at the RCTC installations, and program TSS facilities to fill those gaps using a Facility Investment Strategy (FIS) approach.

(4) The resourcing of these objectives will be addressed in POM FY15-19 or sooner, if possible.

## Part IV. LINKING ENDS, WAYS, AND MEANS

1. **Means to Achieve Strategic Ends**. The Army Training Strategy is not a resourcing document; however, it does outline ways associated with the strategic ends needed to achieve the vision for Army training. Existing processes and decision forums will identify the specific means necessary to achieve the three strategic ends. The Army Training Strategy will be supplemented by an appendix (to be published) articulating identified means in order to inform the requirements validation process and assist the Army Staff establish priorities linked to strategic ends. The Army Training Strategy will necessarily evolve to address the realities of resourcing and will necessitate commanders at all levels work creatively to mitigate resource shortfalls that might limit accomplishment of our strategic ends.

2. **Management.** The Army will manage efforts to achieve the strategic ends described in the Army Training Strategy through the existing mechanism of the Training General Officer Steering Committee (TGOSC), as defined in AR 350-1. The purpose of the TGOSC is to provide a management process to identify and resolve issues, determine priorities, and make decisions in support of Army Training and Leader Development in order to develop synchronized and integrated strategic recommendations for the CSA. The TGOSC recommends improvements in training policy and strategy, and capabilities needed to provide trained and ready Soldiers, leaders, Army Civilians and units to Combatant Commanders. The TGOSC ensures Army training across the Operational, Institutional and Self-Development domains can sustain requisite readiness of Soldiers, leaders, Army Civilians and units. The TGOSC will forward recommendations through HQDA, DCS, G–3/5/7 Training Directorate for decision by the appropriate Army leadership. All TGOSC recommendations will consider policy implications, impact if not adopted, general resource requirements, and general priority in relationship to other Army training and leader development initiatives. Additionally, there are overlapping or parallel efforts between the TGOSC management process and TRADOC's management process for the Army Leader Development Strategy and the Army Leader Development Forum. Part of the management process will be to synchronize these efforts.

## Part V. Way Ahead

1. This Army Training Strategy is developed at a critical transition point in our Army. Even as we continue to prepare Soldiers, leaders, and units for operational missions in support of the nation's longest war, the Army must set the foundation to train for operational adaptability. The *2012 Army Strategic Planning Guidance* identifies *training for operational adaptability* as the

Army's highest priority near-term action and "a necessary, resource intensive undertaking." The Army Training Strategy provides the deliberate planning to link strategic ends, ways, and means so the Army can make this transition successfully as resources diminish.

2. As we move forward, it is clear our approach in executing a strategy for training must focus on the three strategic ends. Key to achieving the Army Training Vision lies in effective leadership at all levels. We must ensure commanders and leaders understand doctrine and can apply training management skills in a force that has been singularly focused on a specific theater and operational focus for many years. Leaders must receive the training and professional military education necessary to prepare them for the Profession of Arms that is built on standards and is prepared for expanded operational challenges. Unit training strategies must be refined to transition the force from one focused on predictable deployments to one that is prepared for decisive action against a range of operational challenges. Commanders and leaders must have the tools and technologies to maximize limited training time, achieve higher performance levels, and motivate our young leaders with challenging, operationally relevant training. We know we must leverage our investments in integrating live, virtual, constructive, and gaming technologies, as well as improve Army training information systems to increase complexity of training at home stations.

3. This Army Training Strategy provides strategic direction. Commanders must be the subject matter experts on training and use this training strategy and doctrinal principles to guide and develop the training strategies and unit training plans of their subordinates. Their training plans must develop operational adaptability. Training and leader development must foster creativity at every level. Therefore, Army leaders—and leaders include officers, warrant officers, noncommissioned officers, and Army Civilians in leadership positions—must recognize that there are no predetermined solutions to problems. Training and education methods will evolve and training strategies adapt to new conditions, but training remains the primary focus when not deployed.

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**Unit training and leader development are the Army's life-blood.**

(ADP 7-0)

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*This Army Training Strategy will remain in force until two years after the publication date, unless rescinded or revised sooner.*